

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

**Objective 1 - Literacy:** 10<sup>th</sup>-grade students at or above proficiency in reading will increase from 33.6% (2005) to 43.6% in 2007 and to 53.6% in 2008, as measured by the CAPT. 10<sup>th</sup>-grade students scoring at or above proficiency in writing will increase from 45.4% (2005) to 55.4% in 2007 and 65.4% in 2008, as measured by the CAPT.

**Strategy 1:** Use differentiated instruction in all classes to improve student performance.

<p><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.)</p>	<p><b>Person (s) Responsible</b> (Place in bold or underline the primary person responsible at the school level for each action step)</p>	<p><b>Timeline</b> (Projected timeframe for completing action steps, as well as intermittent benchmark periods.)</p>	<p><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.)</p>
<b>1<sup>st</sup> Quarter</b>			
<p><b>Instruction Action Step 1.1a:</b></p> <ul style="list-style-type: none"> <li>• Use active learning strategies and techniques to differentiate instruction in all classes to improve student performance</li> <li>• Focus: Response to Bell Work Prompts                             <ul style="list-style-type: none"> <li>• What bell work is</li> <li>• What the purpose of bell work is</li> <li>• How to scaffold bell work for all students</li> <li>• How to write an effective bell work response</li> <li>• How to score a bell work response using a rubric</li> <li>• How to create bell work prompts in content areas</li> </ul> </li> </ul>	<p><b>Person Responsible:</b> Elizabeth Gunn, Tilda Santiago, Arthur Crowel, Elizabeth Brown, Hiedi Tuttle, Tauta Dalip</p> <p><b>Others Involved:</b> Entire teaching staff, curriculum coordinators, CREC consultants: Marg Stewart and Lisa Fiano</p>	<p>August 2006 September – October 2006</p>	<ul style="list-style-type: none"> <li>▪ Sufficient PD days for collaborative learning</li> <li>▪ Support from CREC consultants</li> <li>▪ Support from district subject area coordinators, administrators, and head teachers</li> <li>▪ Materials to support initiatives</li> <li>▪ District provides and scores Stanford Test materials</li> <li>▪ Funding to post student work</li> </ul>
<p><b>Assessment Action Step 1.1b:</b></p> <ul style="list-style-type: none"> <li>• Feedback from staff members who oversee the implementation of this strategy</li> <li>• Monitoring of Portfolios for students through random submissions, focusing on interdisciplinary lessons</li> <li>• Monitoring of the use of technology in interdisciplinary lessons</li> <li>• Use of walk-throughs, focusing on student engagement, school-wide rubrics, infusion of technology, interdisciplinary activities,</li> </ul>	<p><b>Person Responsible:</b> Administrators</p> <p><b>Others Involved:</b> Teaching staff, SLC teams, curriculum coordinators, School Improvement Team/ Data Team, consultants: Marge Stewart and Lisa Fiano</p>	<p>September – October 2006</p>	<ul style="list-style-type: none"> <li>• Support and time for assistant principals</li> <li>• PD time for staff to meet</li> </ul>

<p>and DI strategies</p> <ul style="list-style-type: none"> <li>• Use of check list for bell work with accompanying rubrics</li> <li>• Monitoring by School Improvement Team</li> <li>• Monitoring by Data Team</li> <li>• Monitoring by SLC teams</li> <li>• Stanford Test results (pre-test)</li> <li>• Quarterly student progress reports</li> </ul>			
<p><b>Parental Involvement Action Step 1.1c:</b></p> <ul style="list-style-type: none"> <li>• Power point presentation on public access TV to inform parents</li> <li>• Handouts at Open House and teacher conferences, and from Family Resource Aide</li> <li>• Seminar during Open House for Parents</li> <li>• Seminar for parents of incoming freshmen</li> <li>• Presentations at PTSSO meetings</li> </ul>	<p><b>Person Responsible:</b> Elizabeth Gunn, Tilda Santiago, Arthur Crowel, Elizabeth Brown, Hiedi Tuttle, Tauta Dalip</p> <p><b>Others Involved:</b> Classroom teachers, guidance counselors, PTSSO members and President, FRA</p>	<p>September – October 2006</p>	<p>Time and support to create</p> <ul style="list-style-type: none"> <li>• Handouts</li> <li>• Newsletters</li> <li>• Seminars</li> <li>• Public access presentations</li> </ul>
<p><b>Professional Development Action Step 1.1d:</b></p> <ul style="list-style-type: none"> <li>• Meetings as a group / department to evaluate success of DI strategies</li> <li>• Meeting by department to develop pre-assessments for each course</li> <li>• Meetings by SLC's to plan for interdisciplinary activities</li> <li>• Continued professional development and training for school staff in DI strategies and Principles of Learning with Marg Stewart</li> <li>• Meeting with Lisa Fiano to develop inclusion strategies</li> <li>• Training for staff involved in walk-throughs</li> <li>• Training in the use of portfolios for selected staff</li> </ul>	<p><b>Person Responsible:</b> Elizabeth Gunn, Tilda Santiago, Arthur Crowel, Elizabeth Brown, Hiedi Tuttle , Tauta Dalip</p> <p><b>Others Involved:</b> Facilitators/ Trainers provided by Central Office, including CREC staff (Marg Stewart and Lisa Fiano)</p>	<p>August 2006 September – October 2006</p>	<ul style="list-style-type: none"> <li>▪ Sufficient PD time for entire staff for meetings by departments</li> <li>▪ Support from district subject area coordinators, administrators, CREC, consultants, and head teachers</li> <li>▪ Materials to support initiatives</li> </ul>

