

Plan of Action – Year 1 (2006-2007)

Objective 1 Literacy - By broadening students’ general knowledge while building their reading skills, vocabulary and root words recognition, 60% of students will reach proficiency or above on CMT/CAPT assessments by May 2008. Subgroups, such as Black and Latino males, will reach proficiency or above on CMT/CAPT assessments at a rate of 60% as well within this timeframe.

Strategy 1: Improve students’ capacity to effectively write essays by focusing on utilizing expository, persuasive, compare/contrast, extended definition, interpretive with planned frequency and emphasis on developing research skills as measured by a minimum increase of one grade level by year’s end as measured on the Stanford Test.

<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>Instruction Action Step 1.1a: Improve reading skills and strategies 1.1a 1 Broaden students’ general knowledge to improve reading comprehension.</p> <ul style="list-style-type: none"> - Implement reciprocal teaching and direct instruction as strategies. <p>1.1a 2 Increase background knowledge so that students will be able to make connections to the literature. We will also include more nonfiction selections to increase background knowledge.</p> <ul style="list-style-type: none"> - Implement literature circles and reader’s bookmark as strategies. 	<p>Person Responsible: English Department leader Alyce Roberts.</p> <p>Others Involved: Math, social studies and special education faculty as well as principal and vice principal</p>	<p>July 2006 – August 2006 1.1a 1</p> <p>September 2006 - October 2006 - 1.1a 2</p>	<p>General budget/Special funds</p>
<p>Assessment Action Step 1.1b 1: Use standardized test results to establish a base line of student performance.</p> <p>review the previous spring’s CMT and CAPT results</p> <p>1.1b 2 - Establish a base line using the DRP test</p>	<p>Person Responsible: English Department leader Alyce Roberts.</p> <p>Others Involved: Math, social studies and special education faculty as well as principal and vice principal</p>	<p>August 2006 – 1.1b 1</p> <p>September 2006 - 1.1b 2</p> <p>October 2006 1.1b 2</p>	<p>Special Funds</p>

<ul style="list-style-type: none"> - Use the Stamford standardized test to establish a baseline for reading comprehension - Administer the 4Sight - Benchmark Assessment further uncovers students' reading comprehension through a triangulation of the aforementioned examinations. <p>1.1b 3 - In-class assessments will be planned throughout the quarter and submitted to assistant principal in their weekly lesson plans which will include:</p> <ul style="list-style-type: none"> • Teacher generated performance based assessment based upon novels read in literature circles that would assess reciprocal teaching's effectiveness • Homework completion and class observations including peer to peer discussions to asses direct instruction's effectiveness <p>1.1b 4 Affective Assessment</p> <ul style="list-style-type: none"> • Teacher observations of students' in-class affect and work production and quality. • Bi-weekly phone call from academic Advisor to students/parents 		<p>July 2006 - 1.1b 3</p> <p>September 2006 – 1.1b 4</p>	
<p>Parental Involvement Action Step 1.1c 1 Establish opportunities for family reading that would include a "book club."</p> <p>1,1c 2 Form a committee to Select "classic" and "popular" literature, articles, short stories, poems or text, of interest and appropriate for groups discussion.</p> <p>1.1c 3 - Select "classic" and "popular" literature, articles, short stories, poems or text, of interest and appropriate for groups discussion.</p>	<p>Person Responsible: English Department leader Alyce Roberts in conjunction with the FRA,, Parent Advisory Group and ConnCAP staff</p> <p>Others Involved: Math, social studies and special education faculty as well as principal and vice principal</p>	<p>July 2006 – 1.1c 1</p> <p>September 2006 – 1.1c 2</p> <p>October 2006 – 1.1c 3</p>	<p>Special Funds</p>

<p>Professional Development Action Step 1.1d: Devise strategies to implement reciprocal teaching, literature circles, reader's bookmark, and direct instruction as strategies.</p> <p>1.1 d 2 Using best practices, establish methods of improving faculty's knowledge of reciprocal teaching, literature circles, reader's bookmark, and direct instruction as strategies</p>	<p>Person Responsible: English Department leader Alyce Roberts.</p> <p>Others Involved: CREC consultants, math, social studies and special education faculty as well as principal and vice principal</p>	<p>September 2006 – 1.1d 1</p> <p>October 2006 1.1d 2</p>	<p>Special Funds/General Budget</p>
<p>2nd Quarter</p>			
<p>Instruction Action Step 1.1a 1: Improve reading skills and strategies</p> <p>1.1a 2 - Broaden students' general knowledge to improve reading comprehension.</p> <p>Focus on reciprocal teaching, literature circles, reader's bookmark, and direct instruction strategies.</p> <p>1.1a 3 - Increase background knowledge through the use of text, articles, short stories and poems decided upon by the family book club. This will enhance students' ability to make connections to the literature because the expansion of background knowledge will be supported at home and in school. The selections will include more nonfiction selections to increase background knowledge.</p>	<p>Person Responsible: English Department leader Alyce Roberts.</p> <p>Others Involved: Math, social studies and special education faculty as well as principal and vice principal</p>	<p>November 2006 – 1.1a 1</p> <p>December 2006 –1.1a 2</p> <p>December 2006- 1.1a 3</p>	<p>Special Funds/General Budget</p>
<p>Assessment Action Step 1.1b 1: Use standardized test results to establish a base line of student performance.</p> <p>1.1b 2 Employ the knowledge acquired from the review of the DRP, Stamford, 4Sight Benchmark Assessment, CMT and CAPT results to establish in-class assessments that will inform teaching so that students' identified needs can be met.</p> <p>1.1b 3 - Administer the District's Writing Prompt</p> <p>1.1b 4 In-class assessments will be planned</p>	<p>Person Responsible: English Department leader Alyce Roberts.</p> <p>Others Involved: Math, social studies and special education faculty as well as principal and vice principal</p>	<p>December 2006 - 1.1b 1</p> <p>December 2006 – 1.1b 2</p> <p>October 2006 1.1b 3</p>	<p>Special Funds</p>

