

Plan of Action – Year 1 (2006-2007)

Objective 1 - Literacy: 80% of Dwight students will perform at or above proficiency in Reading on the CMT administered in the spring of 2008 (Grades 3-5) and DRA administered in May 2008 (Grades 1-3).

Strategy 1: Summarizing and Note Taking (Infuse and monitor summarizing and note-taking techniques across content areas in grades 1-5)

<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: Students will learn how to effectively summarize, delete, substitute and retain key information through direct instruction and modeling.</p>	<p>Person Responsible: Classroom, ELL, and SPED certified support staff. Others Involved: Americorps, Literacy Facilitator, Administration, St. Paul Travelers Tutorial</p>	<p>September – November 2006</p>	<p>Non-fiction literature related to content themes, note-taking content journals</p>
<p>Assessment Action Step 1.1b: Grade level data teams will collaborate to create authentic self-assessments/rubrics specific to summarizing.</p>	<p>Person Responsible: Grade Level Teams Others Involved: Literacy Facilitator</p>	<p>September 2006 – create and administer summarizing pre-assessment October 2006-administer summarizing mid-cycle assessment for feedback and “data driven decision making” November 2006-administer summarizing post assessment September 2006 – Baseline assessments will be compiled utilizing DRP, Roots, and SRI</p>	<p>Common Planning Time amongst grade levels</p>
<p>Parental Involvement Action Step 1.1c: Parents will be provided with sample summarizing rubrics that show the clear expectations through a make and take activity during PTO meetings and reinforced at Open House. Parents will also be charged with monitoring and supporting their child’s literacy development to support the 25 book campaign. The expectation is that students will read at least 12 non-fiction text out of the 25.</p>	<p>Person Responsible: Classroom Teachers, FRA, Parents Others Involved: Support Staff, Administration</p>	<p>PTO – September 2006 Open House – October 2006</p>	<p>Flyers, Announcements, 25 Book Club Reading Log, Parent Sign-In Sheet</p>

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2nd Quarter			
<p>Instruction Action Step 1.1e: Teachers will expose students to Marzano's formats for note-taking (insert codes) and summarizing techniques through modeling and guided practice.</p>	<p>Person Responsible: Classroom, ELL, and SPED certified support staff. Others Involved: Americorps, Literacy Facilitator, Administration, St. Paul Travelers Tutorial</p>	<p>November 2006-January 2007</p>	<p>Non-fiction literature related to content themes, note-taking content journals</p>
<p>Assessment Action Step 1.1f: Students will be able to appropriately utilize the summarizing rubric to self-assess and choose the appropriate organizer that correlates with the genre.</p>	<p>Person Responsible: Classroom teachers, students Others Involved: Administration, Literacy Facilitator</p>	<p>November 2006-January 2007</p>	<p>Classroom generated rubric Graphic Organizers Various genres of books</p>
<p>Parental Involvement Action Step 1.1g: During parent/teacher conferences, teachers will inform parents of the different organizational structures used to summarize and the rubrics used to self-assess.</p>	<p>Persons Responsible: Person Responsible: Classroom Teachers, FRA, Parents Others Involved: Support Staff, Administration</p>	<p>November 2006</p>	<p>Classroom generated rubric Graphic Organizers Various genres of books</p>
<p>Professional Development Action Step 1.1h: 100% of Dwight instructional staff will observe and provide assistance to one another through intervisitation. (observe summarizing strategies and note-taking techniques)</p>	<p>Persons Responsible: Certified Dwight Staff Others Involved: Literacy Facilitator</p>	<p>November 2006-January 2007</p>	<p>Schedule and Reflection sheets</p>

