

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

Objective 1 - Literacy: Increase student performance in literacy by 15% as measured by formal, district and informal assessments to achieve Safe Harbor.

Strategy 1: Thematic Instruction

Action Steps (Include all assessments, learning walks, grade or content team meetings, SIP Data Team meetings, parent activities, quarterly progress reports, community forums, etc. in chronological order.)	Person (s) Responsible (Place in bold or underline the primary person responsible at the school level for each action step)	Timeline (Projected timeframe for completing action steps, as well as intermittent benchmark periods.)	Resources & Budget (Materials, grants, funds and other resources targeted to support the action step. Include technical assistance from LEA, CSDE, RESC, etc.)
1st Quarter			
Instruction Action Step 1.1a: 1. Through an interdisciplinary approach integrate forming a general understanding and making reader text connections in all subject areas in grades pre-k to 6 th . 2. Incorporate higher order questioning in all thematic experiences to increase opportunities for student achievement. 3. Integrate scaffold instruction based on individual choices and learning styles in order to facilitate higher order thinking. 4. Lesson Plans 5. Incorporate the use of technology in the classroom for instruction, student independent research, project-based activities, and provide another tool for student response to thematic assignments.	Person Responsible: Teachers Students SFA classroom teachers SFA facilitator SAND administrators Grade level teams Family Resource Aid Family resource Centers AmeriCorps Unified Art Teachers Support services SPED facilitators Support services Media specialist Lead scientist teacher Lead social studies teacher	1. Monthly 2. Monthly 3. Monthly 4. Weekly 5. Daily	Title I and PD funds 1. SFA materials, New novels and materials \$5,000 ordered, 2. Technology <ul style="list-style-type: none"> ▪ Smart boards, LCD projector, desktop computers, printers, and laptops \$15,000. ▪ Support personnel from MHIS for staff training and support ▪ Technology consultant for technology training for staff and parents \$750.00. ▪ Renzulli Learning for interest surveys and staff training \$6,000 ▪ Training for 10 teachers cost per quarter-\$1800 3. Educational Consultant- <ul style="list-style-type: none"> ▪ \$10,000 for 12 months PD, individualized teacher support, data, evaluation implementation

<p>Assessment Action Step 1.1b:</p> <ol style="list-style-type: none"> 1. Develop and implement a theme related interest inventory 2. Assess progress-using data collected from checklists, rubrics, journals, and conference summaries and written reflections. 3. Grade level teams will collaborate to form rubrics for assessment. 4. Renzulli Learning, DRP, 4Sight, Concepts of print, sight words and phonemic awareness, PCPal, SRI, SRI, SFA story tests 5. Participate in Academic Review 	<p>Person Responsible:</p> <p>Classroom teachers SFA Facilitator School administration SPED Facilitators Media specialist Grade level teams</p>	<ol style="list-style-type: none"> 1. September and October 2. Monthly 3. September and October 4. October 5. November 	<ol style="list-style-type: none"> 1. Renzulli Learning see above
<p>Parental Involvement Action Step 1.1c:</p> <ol style="list-style-type: none"> 1. Letter to parents will be sent home to explain thematic instruction. 2. As part of a first day activities parents will be opportunities to sign up to volunteer in the classroom. 3. Monthly school newsletter informing parents of thematic activities by grade level will be sent home. 4. Volunteer/assign one parent as a representative for the classroom 5. Involvement of Family resource aid and Family resource center as a liaison between school and home. 6. Technology training for parents. 	<p>Person Responsible:</p> <p>Classroom teachers Parents</p> <p>School administration Support staff Comprehensive Student Intervention Specialist Family Resource Aid Family Resource Center SPED Facilitators</p>	<ol style="list-style-type: none"> 1. August 2. September 5, 2006 3. Monthly 4. Monthly 5. Monthly 6. Quarterly 	<p>SFA materials and other handouts, school budget \$500.00 for printing cost, paper, and materials for newsletter, DVDs, CDs, parent activities.</p>
<p>Professional Development Action Step 1.1d:</p> <ol style="list-style-type: none"> 1. Provide professional development for teachers focusing on thematic instruction using the following multiple modalities: video, group activities, power point) 2. In-service staff in the utilization of rubrics and checklists. 3. Investigate interest surveys to support thematic instruction to determine student interest. 4. Research and plan how to incorporate strands A and C and Higher Order Thinking questions in Literacy. 5. Review data driven decision making with staff. 6. Investigate online websites that organize 	<p>Person Responsible:</p> <p>Literacy consultant Teachers SFA classroom teachers SFA facilitator SAND administrators Grade level teams Family Resource Aid Family resource Centers Americorp Unified Art Teachers Support services SPED facilitators</p>	<ol style="list-style-type: none"> 1. August 29, 2006 2. August School based P.D days and Bi-Monthly meetings 3. September 2006 4. Monthly 5. September 6. September 7. Monthly 8. Quarterly 9. As available 	<p>*****Helen Abadiano</p> <p>Title I and PD funds</p> <ul style="list-style-type: none"> ▪ Technology consultant for technology training for staff and parents \$500. ▪ Technology MHIS ▪ Technology Consultant \$750 ▪ Training for 10 teachers cost per quarter-\$1800 ▪ Conferences/ Workshops \$7000 for the year

<p>assessment data for teachers. 7. In-service staff on analyzing data to guide instruction. 8. Provide technology training for staff 9. Conferences/workshops for Thematic Instruction</p>	<p>Content Literacy Facilitators Support services Media specialist Lead science teacher Lead social studies teacher</p>		
2nd Quarter			
<p>Instruction Action Step 1.1e: 1. Through an interdisciplinary approach integrate forming a general understanding and making reader text connections in all subject areas in grades pre-k to 6th. 2. Incorporate higher order questioning in all thematic experiences to increase opportunities for student achievement. 3. Utilize the Principles of Learning as a guide to facilitate a quality learning environment. 4. Integrate scaffold instruction based on individual choices and learning styles in order to facilitate higher order thinking. 5. Lesson Plans 6. Incorporate the use of technology in the classroom for instruction, student independent research, project-based activities, and provide another tool for student response to thematic assignments</p>	<p>Person Responsible: Teachers Students SFA classroom teachers SFA facilitator SAND administrators Grade level teams Family Resource Aid Family resource Centers Americorp Unified Art Teachers Support services SPED facilitators Support services Media specialist Lead science teacher Lead social studies teacher</p>	<p>1. Monthly 2. Monthly 3. Monthly 4. Monthly 5. Weekly 6. Daily</p>	<p>SFA materials, Technology <ul style="list-style-type: none"> ▪ Smart boards, LCD projector, desktop computers, printers, and laptops. ▪ Support personnel from MHIS for staff training and support ▪ Renzulli Learning </p>
<p>Assessment Action Step 1.1f: 1. Implement a theme related interest inventory 2. Assess progress-using data collected from checklists, rubrics, journals, and conference summaries and written reflections. 3. Provide students with opportunities to self-reflection through out the theme. 4. Renzulli Learning, DRP, 4Sight, Concepts of print, sight words and phonemic awareness, PCPal, SRI, SRI, SFA story tests 5. Participate in Academic Review.</p>	<p>Person Responsible: Classroom teachers SFA Facilitator School administration SPED Facilitators Media specialist Grade level teams</p>	<p>1. Monthly 2. Monthly 3. Monthly 4. October 5. January</p>	<p>SFA materials Renzulli Learning</p>