3rd Quarter			
<p>Instruction Action Step 1. 1a: Improve reading skills and strategies</p> <p>1.1a Broaden students' general knowledge to improve reading comprehension.</p> <p>Focus on literature circles and direct instruction in preparation for the CMT/CAPT.</p> <ul style="list-style-type: none"> – Focus on writing that incorporates the skill of connecting to the literature so as to improve the probability of students' success on CAP/CMT. A particular emphasis will be on nonfiction since that is typically what is used in the State's exams. 	<p>Person Responsible: English Department leader Alyce Roberts in conjunction with the FRA,, Parent Advisory Group and ConnCAP staff</p> <p>Others Involved: Math, social studies and special education faculty as well as principal and vice principal</p>	<p>January 2007 –1.1a 1</p> <p>February 2007 - 1.1a 2</p>	<p>General Budget/Special Funds</p>
<p>Assessment Action Step 1.1b 1: Use standardized test results to establish a base line of student performance.</p> <p>1.1b 2 - Administer the 4Sight Benchmark assessment</p> <p>1.1b 3 - Administer the District's writing prompt</p> <p>1.1b 4 - Administer the CAPT/CMT</p> <p>1.1b 5 - In-class assessments will be planned throughout the quarter and submitted to assistant principal in their weekly lesson plans which will include:</p> <ul style="list-style-type: none"> • Teacher generated performance based assessment based upon novels read in literature circles that would assess reciprocal teaching's effectiveness • Homework completion and class observations including peer to peer discussions to asses direct instruction's effectiveness <p>1.1b 6 - Affective Assessment</p> <ul style="list-style-type: none"> • Teacher observations of students' in-class affect and work production and quality. • Bi-weekly phone call from academic 	<p>Person Responsible: English Department leader Alyce Roberts in conjunction with the FRA,, Parent Advisory Group and ConnCAP staff</p> <p>Others Involved: Math, social studies and special education faculty as well as principal and vice principal</p>	<p>January 2007 – 1.1b 1 & 1.1b 2,</p> <p>February 2007 – 1.1b 3</p> <p>March 2007 – 1.1b 4</p> <p>March 2007 – April 2008 1.1b 5</p> <p>March 2007 – April 2008 1.1b 5</p>	<p>Special Funds</p>

Advisor to students/parents			
<p>Parental Involvement Action Step 1.1c 1 Establish opportunities for family reading that would include a “book club.”</p> <p>1.1c 2 - Focus on specific skills such as reading for understanding and interpreting literature. The genres will remain open as this is meant to be reading for “pleasure.” Therefore “classic” and “popular” literature, articles, short stories, poems or text, of interest and appropriate for groups discussion.</p> <p>1.1c 3 - Establish two pointed discussions on interpreting literature.</p>	<p>Person Responsible: English Department leader Alyce Roberts in conjunction with the FRA,, Parent Advisory Group and ConnCAP staff</p> <p>Others Involved: Math, social studies and special education faculty as well as principal and vice principal</p>	<p>January 2007 – 1.1c 1</p> <p>March 2007 – 1.1c 2</p> <p>February 2007 – 1.1c 3</p>	<p>Title I</p>
<p>1.1c 4 - Professional Development Action Step 1.1d: Devise strategies to implement reciprocal teaching, literature circles, reader’s bookmark, and direct instruction as strategies.</p> <p>1.1c 5 - Using best practices, establish methods of improving faculty’s knowledge of preparing students’ for the CMT/CAPT.</p>	<p>Person Responsible: English Department leader Alyce Roberts.</p> <p>Others Involved: CREC consultants, math, social studies and special education faculty as well as principal and vice principal</p>	<p>February 2007 – 1.1c 4</p>	<p>General Budget</p>
4th Quarter			
<p>Instruction Action Step 1.1a 1 - Improve reading skills and strategies</p> <p>Revisit the effectiveness of the use of reciprocal teaching, literature circles, reader’s bookmark, and direct instruction in the classroom and begin to plan for their use in the upcoming year.</p> <p>1.1b Broaden students’ general knowledge</p> <p>Discuss strategies to increase background knowledge so that students will be able to make connections to the literature.</p> <p>Determine if the use of fiction was successful at increasing the students’ background knowledge.</p>	<p>Person Responsible: English Department leader Alyce Roberts in conjunction with the FRA,, Parent Advisory Group and ConnCAP staff</p> <p>Others Involved: Math, social studies and special education faculty as well as principal and vice principal</p>	<p>April 2007 – 1.1a 1</p> <p>May 2007 – June 2007 – 1.1a 2</p>	<p>Special Funds/General Budget</p>

