

**Plan of Action – Year 1 (2006-2007)**

**Objective 1: Literacy: To use research-based and assessment practices to increase 7<sup>th</sup> & 8<sup>th</sup> grade student academic performance in Language Arts, as measured by 10% increases on the spring 2007 CMT, as compared to results of spring 2006.**

**Strategy 1: Students will set attainable goals and teachers will provide clear feedback to improve students' ability to increase their skills in editing and revising and in making connections to texts.**

<b>Action Steps</b> (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.)	<b>Person (s) Responsible</b> (Place in bold or underline the primary person responsible at the school level for each action step)	<b>Timeline</b> (Projected timeframe for completing action steps, as well as intermittent benchmark periods.)	<b>Resources &amp; Budget</b> (Materials, grants, funds and other resources targeted to support the action step. Include technical assistance from LEA, CSDE, RESC, etc.)
<b>1<sup>st</sup> Quarter</b>			
<b>Instruction Action Step 1.1a:</b> <ul style="list-style-type: none"> <li>• English and Social Studies teachers will institute a first-period <b>Do-Now Spelling Word</b> of the Day.</li> <li>• English teachers will develop and introduce a spelling rubric to set goals and provide feedback.</li> <li>• Display printed posters for each academy area with spelling rules, word patterns, letter patterns, syllabication rules</li> </ul>	Person Responsible: <b>English and Social Studies teachers</b>  Others Involved: Special Education Teachers, Literacy Facilitator	9/06-12/06	<ul style="list-style-type: none"> <li>• Standard Spelling list and English Grammar by McDougall Littell or equivalent recent version. (Class set)</li> <li>• <i>Words, Words, Words/Teaching Vocabulary in Grades 4-12</i>, by: D. Bear, M. Invernizzi, S. Templeton</li> <li>• Composition notebooks;</li> <li>• Supply of standard word list.</li> <li>• Purchase a poster-maker and cold laminator.</li> </ul>
<b>Assessment Action Step 1.1b:</b> <ul style="list-style-type: none"> <li>◆ English teachers will administer and grade a bi-weekly spelling test.</li> <li>◆ Academies will hold monthly Spelling Bee.</li> <li>◆ English Department will hold school-wide Spelling Bee.</li> <li>◆ Academy teachers will celebrate student efforts and achievements in Spelling Bees (Cluster and School).</li> <li>◆ Academy teachers will display student work.</li> </ul>	Person Responsible: <b>English teachers for the spelling test; all content area teachers for the spelling bee</b>  Others Involved: All Content Area Teachers, Special Education Teachers, Literacy Facilitator	9/06-12/06	<ul style="list-style-type: none"> <li>• Prizes for academy and school-wide Spelling Bee</li> </ul>

<p><b>Parental Involvement Action Step 1.1c:</b></p> <ul style="list-style-type: none"> <li>◆ Parents will be given a copy of the spelling words for each week so that students can practice at home.</li> <li>◆ Parents will be informed of spelling program and given copy of rubric for judging the student progress.</li> </ul>	<p>Person Responsible: Parents</p> <p>Others Involved: <b>English teachers,</b> Parent Resource Aide and Guidance Department</p>	<p>9/06-12/06</p>	<p>N/A</p>
<p><b>Professional Development Action Step 1.1d:</b></p> <ul style="list-style-type: none"> <li>◆ English teachers will work with Social Studies teachers to develop strategies for explaining basic rules of spelling to students.</li> <li>◆ Provide training for all staff in scoring/utilizing 4-Sight test data and developing rubrics and benchmarks applicable to the specific skills for making text connections.</li> <li>◆ Administration will begin SIP Data Team Meetings.</li> <li>◆ English teachers will begin learning walks that are peer oriented and for the purpose of peer coaching.</li> </ul>	<p>Person Responsible: Principal <b>/Instructional Leader</b></p> <p>Others Involved: English Teachers, Assistant Principals, Special Education Teachers, all content area teachers, Literacy Facilitator, District Literacy Coaches</p>	<p>9/06-12/06</p>	<ul style="list-style-type: none"> <li>• Training for rubric development.</li> <li>• Additional training in Data Driven Decision Making from the Institute Of Teaching and Learning (CREC)</li> <li>• District Literacy Coaches could accompany those going on a learning walk to assist in the learning process.</li> </ul>
<b>2nd Quarter</b>			