<p>Parental Involvement Action Step 1.1g:</p> <ol style="list-style-type: none"> 1. Monthly school newsletter informing parents of thematic activities by grade level will be sent home. 2. Involvement of Family resource aid and Family resource center as a liaison between school and home. 3. Literacy night 4. Technology training for parents. 	<p>Person Responsible: Classroom teachers Parents</p> <p>School administration Support staff Comprehensive Student Intervention Specialist Family Resource Aid Family Resource Center SPED Facilitators</p>	<ol style="list-style-type: none"> 1. Monthly 2. Monthly 3. December 2006 4. Quarterly 	<p>SFA materials and other handouts, school budget \$500.00 for printing cost, paper, and materials for newsletter, DVDs, CDs, parent activities.</p>
<p>Professional Development Action Step 1.1h: Provide professional development for teachers focusing on</p> <ol style="list-style-type: none"> 1. Provide professional development for teachers focusing on thematic instruction using the following multiple modalities: video, group activities, power point) 2. In-service staff in the utilization of rubrics and checklists. 3. Round table discussions on student interest surveys and feedback from staff. 4. Staff discussions on the implementation of strands A and C and Higher Order Thinking questions in Literacy. 5. In-service staff on how to use data to become an instructional tool to develop an instructional plan. 6. In-service staff on data collection and graphing using Excel. 7. Provide technology training for staff 8. Conferences/workshops for Thematic Instruction 		<ol style="list-style-type: none"> 1. Quarterly meeting with Ms. Abadiano 2. November 30, 2006 3. Instructional Staff meetings and/or component meetings 4. Instructional Staff meetings and/or component meetings. 5. Monthly during instructional staff meeting and/ or component meetings. 6. Instructional Staff meetings 7. Quarterly 8. As available 	<p>Title I and PD funds</p> <ul style="list-style-type: none"> ▪ Technology consultant for technology training for staff and parents \$500. ▪ Technology MHIS ▪ Technology Consultant \$750 ▪ Training for 10 teachers cost per quarter-\$1800 ▪ Conferences/Workshops see first quarter

3rd Quarter			
<p>Instruction Action Step 1.1i:</p> <p>1. Through an interdisciplinary approach integrate forming a general understanding and making reader text connections in all subject areas in grades pre-k to 6th.</p> <p>2. Incorporate higher order questioning in all thematic experiences to increase opportunities for student achievement.</p> <p>3. Utilize the Principles of Learning as a guide to facilitate a quality-learning environment.</p> <p>4. Integrate scaffold instruction based on individual choices and learning styles in order to facilitate higher order thinking.</p> <p>5. Provide type one (School wide Enrichment Model) experiences</p> <p>6. Lesson Plans</p> <p>7. Incorporate the use of technology in the classroom for instruction, student independent research, project-based activities, and provide another tool for student response to thematic assignments</p>	<p>Person Responsible:</p> <p>Teachers</p> <p>Students</p> <p>SFA classroom teachers</p> <p>SFA facilitator</p> <p>SAND administrators</p> <p>Grade level teams</p> <p>Family Resource Aid</p> <p>Family resource Centers</p> <p>Americorp</p> <p>Unified Art Teachers</p> <p>Support services</p> <p>SPED facilitators</p> <p>Support services</p> <p>Media specialist</p> <p>Lead science teacher</p> <p>Lead social studies teacher</p>	<p>1. Monthly</p> <p>2. Monthly</p> <p>3. Monthly</p> <p>4. Monthly</p> <p>5. Monthly</p> <p>6. Weekly</p> <p>7. Daily</p>	<p>SFA materials</p> <p>Technology</p> <ul style="list-style-type: none"> ▪ Smart boards, LCD projector, desktop computers, printers, and laptops. ▪ Support personnel from MHIS for staff training and support ▪ Renzulli Learning
<p>Assessment Action Step 1.1j:</p> <p>1. Develop and implement a theme related interest inventory</p> <p>2. Assess progress using data collected from checklists, rubrics, journals, and conference summaries and written reflections.</p> <p>3. Provide students with opportunities to self-reflection through out the theme.</p> <p>4. Renzulli learning, DRP, 4Sight, Concepts of print, sight words and phonemic awareness, PCPal, SRI, SRI, SFA story tests</p> <p>5. Administer the CMT.</p>	<p>Person Responsible:</p> <p>Classroom teachers</p> <p>SFA Facilitator</p> <p>School administration</p> <p>SPED Facilitators</p> <p>Media specialist</p> <p>Grade level teams</p>	<p>1. Monthly</p> <p>2. Monthly</p> <p>3. Monthly</p> <p>4. Monthly</p> <p>5. Monthly</p> <p>6. March 2007</p>	<p>Renzulli Learning</p>