<p>Assessment Action Step 1.1b - Use standardized test results to establish a base line of student performance.</p> <p>1.1b 2 - Administer the 4Sight Benchmark Assessment further uncover students' reading comprehension through a triangulation of the aforementioned examinations.</p> <p>1.1b 3 - In-class assessments will be planned throughout the quarter and submitted to assistant principal in their weekly lesson plans which will include:</p> <ul style="list-style-type: none"> • Teacher generated performance based assessment based upon novels read in literature circles that would assess reciprocal teaching's effectiveness • Homework completion and class observations including peer to peer discussions to asses direct instruction's effectiveness <p>1.1b 4 - Affective Assessment</p> <ul style="list-style-type: none"> • Teacher observations of students' in-class affect and work production and quality. • Bi-weekly phone call from academic Advisor to students/parents 	<p>Person Responsible: English Department leader Alyce Roberts in conjunction with the FRA,, Parent Advisory Group and ConnCAP staff</p> <p>Others Involved: Math, social studies and special education faculty as well as principal and vice principal</p>	<p>May 2007-</p> <p>May 2007 –1.1b 2</p> <p>May 2007 - June 2008 – 1.1b 3</p> <p>May 2007 - June 2007 – 1.1b 4</p>	<p>Special Funds</p>
<p>Parental Involvement Action Step 1.1c: Establish opportunities for family reading that would include a "book club."</p> <p>Assess the usefulness of the book club and the texts therein. Discuss next steps</p>	<p>Person Responsible: English Department leader Alyce Roberts in conjunction with the FRA,, Parent Advisory Group and ConnCAP staff</p> <p>Others Involved: Math, social studies and special education faculty as well as principal and vice principal</p>	<p>May 2007</p>	<p>Title I</p>
<p>Professional Development Action Step 1.1d 1: Devise strategies to implement reciprocal teaching, literature circles, reader's bookmark, and direct instruction as strategies.</p>	<p>Person Responsible: English Department leader Alyce Roberts.</p> <p>Others Involved: CREC</p>	<p>June 2007</p>	<p>General Budget</p>

School: Capital Prep Magnet
Revised August 1, 2006

Principal: Stephen D. Perry

SIP Years: 2006 - 2008

<p>Establish a schedule for professional development that will address best practices, establish methods of improving faculty's knowledge of reciprocal teaching, literature circles, reader's bookmark, and direct instruction as strategies for the improvement of students' capacity to effectively write essays by focusing on utilizing expository, persuasive, compare/contrast, extended definition, interpretive with planned frequency and emphasis on developing research skills as measured by a minimum of one grade level by year's end as measured on the Stanford Test.</p>	<p>consultants, math, social studies and special education faculty as well as principal and vice principal</p>		
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Plan of Action – Year 1 (2006-2007)

Objective 1 Literacy - By broadening students’ general knowledge while building their reading skills, vocabulary and root words recognition, 60% of students will reach proficiency or above on CMT/CAPT assessments by May 2008. Subgroups, such as Black and Latino males, will reach proficiency or above on CMT/CAPT assessments at a rate of 60% as well within this timeframe.

Strategy 2: Increase the frequency of opportunities for students to exhibit their response to literature by offering them additional instruction during enrichments and seminar periods as well as supplemental in-class assignments, as measured by the students’ acquisition of skills such as understanding, interpreting, connecting and evaluating with planned frequency as determined by 80% of students achieving proficiency on CMT/CAPT.

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			
<p>Instruction Action Step 1.1a 1: Use seminar, enrichment and supplemental in-class for reading and responding to literature to improve their interpreting and understanding skills</p> <p>1.1a 2- Implement a schedule that would assign students to seminars and enrichments that would allow for them to focus on literature utilizing methods from Strategy 1 such as reciprocal teaching, literature circles, reader’s bookmark, and direct instruction.</p> <p>1.1a 3 - Utilize the enrichment period at the end of the day increase background knowledge to improve their response to literature. This could include, but not be limited to creative writing enrichments, newspaper and college essay writing. Again, students will be able to improve</p>	<p>Person Responsible: English Department leader Alyce Roberts in conjunction with the FRA,, Parent Advisory Group and ConnCAP staff</p> <p>Others Involved: Math, social studies and special education faculty as well as principal and vice principal</p>	<p>July 2006 – August 2006 1.1a 1</p> <p>July 2006 – 1.1a 2</p> <p>September 2006 - October 2006 – 1.1a 3</p>	<p>General budget/Special funds</p>

