

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

**Objective 1 - Literacy: To increase the number of students reaching proficiency or goal by 10% on the Connecticut Mastery Test in literacy**

**Strategy 1: Deliver explicit, systematic researched based instruction in literacy utilizing Reeve’s model for Standards Based Instruction**

<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> <b>Initiate systematic instruction using the Treasures reading program and the middle school curriculum</b> <b>Establish common research proven routines that foster continuity of instruction</b> <b>Establish differentiated groups within each classroom to meet students needs</b> <b>Incorporate a balanced use of fiction and nonfiction</b> <b>Provide opportunities for student discourse</b> <b>Focus on CMT strand objectives using the Reeves model</b>	Person Responsible: Administration, Teachers, Literacy Facilitators  Administration, Teachers, Literacy Facilitators Teachers, Literacy Facilitators Teachers, Literacy Facilitators  Teachers, Literacy Facilitators Administration, Teachers, Literacy Facilitators	September 2006- November 2006  September 2006- November 2006  September 2006- November 2006  September 2006- November 2006  September 2006- November 2006 September 2006- November 2006	All components of the Treasures Reading Program          CT Language Arts Framework, Perfect Fit document
<b>Assessment Action Step 1.1b:</b> <b>Administer the Lexile to each student grades 2-8 to determine baseline for monitoring progress</b> <b>Administer placement and diagnostic assessments from Treasures . Use data to determine differentiated grouping</b> <b>Establish benchmarks and rubrics for progress monitoring</b> <b>Administer 4Sight to determine student progress on strand instruction</b>	Person Responsible: Teachers, Literacy Facilitators  Teachers, Literacy Facilitators  Administration, Teachers, Literacy Facilitators Teachers, Literacy Facilitators	September 2006  September 2006  October 2006 TBA by District	Lexile tests  Treasures program assessments  Treasures program assessments  4Sight tests

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<p><b>Parental Involvement Action Step 1.1c:</b> <b>Open House/Curriculum Night</b></p> <p><b>PTO Workshop/ Strategies to Improve Your Child's Reading Comprehension Skills</b> <b>Independent Reading Kickoff</b></p> <p><b>PTO performances</b></p>	<p>Person Responsible: Administration, Teachers, Literacy Facilitators, FRA</p> <p>Administration, PTO President, Literacy Facilitators, FRA</p> <p>Teachers, Literacy Facilitators, Parents, Students, FRA</p> <p>Administration, PTO President, Teachers, Students, FRA</p>	<p>September 2006 October 2006</p> <p>TBA by the District bimonthly</p>	<p>Teacher made information packets per grade level</p> <p>Reading strategy video and pamphlets</p> <p>Documentation folders, posters and recommended reading lists</p>
<p><b>Professional Development Action Step 1.1d:</b> <b>Overview of implementation, practices and assessments for Treasures</b></p> <p><b>Review of testing calendar, procedures for State, District , programmatic assessments and data analysis procedures</b></p> <p><b>Review strategies for teaching the strands and the Gradual Release of Responsibility Model</b></p> <p><b>Grade Level Collaboration</b></p> <p><b>Review CT Framework of Language Arts Reeves Model/Unwrapping the Standard</b></p>	<p>Person Responsible: McGraw Hill, Administration, Literacy Facilitators</p> <p>Literacy Facilitators, Teachers</p> <p>Literacy Facilitators</p> <p>Administration, Literacy Facilitators, Teachers</p> <p>Literacy Facilitators, Teachers</p> <p>Administration, Literacy Facilitators, Teachers</p>	<p>August 2006, September 2006, October 2006, November 2006-follow up sessions August 2006</p> <p>September 2006-November 2006</p> <p>September 2006</p> <p>September 2006 September 2006</p>	<p>McGraw Hill Treasures and Triumphs materials</p> <p>District /School calendar</p> <p>CMT strands, Language Arts Frameworks, District Flip chart</p> <p>Collaboration/Faculty Meeting time</p> <p>Language Arts Framework</p> <p>Reeves texts, Perfect Fit document, CT Frameworks</p>

