

Plan of Action – Year 1 (2006-2007)

Objective 1 - Literacy: : 65% of all students in Grades 3-8 will be at or above proficiency in reading comprehension, as measured by the CMT
65 % of all students in Grades 1 & 2 will be at or above proficiency in reading comprehension as measured by the TerraNova assessment

Strategy 1: Utilize differentiated instruction to address individual student needs and infuse reading comprehension instruction with the Multiple Intelligences

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: Teachers, with individual and grade level team support from Literacy Coaches, will use data analysis to form flexible groupings and plan instruction</p> <p>Teachers, with support from Magnet Coaches, will infuse lessons with Multiple Intelligences strategies</p>	<p>Person Responsible: Teachers, Literacy Coaches, Multiple Intelligences Coaches</p> <p>Others Involved: School-based Data Team Grade level teams Support staff</p>	<p>August 2006 – November 2006</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant</p>
<p>Assessment Action Step 1.1b: Lesson plans will demonstrate that flexible groups are in place and are meeting regularly Classroom observations of small group instruction will indicate that instruction reflects the use of Multiple Intelligences</p>	<p>Person Responsible: Teachers, Literacy Coaches, Multiple Intelligences Coaches</p> <p>Others Involved: School-based Data Team Grade level teams</p>	<p>August 2006 – November 2006</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant</p>

<p>strategies</p> <p>Kindergarten students will be tested using the Peabody Picture Vocabulary Test and the DIBELS Letter Naming Fluency (LNF), and Initial Sound Fluency tests.</p> <p>Grade 1 students will be tested using the DIBELS Phoneme Segmentation Fluency (PSF), LNF, Nonsense Word Fluency (NWF), and Word Use Fluency (WUF) tests.</p> <p>Grade 2 students will be tested using the DIBELS NWF, WUF, Oral Reading Fluency (ORF), and Retell Fluency (RTF).</p> <p>Grade 3 students will be tested using the DIBELS WUF, ORL, and RTF.</p> <p>Grade 1-6 students will be tested using the SRI and SFA assessments.</p>	<p>Support staff</p>		
<p>Parental Involvement Action Step 1.1c:</p> <p>At Open-House, parents will receive information about the school-wide goal of improving reading comprehension Grade level and support staff will attend PTA meetings to support literacy initiatives</p>	<p>Person Responsible: Administrators PTA Officers, Family Resource Center personnel Reading Coaches Multiple Intelligences Coaches Others Involved: Teachers Support staff</p>	<p>August 2006 – November 2006</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant</p>
<p>Professional Development Action Step 1.1d:</p> <p>Reading First Literacy Facilitators will distribute a professional development interest survey to K-3 staff and use results to determine topics for ½ day PD</p>	<p>Person Responsible: Administrators Literacy Coaches Multiple Intelligences Coaches Others Involved: SFA Foundation</p>	<p>August 2006 – November 2006</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant</p>

<p>Literacy Coaches will facilitate grade level and Data Team analysis of the spring 2005 assessments (Phonological Awareness Assessment, DIBELS, DRA, SFA and CMT).</p> <p>Reading First Literacy Coaches will use the Phonological Awareness, DIBELS, DRA, SFA and CMT assessments to guide teachers in forming groups and determining instructional foci</p> <p>SFA Literacy Coaches, with input from teachers, will use the SRI and SFA assessments to form groups and determine instructional foci</p> <p>Multiple Intelligences coaches will guide teachers in how to infuse small group instruction with Multiple Intelligences strategies</p> <p>Lesson Plan Training District PD</p>	<p>District Support Staff</p>		
2nd Quarter			
<p>Instruction Action Step 1.1e:</p> <p>Teachers will plan effective instruction in reading comprehension for flexible groups infused with Multiple Intelligences</p>	<p>Person Responsible: Teachers, Literacy Coaches, Multiple Intelligences Coaches</p> <p>Others Involved: School-based Data Team Grade level teams Support staff</p>	<p>November 2006 – January 2007</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant</p>
<p>Assessment Action Step 1.1f:</p> <p>Administrators, data team leaders,</p>	<p>Person Responsible: Teachers, Literacy Coaches, Multiple</p>	<p>November 2006 – January 2007</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual</p>