3rd Quarter			
<p>Instruction Action Step 1.1i: Through cooperative learning structures and guided practice, students will utilize the summarizing and note-taking techniques (insert codes) via the workshop model.</p>	<p>Person Responsible: Classroom teachers and students</p> <p>Others Involved: Literacy Facilitator</p>	<p>January 2007-April 2007</p>	<p>Non-fiction literature related to content themes, note-taking content journals, cooperative learning teacher references</p>
<p>Assessment Action Step 1.1j: Through conferencing, both students and teachers, will revisit clear expectations via rubrics by way of recognition of accomplishment and providing meaningful teacher/peer feedback that will assist student with refining the strategy.</p>	<p>Person Responsible: Classroom teachers and students</p> <p>Others Involved: Other certified and non-certified staff members, Data Team, Leadership Team</p>	<p>January 2007-April 2007</p>	<p>Rubrics, note-taking journals, reflection sheets with next steps</p>
<p>Parental Involvement Action Step 1.1k: During Parent/Teacher conferences, teachers/students will share selected pieces from the students' portfolios highlighting summarizing and note-taking techniques (insert codes).</p>	<p>Person Responsible: Classroom teachers, students, and parents</p> <p>Others Involved: Leadership Team</p>	<p>April 2007</p>	<p>Rubrics, portfolios</p>
<p>Professional Development Action Step 1.1l: During a collaborative planning staff meeting, teachers will revisit and refine effective conferencing techniques focusing on summarizing and note-taking techniques (insert codes). Staff will participate in conversations focusing on how to effectively provide students with specific meaningful feedback (orally, response journals, etc.).</p>	<p>Person Responsible: Certified and non-certified staff</p> <p>Others Involved: Administration, Leadership Team</p>	<p>January 2007</p>	<p>Teacher resources including: Conferencing techniques <u>Classroom Instruction that Works</u>, Marzano Samples of conferencing/feedback</p>
4th Quarter			
<p>Instruction Action Step 1.1m: Through "reciprocal teaching" (summarizing, questioning, clarifying, predicting), students will apply summarizing and note-taking techniques (insert codes).</p>	<p>Person Responsible: Classroom teachers and students</p> <p>Others Involved: Literacy Facilitator and Administration</p>	<p>April 2007-June 2007</p>	<p>Non-fiction literature related to content themes, note-taking content journals</p>
<p>Assessment Action Step 1.1n: Teachers will conduct both formal (tied to the exemplar) and summative assessments such as self-reflection: recognition of strategy use, etc. that will allow students to demonstrate their understanding of taking notes and using a variety of strategies to summarize.</p>	<p>Person Responsible: Classroom teachers</p> <p>Others Involved: Literacy Facilitator</p>	<p>April 2007-June 2007</p>	<p>Formal and Summative assessments</p>
<p>Parental Involvement Action Step 1.1o: Parents will be invited to observe students note-</p>	<p>Person Responsible: Classroom teachers, parents, and students</p>	<p>May 2007</p>	<p>Non-fiction literature related to content themes, note-taking content journals,</p>

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taking strategies (insert codes) use during content literacy “book club”.	Others Involved:		parent flyer/invitation
Professional Development Action Step 1.1p: The data team will share year 1 overall school results on students’ comprehension of non-fiction text and the staff will draw inferences and conclusions while planning for appropriate next steps for year 2.	Person Responsible: Data Team Others Involved: Literacy Facilitator, Leadership Team	End of May 2007	Data results of Formal and Summative assessments

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Strategy 2: Generating and Testing Hypothesis (Across content areas, students in grades 1-5 will ask questions, generate hypotheses and predictions, investigate through testing or research, make observations and analyze and communicate their results)

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 how to effectively generate and test hypotheses(double entry journals, strategy slips) through direct instruction (deductive techniques).	Person Responsible: Classroom teachers Others Involved: Literacy Facilitator	September 2006-November 2006	Classroom Instruction That Works by Robert J. Marzano
Assessment Action Step 1.2b: Students will formulate their hypotheses and conclusions and teachers will assess using a rubric titled “Explain Your Thinking.”	Person Responsible: Classroom teachers and students Others Involved: Literacy Facilitator	September 2006-November 2006	“Explain Your Thinking” Rubrics
Parental Involvement Action Step 1.2c: During PTO meetings and Open House, parents will be provided with grade level specific examples of “Explain Your Thinking” rubrics to help support strategy use at home.	Person Responsible: Classroom teachers, parents, and FRA Others Involved: Administration	September 2006-November 2006	Grade level “Explain Your Thinking” Rubrics and suggestions and tips for parental support at home
Professional Development Action Step 1.2d: Via book talks, staff will utilize research-based strategies (Classroom Instruction That Works by Robert J. Marzano) to enhance their understanding of generating and testing hypotheses. In addition, grade levels will discuss	Person Responsible: Literacy Facilitator and Classroom teachers Others Involved: Support staff and administration	August 2006/September 2006	Classroom Instruction That Works by Robert J. Marzano