<b>2<sup>nd</sup> Quarter</b>			
<p><b>Instruction Action Step 1.1e:</b></p> <ul style="list-style-type: none"> <li>• Continue to use active learning strategies to differentiate instruction in all classes to improve student performance</li> <li>• Focus: Effective Note-taking                             <ul style="list-style-type: none"> <li>• The purpose of note-taking</li> <li>• The note-taking process</li> <li>• Paraphrasing</li> <li>• How to scaffold note-taking for all students</li> <li>• Various note-taking formats</li> <li>• Selecting appropriate note-taking formats for specific content areas</li> <li>• Using notes to study for testing and exams.</li> </ul> </li> </ul>	<p><b>Person Responsible:</b> Elizabeth Gunn, Tilda Santiago, Arthur Crowel, Elizabeth Brown, Hiedi Tuttle, Tauta Dalip</p> <p><b>Others Involved:</b> Entire teaching staff, curriculum coordinators, CREC consultants: Marg Stewart and Lisa Fiano</p>	<p>November 2006 – January 2007</p>	<ul style="list-style-type: none"> <li>▪ Sufficient PD days for collaborative learning</li> <li>▪ Support from CREC consultants</li> <li>▪ Support from district subject area coordinators, administrators, and head teachers</li> <li>▪ Materials to support initiatives</li> <li>▪ District provides and scores Stanford Test materials</li> </ul>
<p><b>Assessment Action Step 1.1f:</b></p> <ul style="list-style-type: none"> <li>• Feedback from staff members who oversee the implementation of this strategy</li> <li>• Review of DI utilization during first quarter</li> <li>• Monitoring of Portfolios for students through random submissions, focusing on interdisciplinary lessons</li> <li>• Monitoring of the use of technology in interdisciplinary lessons</li> <li>• Use of walk-throughs, focusing on student engagement, school-wide rubrics, infusion of technology, interdisciplinary activities, and DI strategies</li> <li>• Monitoring by School Improvement Team</li> <li>• Monitoring by Data Team</li> <li>• Monitoring by SLC teams</li> <li>• Stanford Test results (pre-test)</li> <li>• Quarterly student progress reports</li> </ul>	<p><b>Person Responsible:</b> Administrators</p> <p><b>Others Involved:</b> Teaching staff, SLC teams, curriculum coordinators, School Improvement Team/ Data Team, consultants: Marge Stewart and Lisa Fiano</p>	<p>November 2006 – January 2007</p>	<ul style="list-style-type: none"> <li>• Support and time for assistant principals</li> <li>• PD time for staff to meet</li> <li>• Time to review DI utilization during first quarter</li> </ul>

<p><b>Parental Involvement Action Step 1.1g:</b></p> <ul style="list-style-type: none"> <li>• Power point presentation on public access TV to inform parents</li> <li>• Handouts at parent / teacher conferences, and from Family Resource Aide</li> <li>• Presentations at PTSO meetings</li> </ul>	<p><b>Person Responsible:</b> Elizabeth Gunn, Tilda Santiago, Arthur Crowel, Elizabeth Brown, Hiedi Tuttle , Tauta Dalip</p> <p><b>Others Involved:</b> Tilda Santiago (for DI presentations at PTSO meetings)</p>	<p>November 2006 – January 2007</p>	<p>Time and support to create</p> <ul style="list-style-type: none"> <li>• Handouts</li> <li>• Newsletters</li> <li>• Seminars</li> <li>• Public access presentations</li> <li>• Presentations at PTSO meetings</li> </ul>
<p><b>Professional Development Action Step 1.1h:</b></p> <ul style="list-style-type: none"> <li>• Meetings as a group / department to evaluate success of DI strategies</li> <li>• Continued professional development and training for school staff in DI strategies and Principles of Learning with Marg Stewart (one-on-one and group meetings)</li> <li>• Training for staff involved in walk-throughs</li> <li>• Training in the use of portfolios by previously trained staff (“turn-key”)</li> </ul>	<p><b>Person Responsible:</b> Elizabeth Gunn, Tilda Santiago, Arthur Crowel, Elizabeth Brown, Hiedi Tuttle , Tauta Dalip</p> <p><b>Others Involved:</b> Facilitators/ Trainers provided by Central Office, including CREC staff (Marg Stewart and Lisa Fiano)</p>	<p>November 2006 – January 2007</p>	<ul style="list-style-type: none"> <li>▪ Sufficient PD time for entire staff for meetings by departments</li> <li>▪ Support from district subject area coordinators, administrators, CREC, consultants, and head teachers</li> <li>▪ Materials to support initiatives</li> </ul>
<p><b>3<sup>rd</sup> Quarter</b></p>			
<p><b>Instruction Action Step 1.1i:</b></p> <ul style="list-style-type: none"> <li>• Continue to use active learning strategies to differentiate instruction in all classes to improve student performance</li> <li>• Focus: Exit strategies             <ul style="list-style-type: none"> <li>• Types of strategies to check student comprehension of material</li> <li>• Including DI techniques to make the best use of these strategies</li> </ul> </li> </ul>	<p><b>Person Responsible:</b> Elizabeth Gunn, Tilda Santiago, Arthur Crowel, Elizabeth Brown, Hiedi Tuttle , Tauta Dalip</p> <p><b>Others Involved:</b> Entire teaching staff, curriculum coordinators, CREC consultants: Marg Stewart and Lisa Fiano</p>	<p>February – March 2007</p>	<ul style="list-style-type: none"> <li>▪ Sufficient PD days for collaborative learning</li> <li>▪ Support from CREC consultants</li> <li>▪ Support from district subject area coordinators, administrators, and head teachers</li> <li>▪ Materials to support initiatives</li> <li>▪ District provides and scores Stanford Test materials</li> </ul>
<p><b>Assessment Action Step 1.1j:</b></p> <ul style="list-style-type: none"> <li>• Feedback from staff members who oversee the implementation of this strategy</li> <li>• Review of DI utilization during second quarter</li> <li>• Monitoring of Portfolios for students through random submissions, focusing on interdisciplinary lessons</li> <li>• Monitoring of the use of technology in interdisciplinary lessons</li> </ul>	<p><b>Person Responsible:</b> Administrators</p> <p><b>Others Involved:</b> Teaching staff, SLC teams, curriculum coordinators, School Improvement Team/ Data Team, consultants: Marge Stewart and Lisa Fiano</p>	<p>February – March 2007</p>	<ul style="list-style-type: none"> <li>• PD time for staff to meet</li> <li>• Time to review DI utilization during second quarter</li> </ul>