<p><b>Instruction Action Step 1.1e:</b></p> <ul style="list-style-type: none"> <li>◆ All English and Social Studies teachers will continue Do Now spelling words and will introduce a <b>short editing and revising activity</b> to work on punctuation and capitalization as well as grammar based on student needs.</li> <li>◆ All English and Social Studies teachers will help students set goals for improving their ability to edit and revise written work.</li> <li>◆ English and Social Studies teachers will develop and introduce a spelling rubric to set goals and provide feedback.</li> </ul>	<p>Person Responsible: <b>English teachers, Social Studies teachers</b></p> <p>Others Involved: Special Education Teachers, Literacy Facilitator,</p>	<p>12/06-2/07</p>	<ul style="list-style-type: none"> <li>• Refer to <i>Editing and Revising Skills Test Objectives</i>, as reported by the CMT4 Language Arts Framework</li> <li>• Use CMT4 prep practice books.</li> <li>• Standard Spelling list and English Grammar by McDougall Littell or equivalent recent version. (Class set)</li> <li>• <i>Words, Words, Words/Teaching Vocabulary in Grades 4-12</i>, by: D. Bear, M. Invernizzi, S. Templeton</li> </ul>
<p><b>Assessment Action Step 1.1f:</b></p> <ul style="list-style-type: none"> <li>◆ English teachers will monitor student performance and report at department meetings on levels of students' improvement in editing and revising.</li> <li>◆ Academy teachers will administer baseline district-based 4-Sight test, score and later analyze and discuss reports as a team to modify instruction (SIP Data Team) .</li> <li>◆ English teachers will celebrate efforts, goals, achievements, and feedback by <u>academy</u> and <u>school-wide</u> by posting results of 4-Sights using a graph to indicate results.</li> </ul>	<p>Person Responsible: School Administration</p> <p>Others Involved: English Teachers &amp; Content area Teachers, Special Education Teachers, Literacy Facilitator,</p>	<p>12/06-2/07</p>	<ul style="list-style-type: none"> <li>• Poster maker and cold laminator.</li> </ul>
<p><b>Parental Involvement Action Step 1.1g:</b></p> <ul style="list-style-type: none"> <li>◆ Parents will check students' notebooks and grades and initial weekly.</li> </ul>	<p>Person Responsible: <b>English teachers</b></p> <p>Others Involved: Parent Resource Aid:</p>	<p>12/06-2/07</p>	<p>N/A</p>
<p><b>Professional Development Action Step 1.1 h:</b></p> <ul style="list-style-type: none"> <li>◆ English teachers will provide training on editing and revising for Social Studies teachers.</li> <li>◆ English teachers will work with Social Studies teachers to develop strategies for explaining basic rules of grammar, mechanics, and usage to students.</li> <li>◆ English and Studies teachers will continue learning walks that are peer oriented and for the purpose of peer coaching.</li> <li>◆ SIP Data Team will analyze quarterly 4-Sight results and modify instruction.</li> <li>◆ Literacy facilitator will coach, assist</li> </ul>	<p>Person Responsible: <b>Literacy Facilitator and English Teachers</b></p> <p>Others Involved: Administration, Special Education Teachers, Literacy Facilitator</p>	<p>12/06-2/07</p>	<ul style="list-style-type: none"> <li>• Ongoing guidance for SIP Data Teams from CREC</li> </ul>