<p>their ability to respond to literature by using more nonfiction selections to.</p>			
<p>Assessment Action Step 1.1b 1: Use standardized test results to establish a base line of student performance. review the previous spring's CMT and CAPT results</p> <p>1.1b 2 - September 2006 – Establish a base line using the DRP test</p> <p>1.1b 3 - Use the Stamford standardized test to establish a baseline for reading comprehension</p> <p>1.1b 4 - Administer the 4Sight Benchmark Assessment further uncover students' reading comprehension through a triangulation of the aforementioned examinations.</p> <p>1.1b 5 - In-class assessments will be planned throughout the quarter and submitted to assistant principal in their weekly lesson plans which will include:</p> <ul style="list-style-type: none"> – Teacher generated performance based assessment based work done in enrichment would assess students' understanding of literature. – Homework completion and class observations including peer to peer discussions to asses the understanding and quality of work done in seminar. <p>1.1b 6 - Affective Assessment</p> <ul style="list-style-type: none"> – Teacher observations of students' in-class affect and work production and quality. – Bi-weekly phone call from academic advisor 	<p>Person Responsible: English Department leader Alyce Roberts in conjunction with the FRA,, Parent Advisory Group and ConnCAP staff</p> <p>Others Involved: Math, social studies and special education faculty as well as principal and vice principal</p>	<p>August 2006</p> <p>September 2006 – 1.1b 2 & 1.1b</p> <p>October 2006 – 1.1b 4</p> <p>August 2007 – October 2007 1.1b 5 & 1.1b 6</p>	<p>Special Funds</p>

<p>Parental Involvement Action Step 1.1c: Establish opportunities for family reading that would include a “book club.”</p> <p>– Select date to invite parents to come in during enrichment for the family book club to discuss their response to “classic” and “popular” literature, articles, short stories, poems or text, of interest and appropriate for groups discussion.</p>	<p>Person Responsible: English Department leader Alyce Roberts in conjunction with the FRA,, Parent Advisory Group and ConnCAP staff</p> <p>Others Involved: Math, social studies and special education faculty as well as principal and vice principal</p>	<p>September 2006</p>	<p>Special Funds</p>
<p>Professional Development Action Step 1.1d: Devise strategies to better use in and out of class time to improve students’ ability to respond to literature.</p> <p>Discuss using best practices to establish methods of improving faculty’s knowledge of how to teach children to respond to literature. Then discussion of the most effective means of in-class as well as seminar and enrichment for this purpose.</p>	<p>Person Responsible: English Department leader Alyce Roberts.</p> <p>Others Involved: CREC consultants, math, social studies and special education faculty as well as principal and vice principal</p>	<p>September 2006</p>	<p>Special Funds/General Budget</p>
<p>2nd Quarter</p>			
<p>Instruction Action Step 1.1a 1: Use seminar, enrichment and supplemental in-class for reading and responding to literature to improve their ability to connect to the text.</p> <p>1.1a 2 - Focus on providing students with short essay that will facilitate opportunities for them to respond to literature using methods from Strategy 1 that include, but are not limited to reciprocal teaching, literature circles, reader’s bookmark, and direct instruction.</p> <p>1.1a 3 - Increase background knowledge through the use of text, articles, short stories and poems decided upon by the family book club. This will enhance students’ ability to make respond to literature because the expansion of background knowledge will be supported at home and in school. The selections will include more nonfiction selections to increase background knowledge.</p>	<p>Person Responsible: English Department leader Alyce Roberts.</p> <p>Others Involved: Math, social studies and special education faculty as well as principal and vice principal</p>	<p>November 2006 – 1.1a 1</p> <p>December 2006 –1.1a 2</p> <p>December 2006 – 1.1a 3</p>	<p>Special Funds/General Budget</p>

<p>Assessment Action Step 1.1b 1 - Employ the knowledge acquired from the review of the DRP, Stanford, 4Sight Benchmark Assessment, CMT and CAPT results to establish in-class assessments that will inform teaching so that students' identified needs can be met.</p> <p>1.1b 2 - Administer the District's Writing Prompt</p> <p>1.1b 3 - In-class assessments will be planned throughout the quarter and submitted to assistant principal in their weekly lesson plans which will include:</p> <ul style="list-style-type: none"> - Teacher generated performance based assessment based work done in enrichment would assess students' ability to connect to literature. - Homework completion and class observations including peer to peer discussions to asses how well students connect to text and quality of work done in seminar. <p>1.1b 4 - Affective Assessment</p> <ul style="list-style-type: none"> - Teacher observations of students' in-class affect and work production and quality. <p>1.1b 5 - Bi-weekly phone call from academic advisor</p>	<p>Person Responsible: English Department leader Alyce Roberts.</p> <p>Others Involved: CREC, math, social studies and special education faculty as well as principal and vice principal</p>	<p>September 2006 - December 2006 – 1.1b 1</p> <p>October 2006 and December 2006 1.1b 2</p> <p>October 2006 and December 2006 1.1b 3, 1.1b 4 & 1.1b 5</p>	<p>Special Funds</p>
<p>Parental Involvement Action Step 1.1c: Establish opportunities for family reading that would include a "book club."</p> <p>Select "classic" and "popular" literature, articles, short stories, poems or text, of interest and appropriate for groups discussion during enrichment.</p>	<p>Person Responsible: English Department leader Alyce Roberts in conjunction with the FRA,, Parent Advisory Group and ConnCAP staff</p> <p>Others Involved: Math, social studies and special education faculty as well as principal and vice principal</p>	<p>November 2006 –</p>	<p>Special Funds/ General Budget</p>
<p>Professional Development Action Step 1.1d: Devise strategies to better use in and out of class time to improve students' ability to respond to literature.</p> <p>Employ best practices to establish methods of improving faculty's knowledge of how to teach</p>	<p>Person Responsible: English, Math, social studies and special education faculty CREC consultant</p> <p>Others Involved: Administration</p>	<p>December 2006 –</p>	<p>Special Funds</p>