<ul style="list-style-type: none"> <li>• Use of walk-throughs, focusing on student engagement, school-wide rubrics, infusion of technology, interdisciplinary activities, and DI strategies</li> <li>• Monitoring by School Improvement Team</li> <li>• Monitoring by Data Team</li> <li>• Monitoring by SLC teams</li> <li>• Stanford Test results (pre-test)</li> </ul> <p>Quarterly student progress reports</p>			
<p><b>Parental Involvement Action Step 1.1k:</b></p> <ul style="list-style-type: none"> <li>• Power point presentation on public access TV to inform parents</li> <li>• Handouts at parent / teacher conferences, and from Family Resource Aide</li> <li>• Presentations at PTSO meetings</li> </ul>	<p><b>Person Responsible:</b> Elizabeth Gunn, Tilda Santiago, Arthur Crowel, Elizabeth Brown, Hiedi Tuttle, Tauta Dalip</p> <p><b>Others Involved:</b> (for DI presentations at PTSO meetings)</p>	<p>February 2007 – March 2007</p>	<p>Time and support to create</p> <ul style="list-style-type: none"> <li>• Handouts</li> <li>• Newsletters</li> <li>• Seminars</li> <li>• Public access presentations</li> <li>▪ Presentations at PTSO meetings</li> </ul>
<p><b>Professional Development Action Step 1.1l:</b></p> <ul style="list-style-type: none"> <li>• Meetings as a group / department to evaluate success of DI strategies</li> <li>• Continued professional development and training for school staff in DI strategies and Principles of Learning with Marg Stewart (one-on-one and group meetings)</li> <li>• Training in the use of portfolios by previously trained staff (“turn-key”)</li> <li>• Training for staff involved in walk-throughs</li> </ul>	<p><b>Person Responsible:</b> Elizabeth Gunn, Tilda Santiago, Arthur Crowel, Elizabeth Brown, Hiedi Tuttle, Tauta Dalip</p> <p><b>Others Involved:</b> Facilitators/ Trainers provided by Central Office, including CREC staff (Marg Stewart and Lisa Fiano)</p>	<p>February 2007 – March 2007</p>	<ul style="list-style-type: none"> <li>▪ Sufficient PD time for entire staff for meetings by departments</li> <li>▪ Support from district subject area coordinators, administrators, CREC, consultants, and head teachers</li> <li>▪ Materials to support initiatives</li> </ul>
<p><b>4<sup>th</sup> Quarter</b></p>			
<p><b>Instruction Action Step 1.1m:</b></p> <ul style="list-style-type: none"> <li>• Continue to use active learning strategies to differentiate instruction in all classes to improve student performance</li> <li>• Focus: Graphic organizers             <ul style="list-style-type: none"> <li>• Purpose of organizers</li> <li>• Types of organizers</li> <li>• Selecting an appropriate organizer</li> <li>• Using organizers to take notes</li> <li>• Using organizers as an outline for writing</li> </ul> </li> </ul>	<p><b>Person Responsible:</b> Elizabeth Gunn, Tilda Santiago, Arthur Crowel, Elizabeth Brown, Hiedi Tuttle, Tauta Dalip</p> <p><b>Others Involved:</b> Entire teaching staff, curriculum coordinators, CREC consultants: Marg Stewart and Lisa Fiano</p>	<p>April 2007 – June 2007</p>	<ul style="list-style-type: none"> <li>▪ Sufficient PD days for collaborative learning</li> <li>▪ Support from CREC consultants</li> <li>▪ Support from district subject area coordinators, administrators, and head teachers</li> <li>▪ Materials to support initiatives</li> <li>▪ District provides and scores Stanford Test materials</li> </ul>

<p><b>Assessment Action Step 1.1n:</b></p> <ul style="list-style-type: none"> <li>• Feedback from staff members who oversee the implementation of this strategy</li> <li>• Monitoring of Portfolios for students through random submissions, focusing on interdisciplinary lessons</li> <li>• Monitoring of the use of technology in interdisciplinary lessons</li> <li>• Use of walk-throughs, focusing on student engagement, school-wide rubrics, infusion of technology, interdisciplinary activities, and DI strategies</li> <li>• Review student portfolios to determine the impact of Differentiated Instruction (DI)</li> <li>• Consider means of improving the effectiveness of, and strengthen the implementation of the word wall, the word of the day, and the bell work initiatives in lesson plans and the instruction of each teacher in each classroom each day in alignment with CAPT</li> </ul>	<p><b>Person Responsible:</b> Administrators</p> <p><b>Others Involved:</b> Teaching staff, SLC teams, curriculum coordinators, School Improvement Team/ Data Team, consultants: Marge Stewart and Lisa Fiano</p>	<p>April 2007 – June 2007</p>	<p>District provides and corrects Stanford Test materials</p>
<p><b>Parental Involvement Action Step 1.1o:</b></p> <ul style="list-style-type: none"> <li>• Power point presentation on public access TV to inform parents</li> <li>• Handouts at parent / teacher conferences, and from Family Resource Aide</li> <li>• Presentations at PTSO meetings</li> </ul>	<p><b>Person Responsible:</b> Elizabeth Gunn, Tilda Santiago, Arthur Crowel, Elizabeth Brown, Hiedi Tuttle</p> <p><b>Others Involved:</b> Tilda Santiago (for DI presentations at PTSO meetings)</p>	<p>April 2007– June 2007</p>	<p>Time and support to create</p> <ul style="list-style-type: none"> <li>• Handouts</li> <li>• Newsletters</li> <li>• Seminars</li> <li>• Public access presentations</li> <li>• Presentations at PTSO meetings</li> </ul>
<p><b>Professional Development Action Step 1.1p:</b></p> <ul style="list-style-type: none"> <li>• Meetings as a group / department to evaluate success of DI strategies</li> <li>• Continued professional development and training for school staff in DI strategies and Principles of Learning with Marg Stewart (one-on-one and group meetings)</li> <li>• Training in the use of portfolios by previously trained staff (“turn-key”)</li> </ul>	<p><b>Person Responsible:</b> Elizabeth Gunn, Tilda Santiago, Arthur Crowel, Elizabeth Brown, Hiedi Tuttle, Tauta Dalip</p> <p><b>Others Involved:</b> Facilitators/ Trainers provided by Central Office, including CREC staff (Marg Stewart and Lisa Fiano); SLC team</p>	<p>April 2007– June 2007</p>	<ul style="list-style-type: none"> <li>▪ Sufficient PD time for entire staff for meetings by departments</li> <li>▪ Support from district subject area coordinators, administrators, CREC, consultants, and head teachers</li> <li>▪ Materials to support initiatives</li> </ul>