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the necessary criteria for “Explain Your Thinking” rubric.			
2nd Quarter			
Instruction Action Step 1.2e: Through cooperative learning and guided practice, students will use their schema to make predictions and formulate their hypotheses.	Person Responsible: Students and Classroom teachers Others Involved: Support staff, administration, Tutors and Literacy Facilitator	November 2006-January 2007	Classroom Instruction That Works by Robert J. Marzano Grade level “Explain Your Thinking” Rubrics
Assessment Action Step 1.2f: Students will use their schema to generate their hypotheses and predictions. Teachers/peers will assess using the “Explain Your Thinking” rubric.	Person Responsible: Students and Classroom Teachers Others Involved: Literacy Facilitator and administration	November 2006-January 2007	Classroom Instruction That Works by Robert J. Marzano Grade level “Explain Your Thinking” Rubrics
Parental Involvement Action Step 1.2g: During parent/teacher conferences, teachers will share the “Explain Your Thinking” rubric with parents and discuss where their child lies on the continuum.	Person Responsible: Classroom teachers, parents, FRA Others Involved: Literacy Facilitator	February 2007	Grade level “Explain Your Thinking” Rubrics and suggestions and tips for parental support at home
Professional Development Action Step 1.2h: 100% of Dwight instructional staff will observe and provide assistance to one another through intervisitation (observe cooperative learning groups utilizing their rubrics to generate and test their hypotheses and predictions).	Person Responsible: Classroom teachers, literacy facilitator Others Involved: administration	November 2006-January 2007	Schedule and Reflection forms
3rd Quarter			
Instruction Action Step 1.2i: Students will engage in a <i>teacher chosen</i> performance-based task on formulating hypotheses and predictions.	Person Responsible: Classroom teacher and students Others Involved: Literacy Facilitator and administration	February 2007-April 2007	Teacher chosen performance based task Checklists Rubrics Reflection Sheets
Assessment Action Step 1.2j: Students will be assessed on a performance based task using set criteria that was presented to students prior to the unit of study in order to set clear expectations of student outcomes.	Person Responsible: Students and classroom teacher Others Involved: Literacy Facilitator, Leadership Team	February 2007-April 2007	Teacher chosen performance based task Checklists Rubrics Reflection Sheets Rubric based feedback
Parental Involvement Action Step 1.2k: During parent/teacher conferences, teachers will share exemplars of student responses in comparison to	Person Responsible: Classroom teachers, parents	April 2007	Rubrics Reflection Sheets

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where their child is currently performing.	Others Involved: administration and literacy facilitator, FRA		Rubric based teacher feedback Student work/projects
Professional Development Action Step 1.2i: During a collaborative planning staff meeting, teachers will share “best practices” of generating predictions and hypotheses identified following Learning Walks and Academic Reviews.	Person Responsible: Certified and non-certified staff, Literacy Facilitator, administration Others Involved: tutors	February 2007-April 2007	Academic Review and Learning Walk feedback
4th Quarter			
Instruction Action Step 1.2m: Students will engage in a <i>student chosen</i> performance-based task on formulating hypotheses and predictions.	Person Responsible: Students and Classroom Teachers Others Involved: literacy facilitator and administration	April 2007-June 2007	Student chosen performance based task Checklists Rubrics Reflection Sheets
Assessment Action Step 1.2n: Students will be assessed on a performance based task using set criteria that was presented to students prior to the unit of study in order to set clear expectations of student outcomes.	Person Responsible: Students and Classroom Teacher Others Involved: Literacy Facilitator	April 2007-June 2007	Student chosen performance based task Checklists Rubrics Reflection Sheets Rubric based feedback
Parental Involvement Action Step 1.2o: Parents will be invited to observe students during content literacy “book club”.	Person Responsible: Parents and Classroom Parent Committee Others Involved: Classroom teachers, students	April 2007-June 2007	Parent flyer and invitation
Professional Development Action Step 1.2p: Using a school-based professional development day, teachers will learn to use a variety of structured tasks to guide students through generating and testing hypotheses (system analysis, problem solving, historical investigations, and inductive versus deductive techniques).	Person Responsible: Literacy Facilitator Others Involved: Certified and non-certified staff	April 2007	Classroom Instruction That Works by Robert J. Marzano

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Strategy 3: Questions, Cues, and Advanced Organizers (Utilized across content areas to guide students by connecting new concepts to students' existing knowledge base)