<p>children to respond to literature. Then discussion of the most effective means of in-class as well as seminar and enrichment for this purpose</p>			
3rd Quarter			
<p>Instruction Action Step 1. 1a 1 Use seminar, enrichment and supplemental in-class for reading and responding to literature to improve their ability to evaluate writing.</p> <p>1.1b 1- Focus on writing to that incorporates the skill of responding to the literature during the seminars and enrichments to improve the probability of students' success on CAP/CMT. A particular emphasis will be on nonfiction since that is typically what is used in the State's exams.</p>	<p>Person Responsible: English, Math, social studies and special education faculty</p> <p>Others Involved: Administration</p>	<p>January 2007 –1.1a 1</p> <p>February 2007 – 1.1b 1</p>	<p>General Budget/Special Funds</p>
<p>Assessment Action Step 1.1b 1: Use standardized test results to establish a base line of student performance including 4Sight Benchmark assessment, the District's writing prompt and the CAPT/CMT</p> <p>1.1b 2 - In-class assessments will be planned throughout the quarter and submitted to assistant principal in their weekly lesson plans which will include:</p> <ul style="list-style-type: none"> - Teacher generated performance based assessment based work done in enrichment would assess students' ability evaluate writing literature. - Homework completion and class observations including peer to peer discussions to asses the students' ability to evaluate writing as well as the quality of work done in seminar. <p>1.1b 3 - Affective Assessment</p> <ul style="list-style-type: none"> - Teacher observations of students' in-class affect and work production and quality. 	<p>Person Responsible: English, Math, social studies and special education faculty CREC consultant Others Involved: Administration</p>	<p>January 2007 – March 2007 - 1.1b 1</p> <p>February 2007 -1.1b 2</p> <p>March 2007 – 1.1b3</p>	<p>Special Funds</p>

<p>1.1b 4 - Bi-weekly phone call from academic advisor</p>		<p>January 2007 – March 2007 -1.1b 4</p>	
<p>Parental Involvement Action Step 1.1c 1: Establish opportunities for family reading that would include a “book club.”</p> <ul style="list-style-type: none"> – Focus on specific skills such as reading for understanding and interpreting literature as in Strategy 1. Then add response to literature as a component of the book club enrichment. The genres will remain open as this is meant to be reading for “pleasure.” Therefore “classic” and “popular” literature, articles, short stories, poems or text, of interest and appropriate for groups discussion. <p>Establish two pointed discussions on responding to literature.</p>	<p>Person Responsible: English, Math, social studies and special education faculty, FRA, Parent Advisory Group and ConnCAP</p> <p>Others Involved: Administration</p>	<p>January 2007 – 1.1c 1</p> <p>February 2007 – 1.1c 2</p> <p>March 2007- 1.1c 3</p> <p>March 2007 – 1.1c 4</p>	<p>Title I</p>
<p>1.1c 2 - Professional Development Action Step 1.1c 3 - Devise strategies to implement responding to literature that will best utilize seminar and enrichment.</p> <p>1.1c 4 - Using best practices, establish methods of improving faculty’s knowledge of preparing students’ for the CMT/CAPT.</p>	<p>Person Responsible: English Department leader Alyce Roberts.</p> <p>Others Involved: CREC, math, social studies and special education faculty as well as principal and vice principal</p>		<p>General Budget</p>
<p>4th Quarter</p>			
<p>Instruction Action Step 1.1a 1: Use seminar, enrichment and supplemental in-class for reading and responding to literature to increase reading, vocabulary and root words.</p> <p>1.1a 2 - Revisit the effectiveness of the use of seminar and enrichment as well as supplemental in-class time to improve students’ ability to respond to literature.</p> <ul style="list-style-type: none"> – Discuss strategies to increase background knowledge so that students will be able to better respond literature. Determine if the use of fiction was successful at increasing the students’ background knowledge. 	<p>Person Responsible: English Department leader Alyce Roberts.</p> <p>Others Involved: Math, social studies and special education faculty as well as principal and vice principal</p>	<p>April 2007 – May 2007 – 1.1a 1</p> <p>May 2007 1.1a 2</p>	<p>Special Funds/General Budget</p>