**Objective 1 - Literacy: Literacy: 10<sup>th</sup>-grade students at or above proficiency in reading will increase from 33.6% (2005) to 43.6% in 2007 and to 53.6% in 2008, as measured by the CAPT. 10<sup>th</sup>-grade students scoring at or above proficiency in writing will increase from 45.4% (2005) to 55.4% in 2007 and 65.4% in 2008, as measured by the CAPT.**

**Strategy 2: Emphasize editing and revising in all English classes to improve students' writing.**

<p><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.)</p>	<p><b>Person (s) Responsible</b> (Place in bold or underline the primary person responsible at the school level for each action step)</p>	<p><b>Timeline</b> (Projected timeframe for completing action steps, as well as intermittent benchmark periods.)</p>	<p><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.)</p>
<b>1<sup>st</sup> Quarter</b>			
<p><b>Instruction Action Step 1.2a:</b> Teach functional grammar in the context of creating sentences. Use the "Thinking Through Grammar Process." Subject /verb agreement</p> <ul style="list-style-type: none"> <li>• Sentence fragments</li> <li>• Misuse of apostrophe for plurals</li> <li>• Capitalization for generic versus specific terms (i.e., high school / Hartford Public High School)</li> </ul>	<p><b>Person Responsible:</b> William Chambers, Shirley Kostelney, Marie Reynolds, Christopher Doyle, Edward Clarke</p> <p><b>Others Involved:</b> English teachers, CREC consultants: Marg Stewart and Lisa Fiano, Curriculum Chairperson</p>	<p>August – November 2006</p>	<ul style="list-style-type: none"> <li>• Copies of "Thinking Through Grammar Process" and teacher's manual for each English teacher</li> <li>• PD time for English staff to determine implementation plan for the focused grammar skills</li> </ul>
<p><b>Assessment Action Step 1.2b:</b></p> <ul style="list-style-type: none"> <li>• Feedback from staff members who oversee the implementation of this strategy</li> <li>• Monitoring of Portfolios for students through random submissions</li> <li>• Use of walk-throughs</li> <li>• Time to meet as a group / department to evaluate progress of student learning</li> </ul>	<p><b>Person Responsible:</b> Administrators</p> <p><b>Others Involved:</b> English Teachers, Curriculum Chairperson</p>	<p>August – November 2006</p>	<ul style="list-style-type: none"> <li>• Support and time for assistant principals</li> <li>• PD time for entire staff to meet</li> </ul>
<p><b>Parental Involvement Action Step 1.2c:</b></p> <ul style="list-style-type: none"> <li>• Power point for public access TV outlining functional grammar skills and student expectations</li> <li>• PTSO to inform parents of student expectations</li> <li>• Web site to inform parents, outlining functional grammar skills and student expectations</li> </ul>	<p><b>Person Responsible:</b> William Chambers, Shirley Kostelney, Marie Reynolds, Christopher Doyle, Edward Clarke</p> <p><b>Others Involved:</b> Pete Torres (FRA)</p>	<p>August – November 2006</p>	<p>Time and support to create</p> <ul style="list-style-type: none"> <li>• Handouts</li> <li>• Newsletters</li> <li>• Seminars</li> <li>• Public access presentations</li> </ul>

<p><b>Professional Development Action Step 1.2d:</b></p> <ul style="list-style-type: none"> <li>• Daily bulletin with relevant skills information for teaching staff</li> <li>• Exercises/training at PD in functional grammar skills listed above</li> <li>• Training for staff involved in walk-throughs</li> <li>• Training in the use of portfolios</li> <li>• See Professional Development Action Step re: Teacher Learning Teams (TLTs) and Professional Learning Communities (PLCs) Objective1, Strategy 1</li> </ul>	<p><b>Person Responsible:</b> William Chambers, Shirley Kostelney, Marie Reynolds, Christopher Doyle, Edward Clarke, CREC consultants: Marge Stewart, Lisa Fiano, curriculum chairperson</p> <p><b>Others Involved:</b> All English Teachers, Curriculum Chairperson</p>	<p>August – November 2006</p>	<ul style="list-style-type: none"> <li>▪ Sufficient PD time for entire staff for meetings by departments</li> <li>▪ Support from district subject area coordinators, administrators, CREC, consultants, and head teachers</li> <li>▪ Materials to support editing and revising</li> </ul>
<p><b>2nd Quarter</b></p>			
<p><b>Instruction Action Step 1.2e:</b></p> <p>Teach functional grammar in the context of creating sentences. Use the “Thinking Through Grammar Process.”</p> <ul style="list-style-type: none"> <li>• Use of commas with appositive</li> <li>• Use of comma with independent clause and conjunction</li> <li>• Subject / verb agreement with intervening phrase</li> <li>• Comparative / superlative degrees of adjectives</li> </ul>	<p><b>Person Responsible:</b> William Chambers, Shirley Kostelney, Marie Reynolds, Christopher Doyle, Edward Clarke</p> <p><b>Others Involved:</b> English teachers, CREC consultants: Marg Stewart and Lisa Fiano, Curriculum Chairperson</p>	<p>November 2006 – January 2007</p>	<ul style="list-style-type: none"> <li>• PD time for English staff to determine implementation plan for the focused grammar skills</li> </ul>
<p><b>Assessment Action Step 1.2f:</b></p> <ul style="list-style-type: none"> <li>• Feedback from staff members who oversee the implementation of this strategy</li> <li>• Monitoring of Portfolios for students through random submissions</li> <li>• Use of walk-throughs</li> <li>• Time to meet as a group / department to evaluate progress of student learning</li> </ul>	<p><b>Person Responsible:</b> Administrators</p> <p><b>Others Involved:</b> English Teachers</p>	<p>November 2006 – January 2007</p>	<ul style="list-style-type: none"> <li>• Support and time for assistant principals</li> <li>• PD time for entire staff to meet</li> <li>•</li> </ul>
<p><b>Parental Involvement Action Step 1.2g:</b></p> <ul style="list-style-type: none"> <li>• Power point for public access TV outlining functional grammar skills and student expectations</li> <li>• PTSO to inform parents of student expectations</li> <li>• Web site to inform parents, outlining functional grammar skills and student expectations</li> </ul>	<p><b>Person Responsible:</b> William Chambers, Shirley Kostelney, Marie Reynolds, Christopher Doyle, Edward Clarke</p> <p><b>Others Involved:</b> Pete Torres (FRA)</p>	<p>November 2006 – January 2007</p>	<p>Time and support to create</p> <ul style="list-style-type: none"> <li>• Handouts</li> <li>• Newsletters</li> <li>• Seminars</li> <li>• Public access presentations</li> </ul>