<p>literacy and MI coaches will observe teachers giving small group literacy instruction</p> <p>SFA Literacy Coaches, with input from teachers, will use the SRI and SFA assessments to form groups and determine instructional foci</p> <p>Multiple Intelligences coaches will guide teachers in how to infuse small group instruction with Multiple Intelligences strategies</p> <p>Student Academic Reviews</p>	<p>Intelligences Coaches</p> <p>Others Involved:</p> <p>School-based Data Team</p> <p>Grade level teams</p> <p>Support staff</p>		<p>Magnet School Grant</p>
<p>Parental Involvement Action Step 1.1c:</p> <p>Reading Facilitators will provide professional development in Reading Comprehension for parents at a PTA meeting</p> <p>Grade level and support staff will attend PTA meetings to support literacy initiatives</p> <p>Reading Facilitators will communicate information on reading comprehension in the Parent Newsletter</p>	<p>Person Responsible:</p> <p>Administrators</p> <p>PTA Officers</p> <p>Reading Coaches</p> <p>Multiple Intelligences Coaches</p> <p>Others Involved:</p> <p>Teachers</p> <p>Support staff</p>	<p>November 2006 – January 2007</p>	<p>Connecticut State Dept. of Ed.</p> <p>Reading First Grant</p> <p>MassMutual</p> <p>Magnet School Grant</p>
<p>Professional Development Action Step 1.1h:</p> <p>Data team leaders and SFA and Reading First Facilitators will guide teachers in using assessment information to plan effective small group instruction</p> <p>Institute for Learning Training on communicating clear expectations will be provided to staff</p> <p>Multiple Intelligences coaches will guide teachers on how to infuse small group instruction with Multiple Intelligences strategies</p>	<p>Person Responsible:</p> <p>Administrators</p> <p>Literacy Coaches</p> <p>Multiple Intelligences Coaches</p> <p>Others Involved:</p> <p>SFA Foundation</p> <p>District Support Staff</p>	<p>November 2006 – January 2007</p>	<p>Connecticut State Dept. of Ed.</p> <p>Reading First Grant</p> <p>MassMutual</p> <p>Magnet School Grant</p>

3rd Quarter			
<p>Instruction Action Step 1.1i:</p> <p>Teachers will use the Institute for Learning principle of Clear Expectations to provide students with rubrics for self monitoring their progress</p>	<p>Person Responsible: Teachers, Literacy Coaches, Multiple Intelligences Coaches</p> <p>Others Involved: School-based Data Team Grade level teams Support staff</p>	<p>February 2007 – April 2007</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant Institute for Learning</p>
<p>Assessment Action Step 1.1j:</p> <p>Learning Walks SFA Literacy Coaches, with input from teachers, will use the SRI and SFA assessments to form groups and determine instructional foci Multiple Intelligences coaches will guide teachers in how to infuse small group instruction with Multiple Intelligences strategies Student Academic Reviews</p>	<p>Person Responsible: Teachers, Literacy Coaches, Multiple Intelligences Coaches</p> <p>Others Involved: School-based Data Team Grade level teams Support staff</p>	<p>February 2007 – April 2007</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant Institute for Learning</p>
<p>Parental Involvement Action Step 1.1c:</p> <p>PTA professional development by SFA Literacy Facilitators on reading comprehension rubrics Grade level and support staff will attend PTA meetings to support literacy initiatives</p>	<p>Person Responsible: Administrators PTA Officers Reading Coaches Multiple Intelligences Coaches</p> <p>Others Involved: Teachers Support staff</p>	<p>February 2007 – April 2007</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant Institute for Learning</p>