<p>Assessment Action Step 1.1b 1 - Use standardized test results to establish a base line of student performance including the 4Sight Benchmark Assessment to further uncover students' reading comprehension through a triangulation of the aforementioned examinations.</p> <p>1.1b 2 - In-class assessments will be planned throughout the quarter and submitted to assistant principal in their weekly lesson plans which will include:</p> <ul style="list-style-type: none"> - Teacher generated performance based assessment based work done in enrichment would assess students' increase reading, vocabulary and root words. - Homework completion and class observations including peer to peer discussions to asses their understanding, increase reading, vocabulary and root words as well as their quality of work done in seminar. <p>1.1b 3 - Affective Assessment</p> <ul style="list-style-type: none"> - Teacher observations of students' in-class affect and work production and quality. <p>1.1b 4 - Bi-weekly phone call from academic advisor</p>	<p>Person Responsible: English Department leader Alyce Roberts.</p> <p>Others Involved: CREC, math, social studies and special education faculty as well as principal and vice principal</p>	<p>May 2007- 1.1b 1</p> <p>May 2007 – June 2007 – 1.1b 2, 1.1b 3 & 1.1b 4</p>	<p>Special Funds</p>
<p>Parental Involvement Action Step 1.1c: Establish opportunities for family reading that would include a "book club."</p> <p>Assess the usefulness of the book club and the texts therein. Discuss next steps.</p>	<p>Person Responsible: English Department leader Alyce Roberts in conjunction with the FRA,, Parent Advisory Group and ConnCAP staff</p> <p>Others Involved: Math, social studies and special education faculty as well as principal and vice principal</p>	<p>May 2007 –</p>	<p>Title I</p>
<p>Professional Development Action Step 1.1d: Devise strategies to implement responding to literature that will best utilize seminar and enrichment.</p> <p>Establish a schedule for professional development that will address best practices,</p>	<p>Person Responsible: English Department leader Alyce Roberts in conjunction with the FRA,, Parent Advisory Group and ConnCAP staff</p>	<p>June 2007 –</p>	<p>General Budget</p>

<p>establish methods of increasing the frequency of opportunities for students to exhibit their response to literature by offering them additional instruction during enrichments and seminar periods as well as supplemental in-class assignments, as measured by the students' acquisition of skills such as understanding, interpreting, connecting and evaluating with planned frequency as determined by 80% of them achieving proficiency on CMT/CAPT.</p>	<p>Others Involved: CREC, math, social studies and special education faculty as well as principal and vice principal</p>		
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Objective 1 Literacy - By broadening students' general knowledge while building their reading skills, vocabulary and root words recognition, 60% of students will reach proficiency or above on CMT/CAPT assessments by May 2008. Subgroups, such as Black and Latino males, will reach proficiency or above on CMT/CAPT assessments at a rate of 60% as well within this timeframe.

Strategy 3: Expand students' knowledge of literary elements and genres through the use of multicultural, classic and contemporary literature as measured by an increase of the percentage of students who receive credit for English to 100%

<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>Instruction Action Step 1.1a 1 - Implement a schedule that would assign students to seminars and enrichments that would allow for them to focus on literature utilizing methods from Strategy 1 & 2 such as reciprocal teaching, literature circles, reader's bookmark, and direct instruction.</p>	<p>Person Responsible: English Department leader Alyce Roberts.</p> <p>Others Involved: Math, social studies and special education faculty as well as principal and vice principal</p>	<p>July 2006 – 1.1a 1</p> <p>July 2006 - October 2006 – 1.1a 2</p>	<p>General budget/Special funds</p>

<p>1.1a 2 - Utilize the enrichment period at the end of the day increase background knowledge to improve their response to literature. This could include, but not be limited to creative writing enrichments, newspaper and college essay writing. Again, students will be able to improve their ability to respond to literature by using more nonfiction selections to.</p>			
<p>Assessment Action Step 1.1b 1 - Use standardized test results to establish a base line of student performance. 2006 review the previous spring's CMT and CAPT results</p> <p>1.1b 2 - Establish a base line using the DRP test</p> <p>1.1b 4 - Use the Stamford standardized test to establish a baseline for reading comprehension</p> <p>1.1b 4Administer the 4Sight Benchmark Assessment further uncover students' reading comprehension through a triangulation of the aforementioned examinations</p> <p>1.1b 5 - In-class assessments will be planned throughout the quarter and submitted to assistant principal in their weekly lesson plans which will include:</p> <ul style="list-style-type: none"> - Teacher generated performance based assessment based work done in enrichment would assess students' reading skills. - Homework completion and class observations including peer to peer discussions to asses the students' reading skills and quality of work done in seminar. <p>1.1b 6 - Affective Assessment</p> <ul style="list-style-type: none"> - Teacher observations of students' in-class affect and work production and quality. <p>1.1b 7 - Bi-weekly phone call from academic advisor</p>	<p>Person Responsible: English Department leader Alyce Roberts.</p> <p>Others Involved: CREC, math, social studies and special education faculty as well as principal and vice principal</p>	<p>August 2006 – 1.1b 1</p> <p>September 2006 – 1.1b 2</p> <p>September 2006 – 1.1b 3</p> <p>October 2006- 1.1b 3</p> <p>August 2006 – October 2006 1.1b 5, 1.1b 6 & 1.1b 7</p>	<p>Special Funds</p>