<p><b>Professional Development Action Step 1.2h:</b></p> <ul style="list-style-type: none"> <li>Daily bulletin with relevant skills information for teaching staff</li> <li>Exercises/training at PD in functional grammar skills listed above</li> <li>Training for staff involved in walk-throughs</li> <li>Training in the use of portfolios</li> <li>See Professional Development Action Step re: Teacher Learning Teams (TLTs) and Professional Learning Communities (PLCs) Objective1, Strategy 1</li> </ul>	<p><b>Person Responsible:</b> William Chambers, Shirley Kostelney, Marie Reynolds, Christopher Doyle, Edward Clarke, CREC consultants: Marge Stewart, Lisa Fiano</p> <p><b>Others Involved:</b> All English Teachers</p>	<p>November 2006 – January 2007</p>	<ul style="list-style-type: none"> <li>Sufficient PD time for entire staff for meetings by departments</li> <li>Support from district subject area coordinators, administrators, CREC, consultants, and head teachers</li> <li>Materials to support editing and revising</li> </ul>
<p><b>3<sup>rd</sup> Quarter</b></p>			
<p><b>Instruction Action Step 1.2i:</b></p> <p>Teach functional grammar in the context of creating sentences. Use the “Thinking Through Grammar Process.”</p> <ul style="list-style-type: none"> <li>Parallel construction</li> <li>Quotation marks with punctuation</li> <li>No comma with essential elements</li> <li>Misplaced modifiers</li> </ul>	<p><b>Person Responsible:</b> William Chambers, Shirley Kostelney, Marie Reynolds, Christopher Doyle, Edward Clarke</p> <p><b>Others Involved:</b> English teachers, CREC consultants: Marg Stewart and Lisa Fiano, Curriculum Chairperson</p>	<p>February – March 2007</p>	<ul style="list-style-type: none"> <li>PD time for English staff to determine implementation plan for the focused grammar skills</li> </ul>
<p><b>Assessment Action Step 1.2j:</b></p> <ul style="list-style-type: none"> <li>Feedback from staff members who oversee the implementation of this strategy</li> <li>Monitoring of Portfolios for students through random submissions</li> <li>Use of walk-throughs</li> <li>Time to meet as a group / department to evaluate progress of student learning</li> </ul>	<p><b>Person Responsible:</b> Administrators</p> <p><b>Others Involved:</b> English Teachers</p>	<p>February – March 2007</p>	<ul style="list-style-type: none"> <li>Support and time for assistant principals</li> <li>PD time for entire staff to meet</li> <li></li> </ul>
<p><b>Parental Involvement Action Step 1.2k:</b></p> <ul style="list-style-type: none"> <li>Outlining functional grammar skills and student expectations</li> <li>PTSO to inform parents of student expectations</li> <li>Web site to inform parents, outlining functional grammar skills and student expectations</li> </ul>	<p><b>Person Responsible:</b> William Chambers, Shirley Kostelney, Marie Reynolds, Christopher Doyle, Edward Clarke</p> <p><b>Others Involved:</b> Pete Torres (FRA)</p>	<p>February – March 2007</p>	<p>Time and support to create</p> <ul style="list-style-type: none"> <li>Handouts</li> <li>Newsletters</li> <li>Seminars</li> <li>Public access presentations</li> </ul>

<p><b>Professional Development Action Step 1.2l:</b></p> <ul style="list-style-type: none"> <li>• Daily bulletin with relevant skills information for teaching staff</li> <li>• Exercises/training at PD in functional grammar skills listed above</li> <li>• Training for staff involved in walk-throughs</li> <li>• Training in the use of portfolios</li> <li>• See Professional Development Action Step re: Teacher Learning Teams (TLTs) and Professional Learning Communities (PLCs) Objective1, Strategy 1</li> </ul>	<p><b>Person Responsible:</b> William Chambers, Shirley Kostelney, Marie Reynolds, Christopher Doyle, Edward Clarke, CREC consultants: Marge Stewart, Lisa Fiano</p> <p><b>Others Involved:</b> All English Teachers</p>	<p>February – March 2007</p>	<ul style="list-style-type: none"> <li>▪ Sufficient PD time for entire staff for meetings by departments</li> <li>▪ Support from district subject area coordinators, administrators, CREC, consultants, and head teachers</li> <li>▪ Materials to support editing and revising</li> </ul>
<p><b>4th Quarter</b></p>			
<p><b>Instruction Action Step 1.2m:</b></p> <p>Teach functional grammar in the context of creating sentences. Use the “Thinking Through Grammar Process.”</p> <ul style="list-style-type: none"> <li>• Transition words</li> <li>• Semicolon</li> <li>• Redundancy or words and phrases</li> <li>• Usage (to, too, two / their, there, they’re)</li> </ul>	<p><b>Person Responsible:</b> William Chambers, Shirley Kostelney, Marie Reynolds, Christopher Doyle, Edward Clarke</p> <p><b>Others Involved:</b> English teachers, CREC consultants: Marg Stewart and Lisa Fiano, Curriculum Chairperson</p>	<p>April – June 2007</p>	<ul style="list-style-type: none"> <li>• PD time for English staff to determine implementation plan for the focused grammar skills</li> </ul>
<p><b>Assessment Action Step 1.2n:</b></p> <ul style="list-style-type: none"> <li>• Feedback from staff members who oversee the implementation of this strategy</li> <li>• Monitoring of Portfolios for students through random submissions</li> <li>• Use of walk-throughs</li> <li>• Time to meet as a group / department to evaluate progress of student learning</li> </ul>	<p><b>Person Responsible:</b> Administrators</p> <p><b>Others Involved:</b> English Teachers</p>	<p>April – June 2007</p>	<ul style="list-style-type: none"> <li>• Support and time for assistant principals</li> <li>• PD time for entire staff to meet</li> </ul>
<p><b>Parental Involvement Action Step 1.2o:</b></p> <ul style="list-style-type: none"> <li>• Outlining functional grammar skills and student expectations</li> <li>• PTSO to inform parents of student expectations</li> <li>• Web site to inform parents, outlining functional grammar skills and student expectations</li> </ul>	<p><b>Person Responsible:</b> William Chambers, Shirley Kostelney, Marie Reynolds, Christopher Doyle, Edward Clarke</p> <p><b>Others Involved:</b> Pete Torres (FRA)</p>	<p>April – June 2007</p>	<p>Time and support to create</p> <ul style="list-style-type: none"> <li>• Handouts</li> <li>• Newsletters</li> <li>• Seminars</li> <li>• Public access presentations</li> </ul>