<b>2<sup>nd</sup> Quarter</b>			
<p><b>Instruction Action Step 1.1e:</b>  <b>Conduct grade level academic reviews and adjust instructional practices as needed</b>  <b>Continue systematic instruction using the Treasures reading program and the middle school curriculum</b>  <b>Continue effective implementation of common research proven routines that foster continuity of instruction</b>  <b>Continue differentiated group instruction to meet all students needs</b>  <b>Continue incorporating a balanced use of fiction and nonfiction</b>  <b>Continue to provide opportunities for student discourse</b>  <b>Focus on CMT strand instruction/ Reeves model</b></p>	<p>Person Responsible:            Administration, Teachers, Literacy Facilitators, SIP Team            Teachers, Literacy Facilitators            Teachers, Literacy Facilitators            Teachers, Literacy Facilitators            Teachers, Literacy Facilitators            Teachers, Literacy Facilitators            Teachers, Literacy Facilitators            Administration, Literacy Facilitators, Teachers</p>	<p>November 2006            November 2006-February 2007            November 2006-February 2007            November 2006-February 2007            November 2006-February 2007            November 2006-February 2007            November 2006-February 2007            November 2006-February 2007</p>	<p>Evaluation Instrument            All components of the Treasures Reading Program            All components of the Treasures Reading Program            All components of the Treasures Reading Program            All components of the Treasures Reading Program            All components of the Treasures Reading Program            Reeves. Ct Framework, CMT Strands, Perfect Fit</p>
<p><b>Assessment Action Step 1.1f:</b>  <b>Administer the Lexile to each student to determine progress</b>  <b>Administer 4Sight test, analyze data, adjust instruction</b>  <b>Continue weekly programmatic assessments to determine if benchmarks are being met.</b>  <b>Adjust instruction to meet differentiated needs</b>  <b>Administer the DRA to grades 1-3 to determine progress</b></p>	<p>Teachers, Literacy Facilitators            Administration, Teachers, Literacy Facilitators            Teachers, Literacy Facilitators            Administration, Teachers, Literacy Facilitators            Teachers, Literacy Facilitators</p>	<p>January 2007            TBA by the District            November 2006-February 2007            November 2006-February 2007            January 2007</p>	<p>Lexile tests            4 Sight assessment            Treasures program assessments            DRA assessments</p>
<p><b>Parental Involvement Action Step 1.1g:</b>  <b>Family Fun Reading Night</b>  <b>Continue District Reading Initiative</b>  <b>PTO Performances</b></p>	<p>Literacy Facilitators, PTO President, Parents, Teachers, Students, FRA            Literacy Facilitators, Teachers, FRA            Administration, PTO President, Teachers, Students, FRA</p>	<p>December 2006            November 2006-February 2007</p>	