<p>Parental Involvement Action Step 1.1c: Establish opportunities for family reading that would include a “book club.”</p> <p>– Select date t invite parents to come in during enrichment for the family book club to discuss their response to “classic” and “popular” literature, articles, short stories, poems or text, of interest and appropriate for groups discussion.</p>	<p>Person Responsible: English Department leader Alyce Roberts.</p> <p>Others Involved: CREC, math, social studies and special education faculty as well as principal and vice principal</p>	<p>September 2006</p>	<p>Special Funds</p>
<p>Professional Development Action Step 1.1d: Devise strategies to better use in and out of class time to improve students’ ability to respond to literature.</p> <p>Discuss using best practices to establish methods of improving faculty’s knowledge of how to teach children to respond to literature. Then discussion of the most effective means of in-class as well as seminar and enrichment for this purpose.</p>	<p>Person Responsible: English Department leader Alyce Roberts in conjunction with the FRA,, Parent Advisory Group and ConnCAP staff</p> <p>Others Involved: Math, social studies and special education faculty as well as principal and vice principal</p>	<p>September 2006</p>	<p>Special Funds/General Budget</p>
2nd Quarter			
<p>Instruction Action Step 1.1a 1 - Use seminar, enrichment and supplemental in-class for reading and responding to literature to expand and improve vocabulary.</p> <p>1.1a 2 - Focus on providing students with short essay that will facilitate opportunities for them to respond to literature using methods from Strategy 1 that include, but are not limited to reciprocal teaching, literature circles, reader’s bookmark, and direct instruction.</p>	<p>Person Responsible: English Department leader Alyce Roberts.</p> <p>Others Involved: Math, social studies and special education faculty as well as principal and vice principal</p>	<p>Sept 2067 1.1a 1</p> <p>December 2006 – 1.1a 2</p>	<p>Special Funds/General Budget</p>
<p>Assessment Action Step 1.1b 1- Employ the knowledge acquired from the review of the DRP, Stamford, 4Sight Benchmark Assessment, CMT and CAPT results to establish in-class assessments that will inform teaching so that students’ identified needs can be met.</p> <p>1.1b 2 - In-class assessments will be planned throughout the quarter and submitted to assistant</p>	<p>Person Responsible: English Department leader Alyce Roberts.</p> <p>Others Involved: CREC, math, social studies and special education faculty as well as principal and vice principal</p>	<p>December 2006 -1.1b 1</p> <p>November 2006 – 1.1b 2, 1.1b 3 & 1.1b 3</p>	<p>Special Funds</p>

<p>principal in their weekly lesson plans which will include:</p> <ul style="list-style-type: none"> - Teacher generated performance based assessment based work done in enrichment would assess students' vocabulary. - Homework completion and class observations including peer to peer discussions to asses the students' vocabulary and quality of work done in seminar. <p>1.1b 3 - Affective Assessment</p> <ul style="list-style-type: none"> - Teacher observations of students' in-class affect and work production and quality. <p>1.1b 4 - Bi-weekly phone call from academic advisor</p>			
<p>Parental Involvement Action Step 1.1c: Establish opportunities for family reading that would include a "book club."</p> <p>Select "classic" and "popular" literature, articles, short stories, poems or text, of interest and appropriate for groups discussion during enrichment.</p>	<p>Person Responsible: English Department leader Alyce Roberts.</p> <p>Others Involved: CREC, math, social studies and special education faculty as well as principal and vice principal</p>	<p>November 2006 – 1.1c</p>	<p>Special Funds/ General Budget</p>
<p>Professional Development Action Step 1.1d: Devise strategies to better use in and out of class time to improve students' ability to respond to literature.</p> <p>– Employ best practices to establish methods of improving faculty's knowledge of how to teach children to respond to literature. Then discussion of the most effective means of in-class as well as seminar and enrichment for this purpose</p>	<p>Person Responsible: English Department leader Alyce Roberts in conjunction with the FRA,, Parent Advisory Group and ConnCAP staff</p> <p>Others Involved: Math, social studies and special education faculty as well as principal and vice principal</p>	<p>December 2006</p>	<p>Special Funds</p>

3rd Quarter			
<p>Instruction Action Step 1. 1a 1 - Use seminar, enrichment and supplemental in-class for reading and responding to literature to expand and improve root word recognition.</p> <p>1.1a 2 - Focus 3 seminars per week and the book club enrichment on response to literature using literature circles and direct instruction in preparation for the CMT/CAPT.</p> <p>1.1a 3 - Focus on writing to that incorporates the skill of responding to the literature during the seminars and enrichments to improve the probability of students' success on CAP/CMT. A particular emphasis will be on nonfiction since that is typically what is used in the State's exams.</p>	<p>Person Responsible: English Department leader Alyce Roberts.</p> <p>Others Involved: Math, social studies and special education faculty as well as principal and vice principal</p>	<p>January 2007 – March 2007 1.1a 1 & 1.1 a 3</p> <p>February 2007 – 1.1a 2</p>	<p>General Budget/Special Funds</p>
<p>Assessment Action Step 1.1b 1: Use standardized test results to establish a base line of student performance</p> <p>1.1b 2 - Administer the 4Sight Benchmark assessment</p> <p>1.1b 3 - Administer the District's writing prompt</p> <p>1.1b 4 - Administer the CAPT/CMT</p> <p>1.1b 5 - In-class assessments will be planned throughout the quarter and submitted to assistant principal in their weekly lesson plans which will include:</p> <ul style="list-style-type: none"> - Teacher generated performance based assessment based work done in enrichment would assess students' root word recognition. - Homework completion and class observations including peer to peer 	<p>Person Responsible: English Department leader Alyce Roberts.</p> <p>Others Involved: CREC, math, social studies and special education faculty as well as principal and vice principal</p>	<p>January 2007 – 1.1b 2</p> <p>February 2007 –1.1b 3</p> <p>March 2007 -1.1b 4 -1.1b6</p>	<p>Special Funds</p>