School: Hartford Public High School

Principal: Dr. Zandralyn Gordon

SIP Years: 2006-2008

<p><b>Professional Development Action Step 1.2p:</b></p> <ul style="list-style-type: none"> <li>• Daily bulletin with relevant skills information for teaching staff</li> <li>• Exercises/training at PD in functional grammar skills listed above</li> <li>• Training for staff involved in walk-throughs</li> <li>• Training in the use of portfolios</li> <li>• See Professional Development Action Step re: Teacher Learning Teams (TLTs) and Professional Learning Communities (PLCs) Objective1, Strategy 1</li> </ul>	<p><b>Person Responsible:</b> William Chambers, Shirley Kostelney, Marie Reynolds, Christopher Doyle, Edward Clarke, CREC consultants: Marge Stewart, Lisa Fiano</p> <p><b>Others Involved:</b> All English Teachers</p>	<p>April – June 2007</p>	<ul style="list-style-type: none"> <li>▪ Sufficient PD time for entire staff for meetings by departments</li> <li>▪ Support from district subject area coordinators, administrators, CREC, consultants, and head teachers</li> <li>▪ Materials to support editing and revising</li> </ul>
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**Objective 1 - Literacy:** Literacy: 10<sup>th</sup>-grade students at or above proficiency in reading will increase from 33.6% (2005) to 43.6% in 2007 and to 53.6% in 2008, as measured by the CAPT. 10<sup>th</sup>-grade students scoring at or above proficiency in writing will increase from 45.4% (2005) to 55.4% in 2007 and 65.4% in 2008, as measured by the CAPT.

**Strategy 3:** Continue to include reading comprehension strategies in all classes

<p><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.)</p>	<p><b>Person (s) Responsible</b> (Place in bold or underline the primary person responsible at the school level for each action step)</p>	<p><b>Timeline</b> (Projected timeframe for completing action steps, as well as intermittent benchmark periods.)</p>	<p><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.)</p>
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**1<sup>st</sup> Quarter**

<p><b>Instruction Action Step 1.3a:</b> Incorporate textbook organization awareness into lessons in all classes</p> <ul style="list-style-type: none"> <li>• Table of contents</li> <li>• Glossary</li> <li>• Chapter headings and subheadings</li> <li>• Preview of comprehension questions</li> <li>• Highlighted words</li> <li>• Illustrations</li> <li>• Graphs, charts, tables, maps</li> <li>• TRIMS</li> </ul> <p>Identify students with deficiencies in reading comprehension and refer them to tutoring during class, after school, or in Saturday School</p>	<p><b>Person Responsible:</b> Aida Fernandez-Ramos, Janine Galvin, Richard Sirvint, Jeffery Tishler, Maria Polowinkin, Amy Albert, Joseph Horvath.</p> <p><b>Others Involved:</b> head teachers, curriculum coordinators, CREC consultants (Marg Stewart and Lisa Fiano), resource person from The Hartford</p>	<p>August – November 2006</p>	<p>PD time for entire staff to review / learn appropriate skills and strategies</p>
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<p><b>Assessment Action Step 1.3b:</b></p> <ul style="list-style-type: none"> <li>• Feedback from staff members who oversee the implementation of this strategy</li> <li>• Monitoring of student work—random selection of student portfolios</li> <li>• Pre-test on word of the day</li> <li>• Walk-throughs / learning walks to observe word walls and word of the day and to gauge students' understanding</li> <li>• Conferences with teachers as needed to provide feedback and support</li> </ul>	<p><b>Person Responsible:</b> Administrators</p> <p><b>Others Involved:</b> CREC consultants (Marg Stewart and Lisa Fiano), School Improvement Team/Data Team</p>	<p>August – November 2006</p>	<ul style="list-style-type: none"> <li>• Support and time for assistant principals</li> <li>• PD time for entire staff to meet</li> <li>•</li> </ul>
<p><b>Parental Involvement Action Step 1.3c:</b></p> <ul style="list-style-type: none"> <li>• Power point on access TV for word of the day</li> <li>• Handouts on reading strategies at Open House</li> <li>• Seminars for parents for skills on CAPT</li> </ul>	<p><b>Person Responsible:</b> Aida Fernandez-Ramos, Janine Galvin, Richard Sirvint, Jeffery Tishler, Maria Polowinkin, Amy Albert, Joseph Horvath.</p> <p><b>Others Involved:</b> Pete Torres (FRA), Ed Clarke</p>	<p>August – November 2006</p>	<p>Time and support to create</p> <ul style="list-style-type: none"> <li>• Handouts</li> <li>• Newsletters</li> <li>• Seminars</li> <li>• Public access presentations</li> </ul>
<p><b>Professional Development Action Step 1.3d:</b></p> <ul style="list-style-type: none"> <li>• Review skills taught previously</li> <li>• Departmental conversations with focused agendas</li> <li>• Training for staff involved in walk-throughs</li> <li>• Training in the use of portfolios</li> <li>• See Professional Development Action Step re: Teacher Learning Teams (TLTs) and Professional Learning Communities (PLCs) – Objective1, Strategy 1</li> </ul>	<p><b>Person Responsible:</b> Aida Fernandez-Ramos, Janine Galvin, Richard Sirvint, Jeffery Tishler, Maria Polowinkin, Amy Albert, Joseph Horvath.</p> <p><b>Others Involved:</b> All staff, curriculum coordinators, CREC consultants (Marg Stewart and Lisa Fiano), resource person from The Hartford</p>	<p>August – November 2006</p>	<ul style="list-style-type: none"> <li>▪ Sufficient PD time for entire staff for meetings by departments</li> <li>▪ Support from district subject area coordinators, administrators, CREC, consultants, and head teachers</li> <li>▪ Materials to support vocabulary acquisition</li> </ul>
<p><b>2<sup>nd</sup> Quarter</b></p>			
<p><b>Instruction Action Step 1.3e:</b> Incorporate vocabulary skills and acquisition into all lessons in all classes</p> <ul style="list-style-type: none"> <li>• Use of prefixes, roots, and suffixes</li> <li>• Context clues</li> <li>• Use of transitions to signal meaning</li> <li>• Words with multiple meaning</li> <li>• Use of a dictionary versus a glossary</li> <li>• Word of the day: words grouped around a common meaning—synonyms</li> </ul>	<p><b>Person Responsible:</b> Aida Fernandez-Ramos, Janine Galvin, Richard Sirvint, Jeffery Tishler, Maria Polowinkin, Amy Albert, Joseph Horvath.</p> <p><b>Others Involved:</b> head teachers, curriculum coordinators, CREC consultants (Marg Stewart and Lisa Fiano), resource person from The Hartford</p>	<p>November 2006 – January 2007</p>	<p>PD time for entire staff to review / learn appropriate skills and strategies</p>