<p>Parental Involvement Action Step 1.1k:</p> <ol style="list-style-type: none"> 1. Monthly school newsletter informing parents of thematic activities by grade level will be sent home. 2. Involvement of Family resource aid and Family resource center as a liaison between school and home. 3. Provide parents with CD's/ Videos 4. CMT pow-wow 5. Technology training for parents. 	<p>Person Responsible:</p> <p>Classroom teachers Parents</p> <p>School administration Support staff Comprehensive Student Intervention Specialist Family Resource Aid Family Resource Center SPED Facilitators</p>	<ol style="list-style-type: none"> 1. Monthly 2. Monthly 3. Third Quarter 4. February 5. Quarterly 	<p>SFA materials and other handouts, school budget \$500.00 for printing cost, paper, and materials for newsletter, DVDs, CDs, parent activities.</p>
<p>Professional Development Action Step 1.1l: Provide professional development for teachers focusing on</p> <ol style="list-style-type: none"> 1. In-service staff on analyzing data to guide instruction 2. Provide technology training for staff 3. Conferences/workshops for Thematic Instruction 		<ol style="list-style-type: none"> 1. Monthly 2. Quarterly 3. As available 	<p>Title I and PD funds</p> <ul style="list-style-type: none"> ▪ Technology consultant for technology training for staff and parents \$500. ▪ Technology MHIS ▪ Technology Consultant \$750 ▪ Training for 10 teachers cost per quarter-\$1800 ▪ Conference/Workshops see first quarter
4th Quarter			
<p>Instruction Action Step 1.1m:</p> <ol style="list-style-type: none"> 1. Through an interdisciplinary approach integrate forming a general understanding and making reader text connections in all subject areas in grades pre-k to 6th. 2. Incorporate higher order questioning in all thematic experiences to increase opportunities for student achievement. 3. Utilize the Principles of Learning as a guide to facilitate a quality-learning environment. 4. Integrate scaffold instruction based on individual choices and learning styles in order to facilitate higher order thinking. 5. Provide type one (School wide Enrichment Model) experiences 6. Lesson Plans 7. Incorporate the use of technology in the classroom for instruction, student independent 	<p>Person Responsible:</p> <p>Teachers Students SFA classroom teachers SFA facilitator SAND administrators Grade level teams Family Resource Aid Family resource Centers Americorp Unified Art Teachers Support services SPED facilitators Support services Media specialist</p>	<ol style="list-style-type: none"> 1. Monthly 2. Monthly 3. Monthly 4. Monthly 5. Monthly 6. Weekly 7. Daily 	<p>SFA materials, Title I and PD funds Technology</p> <ul style="list-style-type: none"> ▪ Smart boards, LCD projector, desktop computers, printers, and laptops. ▪ Support personnel from MHIS for staff training and support ▪ Renzulli Learning

<p>research, project-based activities, and provide another tool for student response to thematic assignments.</p>	<p>Lead scientist teacher Lead social studies teacher</p>		
<p>Assessment Action Step 1.1n:</p> <ol style="list-style-type: none"> 1. Develop and implement a theme related interest inventory 2. Assess progress using data collected from checklists, rubrics, journals, conference summaries and written reflections. 3. Provide students with opportunities to self-reflection through out the theme. 4. Renzulli Learning, DRP, 4Sight, Concepts of print, sight words and phonemic awareness, PCPal, SRI, SRI, SFA story tests 	<p>Person Responsible: Classroom teachers SFA Facilitator School administration SPED Facilitators Media specialist Grade level teams</p>	<ol style="list-style-type: none"> 1. Monthly 2. Monthly 3. Monthly 4. Given according to district schedule 	<p>SFA materials Renzulli Learning</p>
<p>Parental Involvement Action Step 1.1o:</p> <ol style="list-style-type: none"> 1. Monthly school newsletter informing parents of thematic activities by grade level will be sent home. 2. Involvement of Family resource aid and Family resource center as a liaison between school and home. 3. Provide parents with CD's/ Videos 4. Literacy night 5. Technology Training 		<ol style="list-style-type: none"> 1. Monthly 2. Monthly 3. Monthly 4. April 5. Quarterly 	<p>Title I school budget \$500.00 for printing cost, paper, and materials for newsletter, DVDs, CDs, parent activities.</p>
<p>Professional Development Action Step 1.1p:</p> <ol style="list-style-type: none"> 1. Provide professional development for teachers focusing on thematic instruction using the following multiple modalities: video, group activities, power point) 2. Report and refine the utilization of rubrics and checklists. 3. Round table discussions on student interest surveys and feedback from staff. 4. Staff discussions on the implementation of strands A and C and Higher Order Thinking questions in Literacy. 5. Staff reflection and round table discussion to the conversion of data to an instructional plan. 6. Staff will share and discuss data graphs. 		<ol style="list-style-type: none"> 1. Monthly 2. Staff Instructional meeting/component meetings 3. Staff Instructional meeting/component meetings 4. Staff Instructional meeting/component meetings 5. Staff Instructional meeting/component meetings 6. Staff Instructional meeting/component meetings 7. Staff Instructional meeting/component meetings 8. Quarterly 	<p>Title I and PD funds Title I and PD funds</p> <ul style="list-style-type: none"> ▪ Technology consultant for technology training for staff and parents \$500. ▪ Technology MHIS ▪ Technology Consultant \$750 ▪ Training for 10 teachers cost per quarter-\$1800 ▪ Conference/Workshops see first Quarter

<p>7. In-service staff in the utilization of data driven decision-making relative to the School Improvement Plan.</p> <p>8. Provide technology training for staff</p> <p>9. Conferences/workshops for Thematic Instruction</p>		<p>9. As available</p>	
--	--	------------------------	--

Plan of Action – Year 1 (2006-2007)

Objective 1 - Literacy: Increase student performance in literacy by 15% as measured by formal, district and informal assessments to achieve safe harbor.

Strategy 2: Tiered Instruction

<p align="center">Action Steps</p> <p>(Include all assessments, learning walks, grade or content team meetings, SIP Data Team meetings, parent activities, quarterly progress reports, community forums, etc. in chronological order.)</p>	<p align="center">Person (s) Responsible</p> <p>(Place in bold or underline the primary person responsible at the school level for each action step)</p>	<p align="center">Timeline</p> <p>(Projected timeframe for completing action steps, as well as intermittent benchmark periods.)</p>	<p align="center">Resources & Budget</p> <p>(Materials, grants, funds and other resources targeted to support the action step. Include technical assistance from LEA, CSDE, RESC, etc.)</p>
1st Quarter			
<p>Instruction Action Step 1.2a:</p> <ol style="list-style-type: none"> Employ leveled materials to increase student achievement in forming a general understanding and making a connection. (Strands A and C) Identify and align benchmarks and standards based on CT Language Arts Framework by Grade level. Quarterly book reports based upon students instructional level. Utilize differentiated instruction using multiple intelligence strategies based on individual student interests. Lesson Plans Incorporate the use of technology in the classroom for instruction, student independent research, project-based activities, and provide another tool for student response to tiered assignments 	<p>Person Responsible:</p> <p>Person Responsible:</p> <p>Teachers</p> <p>SFA classroom teachers</p> <p>SFA facilitator</p> <p>SAND administrators</p> <p>Grade level teams</p> <p>Family Resource Aid</p> <p>Family resource Centers</p> <p>Americorp</p> <p>Unified Art Teachers</p> <p>Support services</p> <p>SPED facilitators</p> <p>Support services</p> <p>Media specialist</p> <p>Lead scientist teacher</p> <p>Lead social studies teacher</p>	<ol style="list-style-type: none"> Monthly Monthly Monthly Monthly Weekly 	<p>SFA materials</p> <p>Technology</p> <ul style="list-style-type: none"> Smart boards, LCD projector, desktop computers, printers, and laptops. Support personnel from MHIS for staff training and support Renzulli Learning <p>See first quarter thematic instruction for budget.</p>