<p>Professional Development Action Step 1.1i: Institute for Learning Training in the Principles of Learning Multiple Intelligences training Reading First coaching</p>	<p>Person Responsible: Administrators Literacy Coaches Multiple Intelligences Coaches Others Involved: SFA Foundation District Support Staff</p>	<p>February 2007 – April 2007</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant Institute for Learning</p>
4th Quarter			
<p>Instruction Action Step 1.1m: Teachers will use the Institute for Learning principle of Clear Expectations to provide students with rubrics for self monitoring their progress</p>	<p>Person Responsible: Teachers, Literacy Coaches, Multiple Intelligences Coaches Others Involved: School-based Data Team Grade level teams Support staff</p>	<p>May 2007 – June 2007</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant Institute for Learning</p>
<p>Assessment Action Step 1.1j: Learning Walks SFA Literacy Coaches, with input from teachers, will use the SRI and SFA assessments to form groups and determine instructional foci Multiple Intelligences coaches will guide teachers in how to infuse small group instruction with Multiple Intelligences strategies Student Academic Reviews</p>	<p>Person Responsible: Teachers, Literacy Coaches, Multiple Intelligences Coaches Others Involved: School-based Data Team Grade level teams Support staff</p>	<p>May 2007 – June 2007</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant Institute for Learning</p>
<p>Parental Involvement Action Step 1.1c: Multiple Intelligences Coaches will communicate information regarding the</p>	<p>Person Responsible: Administrators PTA Officers Reading Coaches</p>	<p>May 2007 – June 2007</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant</p>

<p>Principles of Learning at a PTA meeting Grade level and support staff will attend PTA meetings to support literacy initiatives</p>	<p>Multiple Intelligences Coaches Others Involved: Teachers Support staff</p>		<p>Institute for Learning</p>
<p>Professional Development Action Step 1.1p: Institute for Learning Principle of Learning Multiple Intelligences training Reading First coaching SFA coaching</p>	<p>Person Responsible: Administrators Literacy Coaches Multiple Intelligences Coaches Others Involved: SFA Foundation District Support Staff</p>	<p>May 2007 – June 2007</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant Institute for Learning</p>

Objective 1 - Literacy:

65% of all students in Grades 3-8 will be at or above proficiency in reading comprehension, as measured by the CMT
65 % of all students in Grades 1 & 2 will be at or above proficiency in reading comprehension as measured by the TerraNova assessment

Strategy 2: Significantly Improve the Implementation of the Core Literacy Program, Success For All

Action Steps <small>(Include all assessments, learning walks, grade or content team mtgs, SIP Data Team meetings, parent activities, quarterly progress reports, community forums, etc. in chronological order.)</small>	Person (s) Responsible <small>(Place in bold or underline the primary person responsible at the school level for each action step)</small>	Timeline <small>(Projected timeframe for completing action steps, as well as intermittent benchmark periods.)</small>	Resources & Budget <small>(Materials, grants, funds and other resources targeted to support the action step. Include technical assistance from LEA, CSDE, RESC, etc.)</small>
1st Quarter			
Instruction Action Step 1.2a: Literacy Coaches and Success For All Foundation will collaborate to develop a Literacy Achievement Plan based on data	Person Responsible: Teachers, Literacy Coaches, Multiple Intelligences Coaches Others Involved: School-based Data Team Grade level teams Support staff	August 2006 – November 2006	Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant
Assessment Action Step 1.2b: Success For All Foundation visit	Person Responsible: Literacy Coaches Multiple Intelligences Coaches Others Involved: Teachers	August 2006 – November 2006	Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant
Parental Involvement Action Step 1.1c: Achievement Plan will be shared with parents by Reading coaches at Open House Grade level and support staff will attend PTA meetings to support literacy initiatives	Person Responsible: Administrators PTA Officers Reading Coaches Multiple Intelligences Coaches Others Involved: Teachers Support staff	August 2006 – November 2006	Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant
Professional Development Action Step 1.2d: SFA Foundation will provide support to	Person Responsible: Administrators Literacy Coaches	August 2006 – November 2006	Connecticut State Dept. of Ed. Reading First Grant MassMutual