<p>Identify students with deficiencies in reading comprehension and refer them to tutoring during class, after school, or in Saturday School</p>			
<p><b>Assessment Action Step 1.3f:</b></p> <ul style="list-style-type: none"> <li>• Feedback from staff members who oversee the implementation of this strategy</li> <li>• Monitoring of student work—random selection of student portfolios</li> <li>• Walk-throughs / learning walks to observe and gauge students’ understanding of the elements of a textbook</li> <li>• Conferences with teachers as needed to provide feedback and support</li> </ul>	<p><b>Person Responsible:</b> Administrators</p> <p><b>Others Involved:</b> CREC consultants (Marg Stewart and Lisa Fiano), School Improvement Team/Data Team</p>	<p>November 2006 – January 2007</p>	<ul style="list-style-type: none"> <li>• Support and time for assistant principals</li> <li>• PD time for entire staff to meet</li> <li>•</li> </ul>
<p><b>Parental Involvement Action Step 1.3g:</b></p> <ul style="list-style-type: none"> <li>• Power point on access TV for word of the day</li> <li>• Handouts on textbook organization at parent conferences</li> </ul>	<p><b>Person Responsible:</b> Aida Fernandez-Ramos, Janine Galvin, Richard Sirvint, Jeffery Tishler, Maria Polowinkin, Amy Albert, Joseph Horvath.</p> <p><b>Others Involved:</b> Pete Torres (FRA), Ed Clarke</p>	<p>November 2006 – January 2007</p>	<p>Time and support to create</p> <ul style="list-style-type: none"> <li>• Handouts</li> <li>• Newsletters</li> <li>• Seminars</li> <li>• Public access presentations</li> </ul>
<p><b>Professional Development Action Step 1.3h:</b></p> <ul style="list-style-type: none"> <li>• Review skills taught previously</li> <li>• Departmental conversations with focused agendas to share strategies</li> <li>• Training for staff involved in walk-throughs</li> <li>• Training in the use of portfolios</li> <li>• See Professional Development Action Step re: Teacher Learning Teams (TLTs) and Professional Learning Communities (PLCs) – Objective1, Strategy 1</li> </ul>	<p><b>Person Responsible:</b> Aida Fernandez-Ramos, Janine Galvin, Richard Sirvint, Jeffery Tishler, Maria Polowinkin, Amy Albert, Joseph Horvath.</p> <p><b>Others Involved:</b> All staff, curriculum coordinators, CREC consultants (Marg Stewart and Lisa Fiano), resource person from The Hartford</p>	<p>November 2006 – January 2007</p>	<ul style="list-style-type: none"> <li>▪ Sufficient PD time for entire staff for meetings by departments</li> <li>▪ Support from district subject area coordinators, administrators, CREC, consultants, and head teachers</li> <li>▪ Materials to support textbook organization acquisition</li> </ul>