<p>Assessment Action Step 1.2b:</p> <ol style="list-style-type: none"> 1. Develop and implement pre-assessment to create different levels and groups. 2. Assessment of individual projects or assignments using level appropriate rubrics, tests, checklists or conference summaries. 3. Develop and utilize learning walks to assess school-wide implementation. 4. Administer formal assessment DRP, 4Sight, Concepts of print, sight words and phonemic awareness, PCPal, SRI, SRI, SFA story tests 	<p>Person Responsible:</p> <p>Classroom teachers SFA Facilitator School administration SPED Facilitators Media specialist Grade level teams</p>	<ol style="list-style-type: none"> 1. Monthly 2. Monthly 3. Monthly 4. According to district schedule 	<p>SFA materials</p>
<p>Parental Involvement Action Step 1.2c:</p> <ol style="list-style-type: none"> 1. Principal and Assistant Principal will include and explain this initiative. 2. Sand School web site will be updated to include this information. 3. First Day Activities will include parent observation of Tiered Instruction and receipt of the new updated brochures of Sand School initiatives. 4. Continued information and communication regarding Tiered Instruction; e.g. parent/teacher conferences 5. PTO Meetings will continue to explain Tiered Instruction. 6. Community Family Resource Center activities e.g. Second Cup of Coffee will continue to explain and update parents. (Every Tuesday throughout the year) 7. Invite feedback from parents. 8. Parent technology training 	<p>Person Responsible:</p> <p>Classroom teachers Parents</p> <p>School administration Support staff Comprehensive Student Intervention Specialist Family Resource Aid Family Resource Center SPED Facilitators</p>	<ol style="list-style-type: none"> 1. August 2006 2. October 2006 3. September 5, 2006 4. September 20, 2006; November 15-16 2006 5. Third Tuesday of each month: 9/19,10/17 6. Every Tuesday throughout the year 7. Ongoing during parent/teacher conferences 8. Quarterly 	<p>SFA materials and other handouts, Title I school budget \$500.00 for printing cost, paper, and materials for newsletter, DVDs, CDs, parent activities.</p>
<p>Professional Development Action Step 1.2d: Provide professional development for teachers focusing on tiered instruction.</p> <ol style="list-style-type: none"> 1. Instruction Strategies for The Differentiated Classroom (Video) 2. In-service staff on analyzing data to guide instruction. 3. In-service staff Intelligence preferences and interest inventories with the video <i>Instructional Strategies for the Differentiated Classroom</i>. 4. In-service staff in the utilization of rubrics and checklists. 	<p>Person Responsible:</p> <p>Literacy consultant Parents/Caregivers, Administrator, literacy facilitator, classroom teachers, Family Resource aide, content literacy coordinators</p>	<ol style="list-style-type: none"> 1. August 28, 2006 2. Monthly 3. August 31, 2006 4. August School based P.D days and Bi-Monthly meetings 5. September 2006 6. Monthly 7. September 8. Monthly 9. Quarterly 10. As available 	<p>Title I and PD funds, school website</p> <ul style="list-style-type: none"> ▪ ASCD Instructional Videos on Differentiated Instruction ▪

<ol style="list-style-type: none"> 5. Research and plan how to incorporate strands A and C and Higher Order Thinking leveled questions in Literacy. 6. Review data driven decision making with staff. 7. Investigate online websites that organize assessment data for teachers. 8. In-service staff on analyzing data to guide tiered instruction. 9. Provide technology training for staff 10. Attend Conferences/Workshops for Tiered Instruction 			
--	--	--	--

2nd Quarter

<p>Instruction Action Step 1.2</p> <ol style="list-style-type: none"> 1. Employ leveled materials to increase student achievement in forming a general understanding and making a connection. (Strands A and C) 2. Identify and align benchmarks and standards based on CT Language Arts Framework by Grade level. 3. Quarterly book reports based upon students instructional level. 4. Utilize differentiated instruction using multiple intelligence strategies based on individual student interests. 5. Incorporate the use of technology in the classroom for instruction, student independent research, project-based activities, and provide another tool for student response to tiered assignments 	<p>Person Responsible:</p> <p>Teachers SFA classroom teachers SFA facilitator SAND administrators Grade level teams Family Resource Aid Family resource Centers Americorp Unified Art Teachers Support services SPED facilitators Support services Media specialist Lead science teacher Lead social studies teacher</p>	<ol style="list-style-type: none"> 1. Monthly 2. Monthly 3. Quarterly 4. Monthly 5. Daily 	<p>SFA materials</p> <p>Technology</p> <ul style="list-style-type: none"> ▪ Smart boards, LCD projector, desktop computers, printers, and laptops. ▪ Support personnel from MHIS for staff training and support ▪ Renzulli Learning
--	--	--	--