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<p><b>Professional Development Action Step 1.1h:</b> Review instructional practices for TREASURES Review/ monitor assessments process for TREASURES Share management tips for differentiated instruction Deliver RESC Model for PHONICS Collaborative Grade level Meetings for Strand Instruction</p>	<p>Literacy Facilitators, Teachers Literacy Facilitators, Teachers Literacy Facilitators, Teachers Literacy Facilitators, Teachers</p>	<p>December 2006-February 2007 December 2006 December 2006-February 2007 District Directed December through February</p>	<p>Appropriate components of Treasures program Treasures assessments CREC District training</p>
<b>3<sup>rd</sup> Quarter</b>			
<p><b>Instruction Action Step 1.1i:</b> Conduct grade level academic reviews and adjust instructional practices where needed Continue systematic instruction using TREASURES Reading program and the Middle School Curriculum Continue effective implementation of common research proven routines that foster continuity of instruction Continue differentiated group instruction to meet all students needs Continue incorporating balanced use of fiction and nonfiction Continue to provide opportunities for student discourse Focus on Strand Instruction/Reeves</p>	<p>Administration, Teachers, Literacy Facilitators, SIP Team Teachers, Literacy Facilitators Teachers, Literacy Facilitators Teachers, Literacy Facilitators Teachers, Literacy Facilitators Teachers, Literacy Facilitators Teachers, Literacy Facilitators Administration, Literacy Facilitators, Teachers</p>	<p>February 2007 February 2007-April 2007 February 2007-April 2007 February 2007-April 2007 February 2007-April 2007 February 2007-April 2007 February 2007-April 2007</p>	<p>Evaluation Instrument All components of the Treasures Reading Program All components of the Treasures Reading Program All components of the Treasures Reading Program All components of the Treasures Reading Program All components of the Treasures Reading Program All components of the Treasures Reading Program Reeves, CT. Framework, Perfect Fit</p>
<p><b>Assessment Action Step 1.1j:</b> Administer the CMT to each student to determine progress Administer 4Sight test, analyze data and adjust instruction Continue weekly programmatic assessments to determine if benchmarks are being met Adjust instruction to meet differentiated needs</p>	<p>Person Responsible: Administration, Literacy Facilitators, Teachers Literacy Facilitators, Teachers Literacy Facilitators, Teachers Literacy Facilitators, Teachers</p>	<p>March 2007 TBA by the District February 2007-April 2007 February 2007-April 2007</p>	<p>CMT Schedule/Exam Booklets 4Sight tests Treasures benchmark assessments Data team/Collaboration Meetings</p>

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<p><b>Parental Involvement Action Step 1.1k:</b> <b>Continue with District Reading Initiative</b></p> <p><b>PTO Performances/Workshops</b></p>	<p>Person Responsible: Administration, Literacy Facilitators, Teachers, Parents, Students, FRA</p> <p>Administration, Literacy Facilitators, Teachers, Parents, Students, FRA</p>	<p>February 2007-April 2007</p> <p>February 2007-April 2007</p>	<p>Reading logs/Posters</p>
<p><b>Professional Development Action Step 1.1l:</b> <b>Review instructional practices for TREASURES</b></p> <p><b>Review/ monitor assessment process for TREASURES</b></p> <p><b>Share management tips for differentiated instruction</b></p> <p><b>Deliver RESC Model for PHONICS</b></p> <p><b>Collaborative Grade level Meetings for Strand Instruction</b></p>	<p>Person Responsible: Literacy Facilitators, Teachers</p> <p>Literacy Facilitators, Teachers</p> <p>Literacy Facilitators, Teachers</p> <p>Literacy Facilitators, Teachers</p>	<p>February 2007-April 2007</p> <p>February 2007-April 2007</p> <p>February 2007-April 2007</p> <p>February 2007-April 2007</p> <p>February 2007-April 2007</p>	<p>Appropriate components of Treasures program</p> <p>Treasures assessments</p> <p>CREC</p> <p>District training</p>
<p><b>4<sup>th</sup> Quarter</b></p>			
<p><b>Instruction Action Step 1.1m:</b> <b>Conduct grade level academic reviews and adjust instructional practices where needed</b></p> <p><b>Continue systematic instruction using TREASURES Reading program and the Middle School Curriculum</b></p> <p><b>Continue effective implementation of common research proven routines that foster continuity of instruction</b></p> <p><b>Continue differentiated group instruction to meet all students needs</b></p> <p><b>Continue incorporating balanced use of fiction and nonfiction</b></p> <p><b>Continue to provide opportunities for student discourse</b></p> <p><b>Focus on Strand Instruction/Reeves</b></p>	<p>Person Responsible: Administration, Teachers, Literacy Facilitators, SIP Team</p> <p>Teachers, Literacy Facilitators</p> <p>Teachers, Literacy Facilitators</p> <p>Teachers, Literacy Facilitators</p> <p>Teachers, Literacy Facilitators</p> <p>Teachers, Literacy Facilitators</p> <p>Teachers, Literacy Facilitators</p> <p>Administration, Literacy Facilitators, Teachers</p>	<p>May 2007</p> <p>May 2007-June 2007</p> <p>May 2007-June 2007</p> <p>May 2007-June 2007</p> <p>May 2007-June 2007</p> <p>May 2007-June 2007</p> <p>May 2007-June 2007</p> <p>May 2007-June 2007</p>	<p>Evaluation Instrument</p> <p>All components of the Treasures Reading Program</p> <p>All components of the Treasures Reading Program</p> <p>All components of the Treasures Reading Program</p> <p>All components of the Treasures Reading Program</p> <p>All components of the Treasures Reading Program</p> <p>All components of the Treasures Reading Program</p> <p>Reeves, CT. Framework, Perfect Fit</p>
<p><b>Assessment Action Step 1.1n:</b> <b>Administer the Lexile to each student to determine progress</b></p> <p><b>Administer 4Sight test, analyze data, adjust instruction</b></p>	<p>Person Responsible: Teachers, Literacy Facilitators</p> <p>Administration, Teachers, Literacy Facilitators</p> <p>Teachers, Literacy Facilitators</p>	<p>May 2007</p> <p>TBA by the District</p>	<p>Lexile tests</p> <p>4 Sight assessment</p>