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: Teachers will utilize day zero vocabulary activities at the beginning of each lesson during the content literacy block.	Person Responsible: Classroom teachers Others Involved: Literacy Facilitator, Leadership Team	September 2006-November 2006	Non-fiction text, text books, and teacher resources that support vocabulary building
Assessment Action Step 1.bf: Teachers will look for an increase in scores for content literacy unit tests, 4-sight assessments, DRA, and SRI.	Person Responsible: Data Analysis Team and Classroom teachers Others Involved: Literacy Facilitator	September 2006-Novemeber 2006	Unit tests 4-Sight assessment DRA SRI
Parental Involvement Action Step 1.3c: Parents will be informed of the day zero initiative at Parent/Teacher conferences and will be provided with vocabulary activities to use with their children at home.	Person Responsible: Classroom teachers Others Involved: Literacy Facilitator and parents	November 2006	Samples of vocabulary activities
Professional Development Action Step 1.3d: During a school-based professional development, the staff will read an journal articles by E.D. Hirsh Jr. on creating a knowledge rich curriculum.	Person Responsible: Classroom teachers Others Involved: Literacy Facilitator	October 2006	Journal articles by E.D. Hirsch
2nd Quarter			
Instruction Action Step 1.3e: Teachers will expose their students and build schema of future	Person Responsible: Classroom teachers	November 2006- January 2007	Content area curriculum

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learning concepts through excursions that provide hands-on based learning experiences.	Others Involved: students		
Assessment Action Step 1.3f: Teachers will look for an increase in scores for content literacy unit tests, 4-sight assessments, DRA, and SRI.	Person Responsible: Classroom teachers and Data Analysis Others Involved: Literacy Facilitator	November 2006-January 2007	Unit tests 4-Sight assessment DRA SRI
Parental Involvement Action Step 1.3g: Parents will be invited to attend field trips with their children.	Person Responsible: Classroom teachers, administration, parents Others Involved: students	November 2006-January 2007	Informational notices about upcoming excursions
Professional Development Action Step 1.3h: Grade Level leaders will collaboratively work together to identify content area weaknesses which will be used to plan excursion that provide hands-on learning experiences.	Person Responsible: Grade Level Team Leaders Others Involved: Classroom teachers, Literacy Facilitator, and administration	November 2006- January 2007	Data results from content area studies
3rd Quarter			
Instruction Action Step 1.3i: Teacher will utilize advanced organizers (expository organizers, narrative organizers, skimming, non-linguistic organizers) and anticipation guides to set the stage for learning.	Person Responsible: Classroom teachers Others Involved: Literacy Facilitator	January 2006-April 2007	Teaching resources and graphic organizers
Assessment Action Step 1.3j: Teachers will evaluate students' prior and acquired knowledge through the use of teacher-created pre and post test.	Person Responsible: Classroom teachers Others Involved:	January 2006-April 2007	Pre and post test
Parental Involvement Action Step 1.3k: Teachers will expose parents to the different types of advanced organizers during Parent/Teacher Conferences.	Person Responsible: Classroom teachers, parents Others Involved: FRA	April 2007	Examples of advanced graphic organizers
Professional Development Action Step 1.3l: Teachers will receive professional development on how to effectively implement advanced organizers and teaching guides and how they correlate to student learning.	Person Responsible: Certified and non-certified staff Others Involved: Administration, Literacy Facilitator	January 2007	Research-based literature on advanced graphic organizers
4th Quarter			
Instruction Action Step 1.3m: Teachers will utilize vocabulary/content area websites to build students' schema and reinforce content area vocabulary.	Person Responsible: Classroom teachers	April 2007-June 2007	Teacher selected websites

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	Others Involved: students		
Assessment Action Step 1.3n: Teachers will look for an increase in scores for content literacy unit tests, 4-sight assessments, DRA, and SRI.	Person Responsible: Classroom teachers, Data Analysis Team Others Involved: Literacy Facilitator	April 2007-June 2007	Data Analysis
Parental Involvement Action Step 1.3o: Parents will be provided with a list of vocabulary/content area websites that they can use with their children at home or at the local library.	Person Responsible: Classroom teachers and parents Others Involved: students	April 2007-June 2007	Teacher created list of select websites
Professional Development Action Step 1.3p: Staff will work collaboratively to create a database of websites to support content area learning.	Person Responsible: Certified and non-certified staff Others Involved: Administration	April 2007-June 2007	Teacher created list of select of websites