and provide support for teachers.			
<b>3<sup>rd</sup> Quarter</b>			
<p><b>Instruction Action Step 1.1i:</b></p> <ul style="list-style-type: none"> <li>◆ English and Social Studies teachers will continue to administer Do Now spelling word and daily editing and revising activity.</li> <li>◆ English teachers will develop a rubric for making quality text connections.</li> <li>◆ English teachers will introduce students to the rubric and will review the concept of making quality text connections, with a focus on <b>reader-to-text connections</b>.</li> <li>◆ English and Social Studies teachers will help students set goals for improving their ability to make quality reader-to-text connections by utilizing CMT-style questions.</li> <li>◆ English and Social Studies teachers will use the established rubric to provide feedback to students on the quality of their text connections.</li> </ul>	<p>Person Responsible: <b>English Teachers</b>, Social Studies Teachers</p> <p>Others Involved: Administration, Special Education Teachers, Literacy Facilitator</p>	<p>2/07-4/07</p>	<ul style="list-style-type: none"> <li>• Standard Spelling list and English Grammar by McDougall Littell or equivalent recent version. (Class set)</li> <li>• <i>Words, Words, Words/Teaching Vocabulary in Grades 4-12</i>, by: D. Bear, M. Invernizzi, S. Templeton</li> <li>• Use sample questions from the CMT4/Language Arts Strand/Objectives.</li> <li>• Assistance in effective rubric development according to need.</li> </ul>
<p><b>Assessment Action Step 1.1j:</b></p> <ul style="list-style-type: none"> <li>◆ Individual English teachers will collect, maintain, and report on level of students' text connections.</li> <li>◆ Academy teachers will administer second district-based 4-Sight test.</li> <li>◆ Students will take CMT4-practice test on editing and revising text.</li> <li>◆ Academy teachers will administer baseline district-based 4-Sight test, score and later analyze and discuss reports as a team to modify instruction (SIP Data Team).</li> <li>◆ English teachers will celebrate efforts, goals, achievements, and feedback by <u>academy</u> and <u>school-wide</u> by posting results of 4-Sights using a graph to indicate results</li> </ul>	<p>Person Responsible: <b>English Teachers</b>, Cluster teachers</p> <p>Others Involved: Administration, Special Education Teachers, Literacy Facilitators</p>	<p>2/07-4/07</p>	<ul style="list-style-type: none"> <li>• Poster maker and cold laminator.</li> </ul>
<p><b>Parental Involvement Action Step 1.1k:</b></p> <ul style="list-style-type: none"> <li>◆ Parents will receive quarterly report on students' achievement on 4-Sight Test and practice test on editing and revising.</li> </ul>	<p>Person Responsible: <b>English teachers</b></p>	<p>3/07-4/07</p>	

	Others Involved: Literacy Facilitator, Parent Resource Aid		
<p><b>Professional Development Action Step 1.11:</b></p> <ul style="list-style-type: none"> <li>◆ English and Social Studies Departments will meet to review progress with students' ability to make text connections with various kinds of writing and to edit and revise text.</li> <li>◆ Academy teachers will administer baseline district-based 4-Sight test, score and later analyze and discuss reports as a team to modify instruction (SIP Data Team).</li> <li>◆ English teachers will celebrate efforts, goals, achievements, and feedback by <u>academy</u> and <u>school-wide</u> by posting results of 4-Sights using a graph to indicate results.</li> <li>◆ English and Social Studies teachers will continue learning walks that are peer oriented and for the purpose of peer coaching.</li> </ul>	<p>Person Responsible: School Administration</p> <p>Others Involved:                  Literacy Facilitator, English and Social Studies teachers, Special Education teachers</p>	<p>2/07-4/07</p>	<ul style="list-style-type: none"> <li>• Training for rubric refinement.</li> </ul>