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<p><b>Continue weekly programmatic assessments to determine if benchmarks are being met.</b> <b>Adjust instruction to meet differentiated needs</b></p>	<p>Administration, Teachers, Literacy Facilitators Teachers, Literacy Facilitators</p>	<p>May 2007-June 2007 May 2007-June 2007</p>	<p>Treasures program assessments</p>
<p><b>Parental Involvement Action Step 1.1o:</b> <b>PTO Meeting/Battle of the Books</b> <b>PTO Performance/Workshop</b></p>	<p>Person Responsible: Administration, Literacy Facilitators, Teachers, Parents, Students, FRA Administration, Literacy Facilitators, Teachers, Parents, Students, FRA</p>	<p>June 2007 June 2007</p>	
<p><b>Professional Development Action Step 1.1p:</b> <b>Review instructional practices for TREASURES</b> <b>Review/ monitor assessment process for TREASURES</b> <b>Share management tips for differentiated instruction</b> <b>Deliver RESC Model for PHONICS</b></p>	<p>Person Responsible: Literacy Facilitators, Teachers Literacy Facilitators, Teachers  Literacy Facilitators, Teachers Literacy Facilitators, Teachers</p>	<p>May 2007-June 2007 May 2007-June 2007  May 2007-June 2007 May 2007-June 2007</p>	<p>Appropriate components of Treasures program Treasures assessments  CREC District training</p>

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**Objective 1 - Literacy: To increase the number of students reaching proficiency or goal by 10% on the Connecticut Mastery Test**

**Strategy 2: Staff will effectively implement the Principles of Learning; Clear Expectations, Accountable Talk, Academic Rigor, Recognition of Accomplishment**