Literacy Coaches, training for new teachers, and refresher training for returning teachers	Multiple Intelligences Coaches Others Involved: SFA Foundation District Support Staff		Magnet School Grant
2nd Quarter			
Instruction Action Step 1.2e: The Literacy Coaches will use the Literacy Achievement Plan to monitor student progress and provide coaching, modeling, and other support for teachers	Person Responsible: Teachers, Literacy Coaches, Multiple Intelligences Coaches Others Involved: School-based Data Team Grade level teams Support staff	November 2006 – January 2007	Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant
Assessment Action Step 1.2f: SFA Foundation site visit SRI Lexile testing SFA Roots and Wings assessments	Person Responsible: Literacy Coaches Multiple Intelligences Coaches Others Involved: Teachers	November 2006 – January 2007	Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant
Parental Involvement Action Step 1.1c: Reading Coaches will share the Literacy Achievement Plan with parents at a PTA meeting Grade level and support staff will attend PTA meetings to support literacy initiatives	Person Responsible: Administrators PTA Officers Reading Coaches Multiple Intelligences Coaches Others Involved: Teachers Support staff	November 2006 – January 2007	Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant
Professional Development Action Step 1.2h: Success For All Foundation will provide training in goal setting and in grading and analysis of the 4Sight Assessment	Person Responsible: Administrators Literacy Coaches Multiple Intelligences Coaches Others Involved: SFA Foundation District Support Staff	November 2006 – January 2007	Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant
3rd Quarter			
Instruction Action Step 1.2i:	Person Responsible:	February 2007 – April 2007	Connecticut State Dept. of Ed.

<p>Full implementation and monitoring of the Success For All Program Literacy Coaches and SFA Foundation Consultants will revisit the Literacy Achievement Plan</p>	<p>Teachers, Literacy Coaches, Multiple Intelligences Coaches Others Involved: School-based Data Team Grade level teams Support staff</p>		<p>Reading First Grant MassMutual Magnet School Grant</p>
<p>Assessment Action Step 1.2j: Success For All site visits SFA student progress reports SRI Lexile testing SFA Roots and Wings assessments Classroom Observations</p>	<p>Person Responsible: Literacy Coaches Multiple Intelligences Coaches Others Involved: Teachers</p>	<p>February 2007 – April 2007</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant</p>
<p>Parental Involvement Action Step 1.1c: SFA Parental Involvement Plan includes an information night for parents at a PTA meeting Grade level and support staff will attend PTA meetings to support literacy initiatives</p>	<p>Person Responsible: Administrators PTA Officers Reading Coaches Multiple Intelligences Coaches Others Involved: Teachers Support staff</p>	<p>February 2007 – April 2007</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant</p>
<p>Professional Development Action Step 1.2i: Literacy Coaches and teachers will receive ongoing support and coaching from the Success For All Foundation</p>	<p>Person Responsible: Administrators Literacy Coaches Multiple Intelligences Coaches Others Involved: SFA Foundation District Support Staff</p>	<p>February 2007 – April 2007</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant</p>
4th Quarter			
<p>Instruction Action Step 1.2i:</p>	<p>Person Responsible: Teachers, Literacy Coaches, Multiple Intelligences Coaches</p>	<p>May 2007 – June 2007</p>	<p>Connecticut State Dept. of Ed. Reading First Grant</p>