4th Quarter			
<p><b>Instruction Action Step 1.1m:</b></p> <ul style="list-style-type: none"> <li>◆ English and Social Studies teachers will continue to administer Do Now spelling word and daily editing and revising activity.</li> <li>◆ English teachers will review the concept of making quality <b>text-to-world connections</b>.</li> <li>◆ English and Social Studies teachers will help students set goals for improving their ability to make quality text-to-world connections.</li> <li>◆ English and Social Studies teachers will use the established rubric to provide feedback to students on the quality of their text connections.</li> </ul>	<p>Person Responsible: <b>English teachers</b>, Social Studies teachers</p> <p>Others Involved: Special Education teachers, Literacy Facilitator</p>	<p>4/07-06/07</p>	<ul style="list-style-type: none"> <li>• Standard Spelling list and English Grammar by McDougall Littell or equivalent recent version. (Class set)</li> <li>• <i>Words, Words, Words/Teaching Vocabulary in Grades 4-12</i>, by: D. Bear, M. Invernizzi, S. Templeton</li> <li>• Use sample questions from the CMT4/Language Arts Strand/Objectives.</li> </ul>
<p><b>Assessment Action Step 1.1.n:</b></p> <ul style="list-style-type: none"> <li>◆ English teachers will monitor student performance and report at department meetings on levels of students' improvement in spelling, editing and revising, and making text connections.</li> <li>◆ English teachers will celebrate efforts, goals, achievements, and feedback by academy and school wide by posting results of 4-Sights using a graph to indicate results.</li> <li>◆ English teachers will display student work.</li> </ul>	<p>Person Responsible: <b>English Teachers</b></p> <p>Others Involved: Administration, Special Education Teachers, Literacy Facilitator</p>	<p>4/07-06/07</p>	<ul style="list-style-type: none"> <li>• Poster maker and cold laminator.</li> </ul>
<p><b>Parental Involvement Action Step 1.1.o:</b></p> <ul style="list-style-type: none"> <li>◆ Parents will receive report on students' achievement on 4-Sight Test and test on editing and revising.</li> </ul>	<p>Person Responsible: <b>English Teachers</b></p> <p>Others Involved: Parent Resource Aide</p>	<p>4/07-06/07</p>	<p>N/A</p>
<p><b>Professional Development Action Step 1.1p:</b></p> <ul style="list-style-type: none"> <li>◆ SIP Data teams will meet with English and Social Studies Departments to review students' progress in making text connections and editing and revising text.</li> <li>◆ English and Social teachers will continue learning walks as needed or requested.</li> <li>◆ Literacy facilitator will coach, assist and provide support for teachers.</li> </ul>	<p>Person Responsible: Principal</p> <p>Others Involved: English Teachers, <b>SIP Data Team</b>, Special Education Teachers, Literacy Facilitator, School Administration</p>	<p>4/07-06/07</p>	<p>Training for rubric refinement/development.</p>

**Plan of Action – Year 1 (2006-2007)**

**Objective 1 - Literacy: To use research-based instructional and assessment practices to increase 7<sup>th</sup> & 8<sup>th</sup> grade student academic performance in Language Arts, as measured by 10% increases on the spring 2007 CMT, as compared to results of spring 2006.**

**Strategy 2: Students will use graphic organizers to improve their ability to examine the content and structure of literature.**

<b>Action Steps</b> (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.)	<b>Person (s) Responsible</b> (Place in bold or underline the primary person responsible at the school level for each action step)	<b>Timeline</b> (Projected timeframe for completing action steps, as well as intermittent benchmark periods.)	<b>Resources &amp; Budget</b> (Materials, grants, funds and other resources targeted to support the action step. Include technical assistance from LEA, CSDE, RESC, etc.)
<b>1<sup>st</sup> Quarter</b>			
<b>Instruction Action Step 1.2a:</b> ♦ All content area teachers will Introduce CMT <b>Venn diagram graphic organizers</b> to improve students' skills in examining the content and structure of literature. ♦ English teachers will provide exemplars for Venn diagrams using content from a variety of discipline. ♦ All content area teachers will have students use Venn diagrams to help students examine content and structure of different kinds of literature.	Person Responsible: English Teachers  <i>Literacy Facilitator</i>  Others Involved: School Administrators, All content area teachers	9/06-12/06	♦ Poster maker and cold laminator. ♦ Produce CMT Graphic organizer posters to be displayed in all academy area ♦ Produce CMT Graphic organizers to be distributed to every student
<b>Assessment Action Step 1.2b:</b> ♦ English and Social Studies teachers will give periodic quizzes on using Venn diagrams.	Person Responsible: <b>English and Social Studies Teachers</b>  Others Involved: School Administrators	9/06-12/06	• Poster maker and cold laminator.
<b>Parental Involvement Action Step 1.2c:</b> ♦ Open House / Parent meetings will feature presentation on how to use graphic organizers in discussing different kinds of information.	Person Responsible: Literacy Facilitator /English Teachers  Others Involved: Family Resource Aide and Guidance Department	9/06-12/06	N/A
<b>Professional Development Action Step 1.2d:</b> ♦ Secure presenter to explain Marzano's concept of "finding similarities and differences" as an instructional strategy.	Person Responsible: Principal, Instructional Leader	9/06-12/06	• A presenter will be secured to explain Marzano's concept of finding similarities and differences as an instructional strategy.