<p>discussions to increase root word recognition and quality of work done in seminar.</p> <p>1.1b 6 - Affective Assessment</p> <ul style="list-style-type: none"> – Teacher observations of students’ in-class affect and work production and quality. <p>1.1b 7 - Bi-weekly phone call from academic advisor</p>			
<p>Parental Involvement Action Step 1.1c 1: Establish opportunities for family reading that would include a “book club.”</p> <p>– Focus on specific skills such as reading for understanding and interpreting literature as in Strategy 1. Then add response to literature as a component of the book club enrichment. The genres will remain open as this is meant to be reading for “pleasure.” Therefore “classic” and “popular” literature, articles, short stories, poems or text, of interest and appropriate for groups discussion.</p> <p>1.1c 2 Establish two pointed discussions on responding to literature.</p>	<p>Person Responsible: English Department leader Alyce Roberts.</p> <p>Others Involved: CREC, math, social studies and special education faculty as well as principal and vice principal</p>	<p>March 2007 – 1.1c 1</p> <p>March 2007 – April 2008 1.1c 2</p>	<p>Title I</p>
<p>Professional Development Action Step 1.1d: Devise strategies to implement responding to literature that will best utilize seminar and enrichment.</p> <p>– Using best practices, establish methods of improving faculty’s knowledge of preparing students’ for the CMT/CAPT.</p>	<p>Person Responsible: English Department leader Alyce Roberts in conjunction with the FRA,, Parent Advisory Group and ConnCAP staff</p> <p>Others Involved: Math, social studies and special education faculty as well as principal and vice principal</p>	<p>September 2007 1.1d</p>	<p>General Budget</p>

4th Quarter			
<p>Instruction Action Step 1.1a 1 - Revisit the effectiveness of the use of seminar and enrichment as well as supplemental in-class time to improve students' ability to respond to literature.</p> <p>1.1a 2 - Discuss strategies to increase background knowledge so that students will be able to better respond literature. Determine if the use of fiction was successful at increasing the students' background knowledge.</p>	<p>Person Responsible: English Department leader Alyce Roberts.</p> <p>Others Involved: Math, social studies and special education faculty as well as principal and vice principal</p>	<p>April 2007 - 1.1a 1</p> <p>May 2007 – 1.1a 2</p>	<p>Special Funds/General Budget</p>
<p>Assessment Action Step 1.1b: Administer the 4Sight Benchmark Assessment further uncover students' reading comprehension through a triangulation of the aforementioned examinations.</p> <p>1.1b 2 - In-class assessments will be planned throughout the quarter and submitted to assistant principal in their weekly lesson plans which will include:</p> <ul style="list-style-type: none"> - Teacher generated performance based assessment based work done in enrichment would assess students' root word recognition. - Homework completion and class observations including peer to peer discussions to increase root word recognition and quality of work done in seminar. <p>1.1b 3 - Affective Assessment</p> <ul style="list-style-type: none"> - Teacher observations of students' in-class affect and work production and quality. <p>1.1b 4 - Bi-weekly phone call from academic advisor</p>	<p>Person Responsible: English Department leader Alyce Roberts.</p> <p>Others Involved: CREC, math, social studies and special education faculty as well as principal and vice principal</p>	<p>May 2007- 1.1b 1</p> <p>March 2007 - May 2007 – 1.1b 2 – 1.1b 4</p>	<p>Special Funds</p>
<p>Parental Involvement Action Step 1.1c: Establish opportunities for family reading that would include a "book club."</p> <p>- Assess the usefulness of the book club and the</p>	<p>Person Responsible: English Department leader Alyce Roberts, FRA and ConnCAP.</p>	<p>May 2007</p>	<p>Title I</p>

<p>texts therein. Discuss next steps.</p>	<p>Others Involved: CREC, math, social studies and special education faculty as well as principal and vice principal</p>		
<p>Professional Development Action Step 1.1d: Devise strategies to implement responding to literature that will best utilize seminar and enrichment. – Establish a schedule for professional development that will address best practices, establish methods of increasing the frequency of opportunities for students to exhibit their response to literature by offering them additional instruction during enrichments and seminar periods as well as supplemental in-class assignments, as measured by the students' acquisition of skills such as understanding, interpreting, connecting and evaluating with planned frequency as determined by 80% of them achieving proficiency on CMT/CAPT.</p>	<p>Person Responsible: English Department leader Alyce Roberts in conjunction with the FRA,, Parent Advisory Group and ConnCAP staff</p> <p>Others Involved: Math, social studies and special education faculty as well as principal and vice principal</p>	<p>June 2007</p>	<p>General Budget</p>