<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> <b>Teachers will demonstrate use of POL strategies during literacy instruction</b>	Person Responsible: Literacy Facilitators, Teachers	September 2006-November 2006	POL strategies/poster, District training
<b>Assessment Action Step 1.2b:</b> <b>Observation of POL strategies in literacy during Learning Walk #1</b> <b>Observation of POL strategies in literacy during formal/informal evaluations</b> <b>POLs observed in lesson plans</b> <b>POLs evident in teachers' objectives/PG plans</b>	Person Responsible: Administration, Literacy Facilitators, SIP Team, Teachers  Administration, Literacy Facilitators  Administration Administration	October 2006  September 2006-November 2006  September 2006-November 2006 September 2006-November 2006	POL strategies/poster, District training, Learning Walk Procedures POL strategies/poster, District training, Evaluation Instrument Lesson Plan Template Objective Setting Forms
<b>Parental Involvement Action Step 1.2c:</b> <b>POL Presentation during Open House/Curriculum Night</b> <b>POL Presentation during PTO Meeting</b>	Person Responsible: Administration, Literacy Facilitators, Teachers  Administration, Literacy Facilitators, PTO President, FRA	September 2006  October 2006	POL Strategies/Models of Rigorous Instruction  POL Strategies/Models of Rigorous Instruction
<b>Professional Development Action Step 1.2d:</b> <b>Introduce POLs and Learning Walk procedure to staff</b> <b>Initiate and analyze results of Learning Walk</b> <b>Share findings with staff, establish focus areas and modify instruction</b>	Person Responsible: Administration, Literacy Facilitators Administration, Literacy Facilitators, Teachers, SIP Team Administration, Literacy Facilitators, Teachers, SIP Team	August 2006-September 2006 October 2006  October 2006	POL strategies/poster, District training, Learning Walk Procedures Learning Walk Procedures Faculty/Collaboration Meeting

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<b>2nd Quarter</b>			
<b>Instruction Action Step 1.2e:</b> <b>Teachers will demonstrate use of POL strategies during literacy instruction</b>	Person Responsible: Literacy Facilitators, Teachers	December 2006-February 2007	POL strategies/poster, District training
<b>Assessment Action Step 1.2f:</b> <b>Observation of POL strategies in literacy during Learning Walk #2</b> <b>Observation of POL strategies in literacy during formal/informal evaluations</b> <b>POLs observed in lesson plans</b>	Person Responsible: Administration, Literacy Facilitators, SIP Team, Teachers Administration, Literacy Facilitators Administration	January 2007 December 2006-February 2007 December 2006-February 2007	POL strategies/poster, District training, Learning Walk Procedures POL strategies/poster, District training, Evaluation Instrument Lesson Plan Template
<b>Parental Involvement Action Step 1.2g:</b> <b>POL review and update on student progress during PTO meeting</b>	Person Responsible: Administration, Literacy Facilitators, SIP Team, Teachers	February 2007	Results from Learning Walks, Data Walls
<b>Professional Development Action Step 1.2h:</b> <b>Review POLs and Learning Walk procedure to staff</b> <b>Analyze results of Learning Walk #2</b> <b>Share findings with staff, establish focus areas and modify instruction</b>	Person Responsible: Administration, Literacy Facilitators Administration, Literacy Facilitators, Teachers, SIP Team Administration, Literacy Facilitators, Teachers, SIP Team	January 2007 January 2007 January 2007	POL strategies/poster, District training, Learning Walk Procedures Learning Walk Procedures Faculty/Collaboration Meeting
<b>3<sup>rd</sup> Quarter</b>			
<b>Instruction Action Step 1.2i:</b> <b>Teachers will continue to demonstrate use of POL strategies during literacy instruction</b>	Person Responsible: Literacy Facilitators, Teachers	February 2007-April 2007	POL strategies/poster, District training
<b>Assessment Action Step 1.2j:</b> <b>Observation of POL strategies in literacy during Learning Walk #3</b> <b>Observation of POL strategies in literacy during formal/informal evaluations</b> <b>POLs observed in lesson plans</b>	Person Responsible: Administration, Literacy Facilitators, SIP Team, Teachers Administration, Literacy Facilitators Administration	March 2007 February 2007-April 2007 February 2007-April 2007	POL strategies/poster, District training, Learning Walk Procedures POL strategies/poster, District training, Evaluation Instrument Lesson Plan Template
<b>Parental Involvement Action Step 1.2k:</b> <b>POL review and update on student progress during PTO meeting</b>	Person Responsible: Administration, Literacy Facilitators, SIP Team, Teachers	March 2007	Results from Learning Walks, Data Walls