<ul style="list-style-type: none"> <li>◆ Literacy Facilitator will provide training for all staff in scoring/utilizing 4-Sight test data and developing rubrics and benchmarks applicable to the specific skills for examining content and structure of literature.</li> <li>◆ Content area teachers will participate in peer-oriented learning walks ongoing throughout the year to share and learn successful strategies from each other.</li> <li>◆ Literacy facilitator will coach, assist and provide support for teachers.</li> </ul>	Others Involved: Literacy Facilitator, Special Education Teachers, All Teachers		<ul style="list-style-type: none"> <li>• Substitutes will be provided for content area teacher's learning walks.</li> </ul>
<b>2<sup>nd</sup> Quarter</b>			
<p><b>Instruction Action Step 1.2e:</b></p> <ul style="list-style-type: none"> <li>◆ All content area teachers will Introduce CMT <b>cause-and-effect graphic organizers</b> to improve students' skills in examining the content and structure of literature.</li> <li>◆ English teachers will provide exemplars for cause-and-effect graphic organizers using content from a variety of discipline.</li> <li>◆ All content area teachers will have students use cause-and-effect graphic organizers to help students examine content and structure of different kinds of literature.</li> </ul>	Person Responsible: <b>English Teachers</b> <p>Others Involved:                  School Administrators, All content area teachers, Special Education Teachers, Literacy Facilitators</p>	12/06-2/07	Use poster maker and cold laminator to: <ul style="list-style-type: none"> <li>◆ Produce CMT Graphic organizer posters to be displayed in all academy area</li> <li>◆ Produce CMT Graphic organizers to be distributed to every student.</li> </ul>
<p><b>Assessment Action Step 1.2f:</b></p> <ul style="list-style-type: none"> <li>◆ English and Social Studies teachers will give periodic quizzes on using cause-and-effect graphic organizers.</li> <li>◆ Display student writing work</li> </ul>	Person Responsible: <b>English and Social Studies Teachers</b> <p>Others Involved:</p>	12/06-2/07	N/A
<p><b>Parental Involvement Action Step 1.2g:</b></p> <ul style="list-style-type: none"> <li>◆ Students will work with parents to use graphic organizers at home.</li> </ul>	Person Responsible <b>Parents and Students</b> <p>Others Involved:                  All content area teachers, Special Education Teachers</p>	9/06-12/06	N/A