<p>Assessment Action Step 1.2f:</p> <ol style="list-style-type: none"> 1. Assessment of individual projects or assignments using level appropriate rubrics, tests, checklists or conference summaries. 2. Provide opportunities for peer evaluation and self-reflection. 3. Develop and utilize learning walks to assess school-wide implementation. 4. Administer formal assessment, 4Sight, Concepts of print, PCPal, SRI, SFA story tests, Renzulli Learning 	<p>Person Responsible:</p> <p>Classroom teachers SFA Facilitator School administration SPED Facilitators Media specialist Grade level teams</p>	<ol style="list-style-type: none"> 1. Monthly 2. Monthly 3. Quarterly 4. District Schedule 	<p>SFA materials Renzulli Learning</p>
<p>Parental Involvement Action Step 1.2g:</p> <ol style="list-style-type: none"> 1. Sand School web site will be kept updated to include information on tiered instruction. 2. Continued information and communication regarding Tiered Instruction; (e.g. parent/teacher conferences) 3. Video/DVD exemplars of teachers implanting Tiered Instruction and Cable Access are kept available. 4. PTO Meetings will continue to explain Tiered Instruction.). 5. Community Family Resource Center activities e.g. Second Cup of Coffee will continue to explain and update parents. 6. Additional activities planned are Literacy and Numeracy Invite feedback from parents. 7. Technology training for parents. 	<p>Person Responsible:</p> <p>Classroom teachers Parents</p> <p>School administration Support staff Comprehensive Student Intervention Specialist Family Resource Aid Family Resource Center SPED Facilitators</p>	<ol style="list-style-type: none"> 1. Monthly 2. January 31st and February 1, 2007) 3. (Third Tuesday of each month: 11/21,1/16 4. (Every Tuesday throughout the year) 5. Nights (December 12, 2006). 6. During parent/teacher conferences) 7. Quarterly 	<p>SFA materials and other handouts, Title I school budget \$500.00 for printing cost, paper, and materials for newsletter, DVDs, CDs, parent activities.</p>
<p>Professional Development Action Step 1.2h:</p> <ol style="list-style-type: none"> 1. In-service staff on analyzing data to guide instruction. 2. Provide professional development for teachers focusing on tiered instruction using the following multiple modalities: video, group activities, power point) 3. Round table discussion on the utilization of our identified rubrics and checklists. 4. Staff discussions on the implementation of strands A and C and Higher Order Thinking leveled questions in Literacy. 5. Round table discussion on how we used data to develop our instructional plans. 	<p>Person Responsible:</p> <p>Literacy consultant</p> <p>Others Involved:</p> <p>Parents/Caregivers, Administrator, literacy facilitator, classroom teachers, Family Resource aide, content literacy coordinators</p>	<ol style="list-style-type: none"> 1. Monthly 2. Staff Instructional meeting/component meetings 3. Staff Instructional meeting/component meetings 4. Staff Instructional meeting/component meetings 5. Staff Instructional meeting/component meetings 6. Staff Instructional meeting/component meetings 	<p>School resources</p> <p>Title I and PD funds</p> <ol style="list-style-type: none"> 3. SFA materials, New novels and materials 4. Technology <ul style="list-style-type: none"> ▪ Smart boards, LCD projector, desktop computers, printers, and laptops ▪ Support personnel from MHIS for staff training and support

<ol style="list-style-type: none"> 6. Share graphic presentations of data collected. 7. Provide technology training for staff 8. Conferences/workshops for Tiered Instruction 			<ul style="list-style-type: none"> ▪ Technology consultant for technology training for staff and parents \$. ▪ Renzulli Learning for interest surveys and staff training ▪ Training for 10 teachers cost per quarter
3rd Quarter			
<p>Instruction Action Step 1.2i:</p> <ol style="list-style-type: none"> 1. Employ leveled materials to increase student achievement in forming a general understanding and making a connection. (Strands A and C) 2. Identify and align benchmarks and standards based on CT Language Arts Framework by Grade level. 3. Quarterly book reports based upon students instructional level. 4. Utilize differentiated instruction using multiple intelligence strategies based on individual student interests. 5. Incorporate the use of technology in the classroom for instruction, student independent research, project-based activities, and provide another tool for student response to tiered assignments. 	<p>Person Responsible:</p> <p>Teachers SFA classroom teachers SFA facilitator SAND administrators Grade level teams Family Resource Aid Family resource Centers Americorp Unified Art Teachers Support services SPED facilitators Support services Media specialist Lead scientist teacher Lead social studies teacher</p>	<ol style="list-style-type: none"> 1. Monthly 2. 2.monthly 3. Quarterly 4. Monthly 5. Daily 	<p>SFA materials Technology</p> <ul style="list-style-type: none"> ▪ Smart boards, LCD projector, desktop computers, printers, and laptops. ▪ Support personnel from MHIS for staff training and support ▪ Renzulli Learning
<p>Assessment Action Step 1.2j:</p> <ol style="list-style-type: none"> 1. Assessment of individual projects or assignments using level appropriate rubrics, tests, checklists or conference summaries. 2. Provide opportunities for peer evaluation and self-reflection. 3. Develop and utilize learning walks to assess school-wide implementation. 4. Administer formal assessment DRA, 4Sight, Concepts of Print, PCPal, SRI, SFA story tests, Renzulli Learning 5. Administer the CMT. 	<p>Person Responsible:</p> <p>Classroom teachers SFA Facilitator School administration SPED Facilitators Media specialist Grade level teams</p>	<ol style="list-style-type: none"> 1.monthly 2. Monthly 3. Quarterly 4. District Schedule 5. March 2007 	<p>SFA materials Renzulli Learning</p>

<p>Parental Involvement Action Step 1.2k:</p> <ol style="list-style-type: none"> 1. Sand School web site will be kept updated to include information on tiered instruction. 2. Continued information and communication regarding Tiered Instruction; (e.g. parent/teacher conferences) (February 1, 2007; April 25-26, 2007) 3. Video/DVD exemplars of teachers implanting Tiered Instruction and Cable Access are kept available. 4. PTO Meetings will continue to explain Tiered Instruction. (Third Tuesday of each month: 2/27,3/20). 5. Community Family Resource Center activities e.g. Second Cup of Coffee will continue to explain and update parents. (Every Tuesday throughout the year) 6. Invite feedback from parents (ongoing and during parent/teacher conferences). 7. Additional activities planned are Grandparents and Friends Day (April 24,2007) 8. Technology training for parents. 	<p>Person Responsible: Classroom teachers Parents</p> <p>School administration Support staff Comprehensive Student Intervention Specialist Family Resource Aid Family Resource Center SPED Facilitators</p>	<ol style="list-style-type: none"> 1. monthly 2. Quarterly 3. Monthly 4. Monthly 5. Monthly 6. Monthly/quarterly 7. April 8. Quarterly 	<p>SFA materials and other handouts, Title I school budget \$500.00 for printing cost, paper, and materials for newsletter, DVDs, CDs, parent activities.</p>
<p>Professional Development Action Step 1.2l:</p> <ol style="list-style-type: none"> 1. In-service staff on analyzing data to guide instruction. 2. In-service staff on RAFT (Role, Audience, format, topic) with the video <i>Instructional Strategies for the Differentiated Classroom</i> from Tomlinson. 3. Provide professional development for teachers focusing on tiered instruction using the following multiple modalities: video, group activities, power point) 4. Consultants will observe classrooms and provide feedback in assessment and instruction to individual teachers, grade level teams and staff. 5. Continue staff discussions of the inclusion of strands A and C and Higher Order Thinking leveled questions in Literacy. 	<p>Person Responsible: Literacy consultant</p> <p>Others Involved: Parents/Caregivers, Administrator, literacy facilitator, classroom teachers, Family Resource aide, content literacy coordinators</p>	<ol style="list-style-type: none"> 1. Monthly 2. February 2, 2007 3. Monthly 4. Monthly 5. Monthly 6. May 24, 2007 7. Monthly 8. Quarterly 9. As Available 	<p>School resources</p> <p>Title I and PD funds</p> <p>SFA materials, New novels and materials</p> <p>Technology</p> <ul style="list-style-type: none"> ▪ Smart boards, LCD projector, desktop computers, printers, and laptops ▪ Support personnel from MHIS for staff training and support ▪ Technology consultant for technology training for staff and parents \$. ▪ Renzulli Learning for interest surveys and staff