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<p><b>Professional Development Action Step 1.2i:</b> <b>Review POLs and Learning Walk procedure to staff</b> <b>Analyze results of Learning Walk #3</b> <b>Share findings with staff, establish focus areas and modify instruction</b></p>	<p>Person Responsible: Administration, Literacy Facilitators Administration, Literacy Facilitators, Teachers, SIP Team Administration, Literacy Facilitators, Teachers, SIP Team</p>	<p>February 2007-April 2007  April 2007 April 2007</p>	<p>POL strategies/poster, District training, Learning Walk Procedures Learning Walk Procedures Faculty/Collaboration Meeting</p>
<b>4th Quarter</b>			
<p><b>Instruction Action Step 1.2m:</b> <b>Teachers will continue to demonstrate use of POL strategies during literacy instruction</b></p>	<p>Person Responsible: Literacy Facilitators, Teachers</p>	<p>May 2007-June 2007</p>	<p>POL strategies/poster, District training</p>
<p><b>Assessment Action Step 1.2n:</b> <b>Observation of POL strategies in literacy during Learning Walk #4</b> <b>Observation of POL strategies in literacy during formal/informal evaluations</b> <b>POLs observed in lesson plans</b></p>	<p>Person Responsible: Administration, Literacy Facilitators, SIP Team, Teachers Administration, Literacy Facilitators Administration</p>	<p>May 2007  May 2007-June 2007 May 2007-June 2007</p>	<p>POL strategies/poster, District training, Learning Walk Procedures POL strategies/poster, District training, Evaluation Instrument Lesson Plan Template</p>
<p><b>Parental Involvement Action Step 1.2o:</b> <b>POL review and update on student progress during PTO meeting</b></p>	<p>Person Responsible: Administration, Literacy Facilitators, SIP Team, Teachers</p>	<p>May 2007</p>	<p>Results from Learning Walks, Data Walls</p>
<p><b>Professional Development Action Step 1.2p:</b> <b>Review POLs and Learning Walk procedure to staff</b> <b>Analyze results of Learning Walk #4</b> <b>Share findings with staff, establish focus areas and modify instruction</b></p>	<p>Person Responsible: Administration, Literacy Facilitators Administration, Literacy Facilitators, Teachers, SIP Team Administration, Literacy Facilitators, Teachers, SIP Team</p>	<p>June 2007  June 2007 June 2007</p>	<p>POL strategies/poster, District training, Learning Walk Procedures Learning Walk Procedures Faculty/Collaboration Meeting</p>

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**Objective 1 - Literacy: To increase the number of students reaching proficiency or goal by 10% on the Connecticut Mastery Test**

**Strategy 3: Effective differentiation in literacy instruction will be implemented to meet the needs of all learners**

<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 1.3a:</b> <b>Establish differentiated groups within each classroom to meet student needs</b> <b>Initiate differentiated instruction per group(Approaching/On /Beyond Grade Level)</b> <b>Initiate collaboration for inclusion instruction</b>	Person Responsible: Administration, Literacy Facilitators, Teachers Administration, Literacy Facilitators, Teachers Administration, Literacy Facilitators, Teachers	September 2006  September 2006  September 2006	Lexile, Treasures diagnostic assessments  Treasures work station rotation/instructional strategies  Triumphs Intervention materials
<b>Assessment Action Step 1.3b:</b> <b>Diagnostic and placement tests to establish groups</b> <b>Analyze benchmark assessments</b> <b>Analyze fluency running records</b>	Person Responsible: Literacy Facilitators, Teachers  Administration, Literacy Facilitators, Teachers Administration, Literacy Facilitators, Teachers	September 2006  September 2006-November 2006  September 2006-November 2006	Lexile, Treasures diagnostic assessments  Treasures benchmark assessments Treasures benchmark assessments
<b>Parental Involvement Action Step 1.3c:</b> <b>Parents will receive verbal/written notification of student’s initial reading levels</b> <b>Parents will receive information regarding student’s progress</b>	Person Responsible: Literacy Facilitators, Teachers  Literacy Facilitators, Teachers	September 2006  October 2006-November 2006	Progress Reports  Progress Reports
<b>Professional Development Action Step 1.3d:</b> <b>Treasures program implementation/Diagnostic testing and placement</b> <b>Data Analysis/Progress Monitoring</b>	Person Responsible: Literacy Facilitators, Teachers Administration, Literacy Facilitators, Data Teams	August 2006-September 2006 September 2006-November 2006	McGraw Hill training, Lexile, Treasures diagnostic assessments Treasures benchmark assessments, fluency running records, DRA, Progress Reporter