<b>3<sup>rd</sup> Quarter</b>			
<p><b>Instruction Action Step 1.3i:</b>                      Incorporate prior knowledge activities into all lessons in all classes</p> <ul style="list-style-type: none"> <li>• Anticipation guides</li> <li>• Pre-reading activities</li> </ul> <p>Identify students with deficiencies in reading comprehension and refer them to tutoring during class, after school, or in Saturday School</p>	<p><b>Person Responsible:</b> Aida Fernandez-Ramos, Janine Galvin, Richard Sirvint, Jeffery Tishler, Maria Polowinkin, Amy Albert, Joseph Horvath.</p> <p><b>Others Involved:</b> head teachers, curriculum coordinators, CREC consultants (Marg Stewart and Lisa Fiano), resource person from The Hartford</p>	<p>January – March 2008</p>	<p>PD time for entire staff to review / learn appropriate skills and strategies</p>
<p><b>Assessment Action Step 1.3j:</b></p> <ul style="list-style-type: none"> <li>• Feedback from staff members who oversee the implementation of this strategy</li> <li>• Monitoring of student work—random selection of student portfolios</li> <li>• Walk-throughs / learning walks to observe and gauge students' understanding of prior knowledge activities</li> <li>• Conferences with teachers as needed to provide feedback and support</li> </ul>	<p><b>Person Responsible:</b> Administrators</p> <p><b>Others Involved:</b> CREC consultants (Marg Stewart and Lisa Fiano), School Improvement Team/Data Team</p>	<p>January – March 2008</p>	<ul style="list-style-type: none"> <li>• Support and time for assistant principals</li> <li>• PD time for entire staff to meet</li> <li>•</li> </ul>
<p><b>Parental Involvement Action Step 1.3k:</b></p> <ul style="list-style-type: none"> <li>• Power point on access TV for word of the day</li> <li>• Handouts on prior knowledge activities at parent conferences</li> </ul>	<p><b>Person Responsible:</b> Aida Fernandez-Ramos, Janine Galvin, Richard Sirvint, Jeffery Tishler, Maria Polowinkin, Amy Albert, Joseph Horvath.</p> <p><b>Others Involved:</b> Pete Torres (FRA), Ed Clarke</p>	<p>January – March 2008</p>	<p>Time and support to create</p> <ul style="list-style-type: none"> <li>• Handouts</li> <li>• Newsletters</li> <li>• Seminars</li> <li>• Public access presentations</li> </ul>
<p><b>Professional Development Action Step 1.3l:</b></p> <ul style="list-style-type: none"> <li>• Review skills taught previously</li> <li>• Departmental conversations with focused agendas to share strategies</li> <li>• Training for staff involved in walk-throughs</li> <li>• Training in the use of portfolios</li> <li>• See Professional Development Action Step re: Teacher Learning Teams (TLTs) and Professional Learning Communities (PLCs) – Objective1, Strategy 1</li> </ul>	<p><b>Person Responsible:</b> Aida Fernandez-Ramos, Janine Galvin, Richard Sirvint, Jeffery Tishler, Maria Polowinkin, Amy Albert, Joseph Horvath.</p> <p><b>Others Involved:</b> All staff, curriculum coordinators, CREC consultants (Marg Stewart and Lisa Fiano), resource person from The Hartford</p>	<p>January – March 2008</p>	<ul style="list-style-type: none"> <li>▪ Sufficient PD time for entire staff for meetings by departments</li> <li>▪ Support from district subject area coordinators, administrators, CREC, consultants, and head teachers</li> <li>▪ Materials to support textbook organization acquisition</li> </ul>

<b>4<sup>th</sup> Quarter</b>			
<p><b>Instruction Action Step 1.3m:</b>                      Incorporate metacognitive skills into all lessons in all classes</p> <ul style="list-style-type: none"> <li>• What is metacognition?</li> <li>• How do I think about my thinking; how do I become metacognitive?</li> <li>• Ways to develop student responsibility through student reflection (e.g., exit cards, journals)</li> </ul> <p>Identify students with deficiencies in reading comprehension and refer them to tutoring during class, after school, or in Saturday School</p>	<p><b>Person Responsible:</b> Aida Fernandez-Ramos, Janine Galvin, Richard Sirvint, Jeffery Tishler, Maria Polowinkin, Amy Albert, Joseph Horvath.</p> <p><b>Others Involved:</b> head teachers, curriculum coordinators, CREC consultants (Marg Stewart and Lisa Fiano), resource person from The Hartford</p>	<p>April – June 2008</p>	<p>PD time for entire staff to review / learn appropriate skills and strategies</p>
<p><b>Assessment Action Step 1.3n:</b></p> <ul style="list-style-type: none"> <li>• Feedback from staff members who oversee the implementation of this strategy</li> <li>• Monitoring of student work—random selection of student portfolios</li> <li>• Walk-throughs / learning walks to observe and gauge students’ understanding of metacognition</li> <li>• Conferences with teachers as needed to provide feedback and support</li> </ul>	<p><b>Person Responsible:</b> Administrators</p> <p><b>Others Involved:</b> CREC consultants (Marg Stewart and Lisa Fiano), School Improvement Team/Data Team</p>	<p>April – June 2008</p>	<ul style="list-style-type: none"> <li>• Support and time for assistant principals</li> <li>• PD time for entire staff to meet</li> <li>•</li> </ul>
<p><b>Parental Involvement Action Step 1.3o:</b></p> <ul style="list-style-type: none"> <li>• Power point on access TV for word of the day</li> <li>• Handouts on metacognition activities at parent conferences</li> </ul>	<p><b>Person Responsible:</b> Aida Fernandez-Ramos, Janine Galvin, Richard Sirvint, Jeffery Tishler, Maria Polowinkin, Amy Albert, Joseph Horvath.</p> <p><b>Others Involved:</b> Pete Torres (FRA), Ed Clarke</p>	<p>April – June 2008</p>	<p>Time and support to create</p> <ul style="list-style-type: none"> <li>• Handouts</li> <li>• Newsletters</li> <li>• Seminars</li> <li>• Public access presentations</li> </ul>
<p><b>Professional Development Action Step 1.3p:</b></p> <ul style="list-style-type: none"> <li>• Review skills taught previously</li> <li>• Departmental conversations with focused agendas to share strategies</li> <li>• Training for staff involved in walk-throughs</li> <li>• Training in the use of portfolios</li> <li>• See Professional Development Action Step re: Teacher Learning Teams (TLTs) and Professional Learning Communities (PLCs) – Objective1, Strategy</li> </ul>	<p><b>Person Responsible:</b> Aida Fernandez-Ramos, Janine Galvin, Richard Sirvint, Jeffery Tishler, Maria Polowinkin, Amy Albert, Joseph Horvath.</p> <p><b>Others Involved:</b> All staff, curriculum coordinators, CREC consultants (Marg Stewart and Lisa Fiano), resource person from The Hartford</p>	<p>April – June 2008</p>	<ul style="list-style-type: none"> <li>▪ Sufficient PD time for entire staff for meetings by departments</li> <li>▪ Support from district subject area coordinators, administrators, CREC, consultants, and head teachers</li> <li>▪ Materials to support metacognitive activities</li> </ul> <p>Text : “<i>Helping Middle and High School Readers</i>”</p>