<p>Full implementation and monitoring of the Success For All Program Literacy Coaches and SFA Foundation Consultants will revisit the Literacy Achievement Plan</p>	<p>Others Involved: School-based Data Team Grade level teams Support staff</p>		<p>MassMutual Magnet School Grant</p>
<p>Assessment Action Step 1.2j: Success For All site visits SFA student progress reports SRI Lexile testing SFA Roots and Wings assessments Classroom Observations</p>	<p>Person Responsible: Literacy Coaches Multiple Intelligences Coaches Others Involved: Teachers</p>	<p>May 2007 – June 2007</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant</p>
<p>Parental Involvement Action Step 1.1c: SFA Parental Involvement Plan includes an information night for parents at a PTA meeting Grade level and support staff will attend PTA meetings to support literacy initiatives</p>	<p>Person Responsible: Administrators PTA Officers Reading Coaches Multiple Intelligences Coaches Others Involved: Teachers Support staff</p>	<p>May 2007 – June 2007</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant</p>
<p>Professional Development Action Step 1.2i: Literacy Coaches and teachers will receive ongoing support and coaching from the Success For All Foundation</p>	<p>Person Responsible: Administrators Literacy Coaches Multiple Intelligences Coaches Others Involved: SFA Foundation District Support Staff</p>	<p>May 2007 – June 2007</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant</p>

Objective 1 - Literacy: 65% of all students in Grades 3-8 will be at or above proficiency in reading comprehension, as measured by the CMT 65 % of all students in Grades 1 & 2 will be at or above proficiency in reading comprehension as measured by the TerraNova assessment

Strategy 3: Research-based instructional strategies in reading comprehension will include an increase in technology and the implementation of READ 180, Fast ForWard, Study Island and Earobics.

<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 1.3a: Literacy Coaches will introduce teachers to the use of Marzano’s Effective Instructional Strategies in all content areas Administrators, Literacy Coaches and support staff will introduce teachers to the use of Read 180, Fast ForWard and Earobics</p>	<p>Person Responsible: Literacy Coaches Administrators Support Staff Others involved: Teachers</p>	<p>August 2006 – November 2006</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant</p>
<p>Assessment Action Step 1.3b: Lesson plans which reflect implementation of Marzano’s strategies Read 180, Fast ForWard and Earobics Classroom observations by administrators Learning Walks SRI Lexile and the 4Sight assessments</p>	<p>Person Responsible: Administrators Others Involved: Literacy Coaches Teachers School-based data teams Multiple Intelligences Coaches Support staff</p>	<p>August 2006 – November 2006</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant</p>
<p>Parental Involvement Action Step 1.1c: A brochure will be created and distributed to</p>	<p>Person Responsible: Administrators School Improvement Team</p>	<p>August 2006 – November 2006</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual</p>

<p>parents at Open House explaining Marzaro's Effective Instructional Strategies and Read 180, Fast ForWard and Earobics Grade level and support staff will attend PTA meetings to support literacy initiatives</p>	<p>Others Involved: Teachers Support staff PTA officers</p>		<p>Magnet School Grant</p>
<p>Professional Development Action Step 1.3d: Reading First training in Marzano's Effective Instructional Strategies and RESC Comprehension Module Training in Read 180, Fast ForWard, Earobics District Content Literacy Training Institute for Learning Training Multiple Intelligences training</p>	<p>Person Responsible: Reading First Coaches Others Involved: Administrators Teachers, SFA Foundation, Support staff</p>	<p>August 2006 – November 2006</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant</p>
2nd Quarter			
<p>Instruction Action Step 1.3e: Anchor charts will be created by teachers for students to enhance metacognition regarding Marzano's strategies, Read 180, Fast ForWard and Earobics</p>	<p>Person Responsible: Teachers Others Involved: Administrators Support staff Literacy Coaches</p>	<p>November 2006 – January 2007</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant</p>
<p>Assessment Action Step 1.3f: Classroom observations by administrators and Literacy coaches Learning Walks Student Academic Reviews SRI Lexile and 4Sight assessments SFA Roots and Wings assessments</p>	<p>Person Responsible: Administrators Literacy Coaches Others Involved: Teachers Support staff</p>	<p>November 2006 – January 2007</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant</p>
<p>Parental Involvement Action Step 1.1c: Anchor charts will be displayed during PTA meetings</p>	<p>Person Responsible: Administrators Teachers Others Involved:</p>	<p>November 2006 – January 2007</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant</p>