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<b>2<sup>nd</sup> Quarter</b>			
<p><b>Instruction Action Step 1.3e:</b>  <b>Monitor differentiated groups within each classroom to meet student needs</b>  <b>Continue differentiated instruction per group(Approaching/On /Beyond Grade Level)</b>  <b>Initiate the SIOP model</b>  <b>Continue collaboration for inclusion instruction</b></p>	<p>Person Responsible:            Administration, Literacy Facilitators, Teachers            Administration, Literacy Facilitators, Teachers            Literacy Facilitators, Teachers            Administration, Literacy Facilitators, Teachers</p>	<p>December 2006-February 2007            December 2006-February 2007            December 2006            December 2006-February 2007</p>	<p>Treasures work station rotation/instructional strategies            Treasures work station rotation/instructional strategies            Training from Bilingual Department            Triumphs Intervention materials/Collaboration Meeting</p>
<p><b>Assessment Action Step 1.3f:</b>  <b>Continue to use diagnostic and placement tests to adjust student groupings</b>  <b>Continue to analyze benchmark assessments</b>  <b>Continue to analyze fluency running records</b></p>	<p>Person Responsible:            Literacy Facilitators, Teachers            Administration, Literacy Facilitators, Teachers            Administration, Literacy Facilitators, Teachers</p>	<p>December 2006-February 2007            December 2006-February 2007            December 2006-February 2007</p>	<p>Lexile, Treasures diagnostic assessments            Treasures benchmark assessments            Treasures benchmark assessments</p>
<p><b>Parental Involvement Action Step 1.3g:</b>  <b>Parents will receive information regarding student's progress</b></p>	<p>Person Responsible:            Literacy Facilitators, Teachers</p>	<p>February 2007/Parent Teacher Conferences</p>	<p>Progress Reports</p>
<p><b>Professional Development Action Step 1.3h:</b>  <b>Treasures program implementation/Diagnostic testing and placement</b>  <b>Data Analysis/Progress Monitoring</b></p>	<p>Person Responsible:            Literacy Facilitators, Teachers            Administration, Literacy Facilitators, Data Teams</p>	<p>December 2006-February 2007            December 2006-February 2007</p>	<p>McGraw Hill training, Lexile, Treasures diagnostic assessments            Treasures benchmark assessments, fluency running records, DRA, Progress Reporter</p>