<ol style="list-style-type: none"> 6. Revisit DDDM in the context of the school improvement plan. 7. Share graphic presentations of data collected. 8. Provide technology training for staff 9. Conferences/workshops for Thematic Instruction 			<p>training</p> <ul style="list-style-type: none"> ▪ Training for 10 teachers cost per quarter
--	--	--	---

4th Quarter

<p>Instruction Action Step 1.2m:</p> <ol style="list-style-type: none"> 1. Employ leveled materials to increase student achievement in forming a general understanding and making a connection. (Strands A and C) 2. Identify and align benchmarks and standards based on CT Language Arts Framework by Grade level. 3. Quarterly book reports based upon students instructional level. 4. Utilize differentiated instruction using multiple intelligence strategies based on individual student interests. 5. Incorporate the use of technology in the classroom for instruction, student independent research, project-based activities, and provide another tool for student response to tiered assignments 	<p>Person Responsible:</p> <p>Teachers</p> <p>SFA classroom teachers</p> <p>SFA facilitator</p> <p>SAND administrators</p> <p>Grade level teams</p> <p>Family Resource Aid</p> <p>Family resource Centers</p> <p>Americorp</p> <p>Unified Art Teachers</p> <p>Support services</p> <p>SPED facilitators</p> <p>Support services</p> <p>Media specialist</p> <p>Lead scientist teacher</p> <p>Lead social studies teacher</p>	<ol style="list-style-type: none"> 1. Monthly 2. Monthly 3. Quarterly 4. Monthly 5. Daily 	<p>SFA materials</p> <p>Technology</p> <ul style="list-style-type: none"> ▪ Smart boards, LCD projector, desktop computers, printers, and laptops. ▪ Support personnel from MHIS for staff training and support ▪ Renzulli Learning
--	--	--	--

<p>Assessment Action Step 1.2n:</p> <ol style="list-style-type: none"> 1. Assessment of individual projects or assignments using level appropriate rubrics, tests, checklists or conference summaries. 2. Provide opportunities for peer evaluation and self-reflection. 3. Develop and utilize learning walks to assess school-wide implementation. 4. Administer formal assessment DRA, 4Sight, Concepts of print, sight words and phonemic awareness, PCPal, SRI, SFA story tests 	<p>Person Responsible:</p> <p>Classroom teachers SFA Facilitator School administration SPED Facilitators Media specialist Grade level teams</p>	<ol style="list-style-type: none"> 1. Monthly 2. Monthly 3. Quarterly 4. District Schedule 	<p>SFA materials</p>
<p>Parental Involvement Action Step 1.2o:</p> <ol style="list-style-type: none"> 1. Sand School web site will be kept updated to include information on tiered instruction. 2. Video/DVD exemplars of teachers implanting Tiered Instruction and Cable Access are kept available. 3. PTO Meetings will continue to explain Tiered Instruction. (Third Tuesday of each month: 5/22,6/19)). 4. Community Family Resource Center activities e.g. Second Cup of Coffee will continue to explain and update parents. (Every Tuesday throughout the year) 5. Invite feedback from parents (ongoing and during parent/teacher conferences). 6. Technology training for parents. 	<p>Person Responsible:</p> <p>Classroom teachers Parents</p> <p>School administration Support staff Comprehensive Student Intervention Specialist Family Resource Aid Family Resource Center SPED Facilitators</p>	<ol style="list-style-type: none"> 1. Monthly 2. Monthly 3. Monthly 4. Monthly 5. Monthly 6. Quarterly 	<p>SFA materials and other handouts, Title I school budget \$500.00 for printing cost, paper, and materials for newsletter, DVDs, CDs, parent activities.</p>
<p>Professional Development Action Step 1.2p: Provide professional development for teachers focusing on</p> <ol style="list-style-type: none"> 1. In-service staff on analyzing data to guide instruction. 2. Provide professional development for teachers focusing on tiered instruction using the following multiple modalities: video, group activities, power point) 3. Review the components of tiered instruction and discuss the positives and negatives. 4. Provide support to instructional staff in planning the use of tiered instruction for 	<p>Person Responsible:</p> <p>Literacy consultant</p> <p>Others Involved:</p> <p>Parents/Caregivers, Administrator, literacy facilitator, classroom teachers, Family Resource aide, content literacy coordinators</p>	<ol style="list-style-type: none"> 1. Monthly 2. Monthly 3. May 4. May-June 5. May-June 6. Monthly 7. Monthly 8. Staff Instructional meeting/component meetings 9. Monthly 10. Quarterly 	<p>SFA materials</p> <p>Technology</p> <ul style="list-style-type: none"> ▪ Smart boards, LCD projector, desktop computers, printers, and laptops. ▪ Support personnel from MHIS for staff training and support ▪ Renzulli Learning ▪ Conference/Workshops see Thematic Instruction

<p>the 2007-2008.</p> <ol style="list-style-type: none">5. Review data, feedback from learning walks, and observations to plan for summer school.6. Consultants will observe classrooms and provide feedback in assessment and instruction to individual teachers, grade level teams and staff.7. Continue staff discussions of the inclusion of strands A and C and Higher Order Thinking leveled questions in Literacy.8. Revisit DDDM in the context of the school improvement plan.9. Share graphic presentations of data collected.10. Provide technology training for staff11. Conferences/workshops for Thematic Instruction		11. As available	for budget
---	--	------------------	------------

Plan of Action – Year 1 (2006-2007)

Objective 1 – Literacy: Increase student performance in literacy by 15% as measured by formal, district and informal assessments to achieve safe harbor.