<p>Grade level and support staff will attend PTA meetings to support literacy initiatives</p>	<p>Support staff PTA Officers</p>		
<p>Professional Development Action Step 1.3h: Consultants trained in Marzano's methodology Read 180, Fast ForWard and Earobics will present a workshop to staff Literacy Coaches will support teachers in implementation of Marzano's strategies Read 180, Fast ForWard and Earobics</p>	<p>Person Responsible: Consultants trained in Marzano's Methodology, Fast ForWard and Earobics Literacy Coaches Others Involved: Administrators Teachers, SFA Foundation Support staff</p>	<p>November 2006 – January 2007</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant</p>
3rd Quarter			
<p>Instruction Action Step 1.3i: Teachers will give instruction in the use of non-linguistic representations such as graphic organizers, physical models, and pictographs, and drawings to improve comprehension Read 180, Fast ForWard and Earobics</p>	<p>Person Responsible: Teachers Others Involved: Administrators Literacy Coaches Multiple Intelligences Coaches Support staff</p>	<p>February 2007 – April 2007</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant</p>
<p>Assessment Action Step 1.3j: Classroom observations by Administrators, Literacy Coaches, and Multiple Intelligences Coaches Learning Walks Student Academic Reviews SRI Lexile and 4Sight assessments SFA Roots and Wings assessments</p>	<p>Person Responsible: Administrators Literacy Coaches Others Involved: Teachers Support staff Multiple Intelligences Coaches</p>	<p>February 2007 – April 2007</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant</p>
<p>Parental Involvement Action Step 1.1c: Multiple Intelligences Coaches will discuss the use of non-linguistic representations and their relationship to the MI Theory to improve</p>	<p>Person Responsible: Multiple Intelligences Coaches Others Involved: Administrators Teachers</p>	<p>February 2007 – April 2007</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant</p>

<p>comprehension at a PTA meeting Grade level and support staff will attend PTA meetings to support literacy initiatives</p>	<p>Support staff PTA officers</p>		
<p>Professional Development Action Step 1.3i: Consultants trained in Marzano's methodology Read 180, Fast ForWord and Earobics will continue to support reading coaches and teachers in the area of reading comprehension Literacy Coaches will conduct a study group focusing on Marzano's principles</p>	<p>Person Responsible: Consultants trained in Marzano's methodology Literacy Coaches Others Involved: Administrators Teachers, SFA Foundation Multiple Intelligences Coaches Support staff</p>	<p>February 2007 – April 2007</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant</p>
4th Quarter			
<p>Instruction Action Step 1.3m: Teachers will give instruction in the use of cues and questions to improve reading comprehension Teachers will give instruction in the use of Read 180, Fast ForWord and Earobics</p>	<p>Person Responsible: Teachers Others Involved: Administrators Literacy Coaches Support staff</p>	<p>May 2007 – June 2007</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant</p>
<p>Assessment Action Step 1.3j: Classroom observations by administrators and Literacy coaches Learning Walks Student Academic Reviews SRI Lexile and 4Sight assessments SFA Roots and Wings assessments</p>	<p>Person Responsible: Administrators Literacy Coaches Others Involved: Teachers Support staff</p>	<p>May 2007 – June 2007</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant</p>
<p>Parental Involvement Action Step 1.1c: Reading Coaches will discuss the use of cues and questions to improve comprehension, with parents at a PTA meeting Grade level and support staff will attend PTA</p>	<p>Person Responsible: Literacy Coaches Others Involved: Administrators Multiple Intelligences Coaches</p>	<p>May 2007 – June 2007</p>	<p>Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant</p>

School Annie Fisher Magnet
Revised August 1, 2006

Principal: Ronald Coles

SIP Years: 2006 - 2008

meetings to support literacy initiatives	Teachers Support staff		
Professional Development Action Step 1.3p: Literacy Coaches will continue to conduct a study group focusing on Marzano's principles	Person Responsible: Literacy Coaches Others Involved: Administrators Teachers, SFA Foundation Support staff	May 2007 – June 2007	Connecticut State Dept. of Ed. Reading First Grant MassMutual Magnet School Grant