<b>3<sup>rd</sup> Quarter</b>			
<p><b>Instruction Action Step 1.3e:</b>  <b>Monitor differentiated groups within each classroom to meet student needs</b>  <b>Continue differentiated instruction per group(Approaching/On /Beyond Grade Level)</b>  <b>Continue SIOP model strategies</b>  <b>Continue collaboration for inclusion instruction</b></p>	<p>Person Responsible:            Administration, Literacy Facilitators, Teachers            Administration, Literacy Facilitators, Teachers            Literacy Facilitators, Teachers            Administration, Literacy Facilitators, Teachers</p>	<p>February 2007- April 2007            February 2007- April 2007            February 2007- April 2007            February 2007- April 2007</p>	<p>Treasures work station rotation/instructional strategies            Treasures work station rotation/instructional strategies            Training from Bilingual Department            Triumphs Intervention materials/Collaboration Meeting</p>
<p><b>Assessment Action Step 1.3f:</b>  <b>Continue to use diagnostic and placement tests to adjust student groupings</b>  <b>Continue to analyze benchmark assessments</b>  <b>Continue to analyze fluency running records</b></p>	<p>Person Responsible:            Literacy Facilitators, Teachers            Administration, Literacy Facilitators, Teachers            Administration, Literacy Facilitators, Teachers</p>	<p>February 2007- April 2007            February 2007- April 2007            February 2007- April 2007</p>	<p>Lexile, Treasures diagnostic assessments            Treasures benchmark assessments            Treasures benchmark assessments</p>
<p><b>Parental Involvement Action Step 1.3g:</b>  <b>Parents will receive information regarding student's progress</b></p>	<p>Person Responsible:            Literacy Facilitators, Teachers</p>	<p>April 2007/Parent Teacher Conferences</p>	<p>Progress Reports</p>
<p><b>Professional Development Action Step 1.3h:</b>  <b>Review Treasures program implementation/Diagnostic testing and placement</b>  <b>Data Analysis/Progress Monitoring</b></p>	<p>Person Responsible:            Literacy Facilitators, Teachers            Administration, Literacy Facilitators, Data Teams</p>	<p>February 2007- April 2007            February 2007- April 2007</p>	<p>McGraw Hill training, Lexile, Treasures diagnostic assessments            Treasures benchmark assessments, fluency running records, DRA, Progress Reporter</p>

<b>4<sup>th</sup> Quarter</b>			
<p><b>Instruction Action Step 1.3e:</b>  <b>Monitor differentiated groups within each classroom to meet student needs</b>  <b>Continue differentiated instruction per group(Approaching/On /Beyond Grade Level)</b>  <b>Review/monitor SLOP model implementation</b>  <b>Continue collaboration for inclusion instruction</b></p>	<p>Person Responsible:            Administration, Literacy Facilitators, Teachers            Administration, Literacy Facilitators, Teachers            Literacy Facilitators, Teachers            Administration, Literacy Facilitators, Teachers</p>	<p>May 2007-June 2007            May 2007-June 2007            May 2007-June 2007            May 2007-June 2007</p>	<p>Treasures work station rotation/instructional strategies            Treasures work station rotation/instructional strategies            Training from Bilingual Department            Triumphs Intervention materials/Collaboration Meeting</p>
<p><b>Assessment Action Step 1.3f:</b>  <b>Continue to use diagnostic and placement tests to adjust student groupings</b>  <b>Continue to analyze benchmark assessments</b>  <b>Continue to analyze fluency running records</b>  <b>Adjust instruction to meet differentiated needs</b></p>	<p>Person Responsible:            Literacy Facilitators, Teachers            Administration, Literacy Facilitators, Teachers            Administration, Literacy Facilitators, Teachers            Teachers</p>	<p>May 2007-June 2007            May 2007-June 2007            May 2007-June 2007            May 2007-June 2007</p>	<p>Lexile, Treasures diagnostic assessments            Treasures benchmark assessments            Treasures benchmark assessments</p>
<p><b>Parental Involvement Action Step 1.3g:</b>  <b>Parents will receive information regarding student's progress</b></p>	<p>Person Responsible:            Literacy Facilitators, Teachers</p>	<p>June 2007/Parent Teacher Conferences</p>	<p>Progress Reports</p>
<p><b>Professional Development Action Step 1.3h:</b>  <b>Review instructional practices for Treasures reading program</b>  <b>Review Data Analysis/Progress Monitoring</b>  <b>Review progress with Treasures Reading program/review plan of action for 2007-2008 school year</b></p>	<p>Person Responsible:            Literacy Facilitators, Teachers            Administration, Literacy Facilitators, Data Teams            Administration, Literacy Facilitators, Data Teams</p>	<p>May 2007-June 2007            May 2007-June 2007            June 2007</p>	<p>McGraw Hill training, Lexile, Treasures diagnostic assessments            Treasures benchmark assessments, fluency running records, DRA, Progress Reporter            Data based on action research</p>