Strategy 3: Cooperative Learning

Action Steps (Include all assessments, learning walks, grade or content team meetings, SIP Data Team meetings, parent activities, quarterly progress reports, community forums, etc. in chronological order.)	Person (s) Responsible (Place in bold or underline the primary person responsible at the school level for each action step)	Timeline (Projected timeframe for completing action steps, as well as intermittent benchmark periods.)	Resources & Budget (Materials, grants, funds and other resources targeted to support the action step. Include technical assistance from LEA, CSDE, RESC, etc.)
1st Quarter			
Instruction Action Step 1.1a: <ol style="list-style-type: none"> 1. Organize cooperative learning groups using student's abilities and personality strengths and weaknesses 2. Classroom is arranged in small teams to foster a cooperative learning environment. 3. Model and employ cooperative learning activities jigsaw, think-pair-share, three-step interview, round-robin brainstorming, three-minute review, number heads, team pair solo, circle the sage and partners. 4. Clearly explain and model group and individual expectations, rules and procedures. 5. Utilize cooperative learning standards through out the curriculum. 6. Utilize accountable talk as a guide to facilitate the learning community. 7. Acknowledge team cooperation through monthly school wide recognition. 8. Lesson Plans 	Person Responsible: Teachers Students SFA classroom teachers SFA facilitator SAND administrators Grade level teams Family Resource Aid Family resource Centers Americorp Unified Art Teachers Support services SPED facilitators Support services Media specialist	<ol style="list-style-type: none"> 1. September 2. September 3. September, Monthly 4. September, Monthly 5. September, Monthly 6. September, Monthly 7. October, monthly 8. Weekly 	SFA materials, Title I and PD funds, use of school website

<p>Assessment Action Step 1.1b:</p> <ol style="list-style-type: none"> 1. Students self evaluate their contributions to the group. 2. Observe each group giving feedback and/or awarding team cooperation points. 3. Participate in Academic Review 	<p>Person Responsible:</p> <p>Classroom teachers SFA Facilitator School administration SPED Facilitators Media specialist Grade level teams</p>	<ol style="list-style-type: none"> 1. September, Monthly 2. September, Monthly 3. November 	<p>SFA materials</p>
<p>Parental Involvement Action Step 1.1c:</p> <ol style="list-style-type: none"> 1. Communicate cooperative learning benefits to families with fliers, phone calls and website. 2. Provide a bookmark for cooperative learning and the home connection. 3. Cooperative learning activities will be shared during first day activities, open house and conferences. 4. Explain the effects of cooperative learning through a slide show. 	<p>Person Responsible:</p> <p>Classroom teachers Parents</p> <p>School administration Support staff Comprehensive Student Intervention Specialist Family Resource Aid Family Resource Center SPED Facilitators</p>	<ol style="list-style-type: none"> 1. Monthly 2. September 3. September, November 4. September, Monthly 	<p>SFA materials and other handouts, school budget</p>
<p>Professional Development Action Step 1.1d: Provide professional development for teachers focusing on cooperative learning.</p> <ol style="list-style-type: none"> 1.A Journey Into Cooperative Learning (Video) 2. In-service staff on analyzing data as a foundation for organizing cooperative learning groups. 3. In-service staff in the utilization of rubrics and checklists. 4. Research and plan how to incorporate Strands A and C and Higher Order Thinking questions in cooperative learning activities. 5. Investigate online websites that organize assessment data for teachers. 	<p>Person Responsible:</p>	<ol style="list-style-type: none"> 1. Quarterly 2. August 28, 2006 3. Quarterly 4. September-October 5. September-October 	<p>Title I and PD funds, school website ASCD Instructional Strategies for the Differentiated Classroom Video Series</p>

2nd Quarter			
<p>Instruction Action Step 1.1e:</p> <ol style="list-style-type: none"> 1. Manage cooperative learning groups using student's abilities and personality strengths and weaknesses 2. Classroom is arranged in small teams to foster a cooperative learning environment. 3. Manage cooperative learning activities jigsaw, think-pair-share, three-step interview, round-robin brainstorming, three-minute review, number heads, team pair solo, circle the sage and partners. 4. Clearly explain and model group and individual expectations, rules and procedures. 5. Refine cooperative learning standards through out the curriculum. 6. Refine accountable talk as a guide to facilitate the learning community. 7. Acknowledge team cooperation through monthly school wide recognition. 	<p>Person Responsible:</p> <p>Teachers SFA classroom teachers SFA facilitator SAND administrators Grade level teams Family Resource Aid Family resource Centers Americorp Unified Art Teachers Support services SPED facilitators Support services Media specialist</p>	<ol style="list-style-type: none"> 1. Monthly 2. Monthly 3. Monthly 4. Monthly 5. Monthly 6. Monthly 7. Monthly 	<p>SFA materials, Title I and PD funds, use of school website</p>
<p>Assessment Action Step 1.1f:</p> <ol style="list-style-type: none"> 1. Develop and implement cooperative learning rubrics for individual and group accountability. 2. Students self evaluate their contributions to the group. 3. Observe each group giving feedback and/or awarding team cooperation points. 4. Develop a learning walk checklist with an indicator and comment area. 	<p>Person Responsible:</p> <p>Classroom teachers SFA Facilitator School administration SPED Facilitators Media specialist Grade level teams</p>	<ol style="list-style-type: none"> 1. Grade level meetings, Monthly 2. Monthly 3. Monthly 4. Grade level meetings, Monthly 	<p>SFA materials</p>
<p>Parental Involvement Action Step 1.1g:</p> <ol style="list-style-type: none"> 1. Communicate cooperative learning benefits to families with fliers, phone calls and website. 2. Cooperative learning activities will be shared during conferences. 	<p>Person Responsible:</p> <p>Classroom teachers Parents School administration Support staff Comprehensive Student</p>	<ol style="list-style-type: none"> 1. Monthly 2. January 	<p>SFA materials and other handouts, school budget</p>

	Intervention Specialist Family Resource Aid Family Resource Center SPED Facilitators		
<p>Professional Development Action Step 1.1h: Provide professional development for teachers focusing on cooperative learning.</p> <ol style="list-style-type: none"> 1. Round table discussion on how we used data to develop our instructional plans. 2. Share graphic presentations of data collected. 3. In-service staff on analyzing data as a foundation for organizing cooperative learning groups. 4. Discuss in the utilization of rubrics and checklists. 5. Round table discussion on how Strands A and C and Higher Order Thinking questions have been incorporated into cooperative learning activities. 	<p>Person Responsible: Literacy consultant</p> <p>Others Involved: Parents/Caregivers, Administrator, literacy facilitator, classroom teachers, Family Resource aide, content literacy coordinators</p>	<ol style="list-style-type: none"> 1. quarterly 2. Monthly 3. quarterly 4. Monthly 5. quarterly 	Title I and PD funds, school website
3rd Quarter			
<p>Instruction Action Step 1.1i:</p> <ol style="list-style-type: none"> 1. Manage cooperative learning groups using student's abilities and personality strengths and weaknesses 2. Classroom is arranged in small teams to foster a cooperative learning environment. 3. Manage cooperative learning activities jigsaw, think-pair-share, three-step interview, round-robin brainstorming, three-minute review, number heads, and team pair solo, circle the sage and partners. 4. Clearly explain and model group and individual expectations, rules and procedures. 5. Refine cooperative learning standards through out the curriculum. 6. Refine accountable talk as a guide to facilitate the learning community. 	<p>Person Responsible: Teachers SFA classroom teachers SFA facilitator SAND administrators Grade level teams Family Resource Aid Family resource Centers Americorp Unified Art Teachers Support services SPED facilitators Support services Media specialist</p>	<ol style="list-style-type: none"> 1. Monthly 2. Monthly 3. Monthly 4. Monthly 5. Monthly 6. Monthly 7. Monthly 	SFA materials, Title I and PD funds, use of school website