<p><b>Professional Development Action Step 1.2h:</b></p> <ul style="list-style-type: none"> <li>◆ English teachers will coordinate rubric development across content areas.</li> <li>◆ Content area teachers will participate in peer-oriented learning walks ongoing throughout the year to share and learn successful strategies from each other.</li> <li>◆ Literacy facilitator will coach, assist and provide support for teachers.</li> </ul>	<p>Person Responsible                  Principal, Instructional Leader                  Others Involved:                  LITERACY FACILITATOR, English Teachers, Assistant Principals</p>	12/06- 2/07	<ul style="list-style-type: none"> <li>• Training for rubric development as needed</li> <li>• Substitutes will be provided for content area teacher's learning walks.</li> </ul>
<b>3<sup>rd</sup> Quarter</b>			
<p><b>Instruction Action Step 1.2j:</b></p> <ul style="list-style-type: none"> <li>◆ All content area teachers will introduce CMT <b>sequence graphic organizers</b> to improve students' skills in examining the content and structure of literature.</li> <li>◆ English teachers will provide exemplars for sequence graphic organizers using content from a variety of discipline.</li> <li>◆ All content area teachers will have students use sequence graphic organizers to help students examine content and structure of different kinds of literature.</li> </ul>	<p>Person Responsible:  <b>Content Area Teachers, English Teachers</b>                   Others Involved:                  Administration</p>	9/06-12/06	<ul style="list-style-type: none"> <li>◆ Produce CMT Graphic organizer posters to be displayed in all academy area</li> <li>◆ Produce CMT Graphic organizers to be distributed to every student</li> </ul>
<p><b>Assessment Action Step 1.2k:</b></p> <ul style="list-style-type: none"> <li>◆ English teachers will have students write essays in which they examine content and structure of literature, using graphic organizers as scaffolding.</li> <li>◆ Celebrate achievements by academy and school wide by displaying writing samples of best student work.</li> </ul>	<p>Person Responsible:  <b>English Teachers</b>                   Others Involved:                  Administration</p>	2/07-4/07	<ul style="list-style-type: none"> <li>• Prizes for best student works.</li> </ul>
<p><b>Parental Involvement Action Step 1.2l:</b></p> <ul style="list-style-type: none"> <li>◆ Students will work with parents to use graphic organizers at home.</li> <li>◆ Parents will sign notebook weekly.</li> </ul>	<p>Person Responsible:  <b>Parents and Students</b>                   Others Involved:</p>	2/07-4/07	N/A

	Parent Resource Aide		
<b>Professional Development Action Step 1.2m:</b> ♦ SIP Data teams will meet with English and Social Studies Department teachers to review students' progress in examining content and structure of literature. ♦ Literacy facilitator will coach, assist and provide support for teachers.	Person Responsible: <b>SIP Data teams, English Teachers, Social Studies Teachers</b>  Others Involved: Literacy Facilitator, Administration	2/07-4/07	N/A
<b>4<sup>th</sup> Quarter</b>			
<b>Instruction Action Step 1.2j:</b> ♦ All content area teachers will introduce CMT main-idea graphic organizers to improve students' skills in examining the content and structure of literature. ♦ English teachers will provide exemplars for main-idea graphic organizers using content from a variety of disciplines. ♦ All content area teachers will have students use main-idea graphic organizers to help students examine content and structure of different kinds of literature.	Person Responsible: <b>All Content Area Teachers</b>  Others Involved: English Teachers, Administration	5/07-6/07	♦ Produce CMT Graphic organizer posters to be displayed in all academy area ♦ Produce CMT Graphic organizers to be distributed to every student
<b>Assessment Action Step 1.2o:</b> ♦ English teachers will have students write essays in which they examine content and structure of literature, using graphic organizers as scaffolding.	Person Responsible: <b>English Teachers</b>  Others Involved:	5/07-6/07	N/A
<b>Parental Involvement Action Step 1.2p:</b>  ♦ Students will work with parents to use graphic organizers at home. ♦ Parents will sign notebook weekly.	Person Responsible: <b>Parents and Students</b>  Others Involved:	5/07-6/07	N/A
<b>Professional Development Action Step 1.2p:</b> ♦ Content area teachers will participate in peer-	Person Responsible: Principal Others Involved:	5/07-6/07	• Substitutes will be provided for content area teacher's learning walks.

School : Lewis Fox Middle School Principal: Andrew Serrao

SIP Years: 2006-2008

Revised August 1, 2006

oriented learning walks ongoing throughout the year to share and learn successful strategies from each other.	Content Area Teachers, Assistant Principals, Instructional Leader		
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