<p>7. Acknowledge team cooperation through monthly school wide recognition.</p>			
<p>Assessment Action Step 1.1j:</p> <ol style="list-style-type: none"> 1. Implement cooperative learning rubrics for individual and group accountability. 2. Students self evaluate their contributions to the group. 3. Observe each group giving feedback and/or awarding team cooperation points. 4. Utilize learning walks to assess school wide implementation. 4. Implement a learning walk checklist with an indicator and comment area. 5. Administer the CMT. 	<p>Person Responsible:</p> <p>Classroom teachers SFA Facilitator School administration SPED Facilitators Media specialist Grade level teams</p>	<ol style="list-style-type: none"> 1. Monthly 2. Monthly 3. Monthly 4. Monthly 5. March 2007 	<p>SFA materials</p>
<p>Parental Involvement Action Step 1.1k:</p> <ol style="list-style-type: none"> 1. Communicate cooperative learning benefits to families with fliers, phone calls and website. 2. Create a DVD about cooperative learning to share with families. 3. Provide a bookmark for cooperative learning and the home connection. 4. Send home examples of how cooperative learning can be used in the home with a laminated magnet for their refrigerators. 5. Cooperative learning activities will be shared during conferences. 6. Explain the effects of cooperative learning through a slide show. 	<p>Person Responsible:</p> <p>Classroom teachers Parents</p> <p>School administration Support staff Comprehensive Student Intervention Specialist Family Resource Aid Family Resource Center SPED Facilitators</p>	<ol style="list-style-type: none"> 1. Monthly 2. Monthly 3. Monthly 4. Monthly 5. Monthly 6. Monthly 	<p>SFA materials and other handouts, school budget</p>
<p>Professional Development Action Step 1.1l:</p> <ol style="list-style-type: none"> 1. In-service staff on analyzing data as a foundation for organizing cooperative learning groups. 2. Consultants will observe classrooms and provide feedback in assessment and instruction to individual teachers, grade level teams and staff. 3. Continue round table discussion on how Strands A and C and Higher Order Thinking questions have been incorporated into cooperative learning activities. 4. Revisit DDDM in the context of the school improvement plan. 	<p>Person Responsible:</p> <p>Literacy consultant</p> <p>Others Involved:</p> <p>Parents/Caregivers, Administrator, literacy facilitator, classroom teachers, Family Resource aide, content literacy coordinators</p>	<ol style="list-style-type: none"> 1. Monthly 2. Monthly 3. Quarterly 4. Quarterly 5. Quarterly 6. Quarterly 	<p>Title I and PD funds, school website</p>

<ol style="list-style-type: none"> 5. Share graphic presentations of data collected. 6. Discuss in the utilization of rubrics and checklists. 			
4th Quarter			
<p>Instruction Action Step 1.1m:</p> <ol style="list-style-type: none"> 1. Manage cooperative learning groups using student's abilities and personality strengths and weaknesses 2. Classroom is arranged in small teams to foster a cooperative learning environment. 3. Manage cooperative learning activities jigsaw, think-pair-share, three-step interview, round-robin brainstorming, three-minute review, number heads, team pair solo, circle the sage and partners. 4. Clearly explain and model group and individual expectations, rules and procedures. 5. Refine cooperative learning standards through out the curriculum. 6. Refine accountable talk as a guide to facilitate the learning community. 7. Acknowledge team cooperation through monthly school wide recognition. 	<p>Person Responsible:</p> <p>Teachers SFA classroom teachers SFA facilitator SAND administrators Grade level teams Family Resource Aid Family resource Centers Americorp Unified Art Teachers Support services SPED facilitators Support services Media specialist Lead scientist teacher Lead social studies teacher</p>	<ol style="list-style-type: none"> 1. Monthly 2. Monthly 3. Monthly 4. Monthly 5. Monthly 6. Monthly 7. Monthly 	<p>SFA materials, Title I and PD funds, use of school website</p>
<p>Assessment Action Step 1.1n:</p> <ol style="list-style-type: none"> 1. Implement cooperative learning rubrics for individual and group accountability. 2. Students self evaluate their contributions to the group. 3. Observe each group giving feedback and/or awarding team cooperation points. 5. Utilize learning walks to assess school wide implementation. 4. Implement a learning walk checklist with an indicator and comment area. 	<p>Person Responsible:</p> <p>Classroom teachers SFA Facilitator School administration SPED Facilitators Media specialist Grade level teams</p>	<ol style="list-style-type: none"> 1. Monthly 2. Monthly 3. Monthly 4. Monthly 	<p>SFA materials</p>

<p>Parental Involvement Action Step 1.1o:</p> <ol style="list-style-type: none"> 1. Communicate cooperative learning benefits to families with fliers, phone calls and website. 2. Create a DVD about cooperative learning to share with families. 3. Provide a bookmark for cooperative learning and the home connection. 4. Send home examples of how cooperative learning can be used in the home with a laminated magnet for their refrigerators. 5. Cooperative learning activities will be shared during conferences. 6. Explain the effects of cooperative learning through a slide show. 	<p>Person Responsible: Classroom teachers Parents</p> <p>School administration Support staff Comprehensive Student Intervention Specialist Family Resource Aid Family Resource Center SPED Facilitators</p>	<ol style="list-style-type: none"> 1. Monthly 2. Monthly 3. Monthly 4. Monthly 5. Monthly 6. Monthly 	<p>SFA materials and other handouts, school budget</p>
<p>Professional Development Action Step 1.1p:</p> <ol style="list-style-type: none"> 1. In-service staff on analyzing data as a foundation for organizing cooperative learning groups. 2. Review the components of cooperative instruction and discuss the strengths and weaknesses. 3. Provide support to instructional staff in planning the use of cooperative learning for the 2007-2008 school year. 4. Consultants will observe classrooms and provide feedback in assessment and instruction to individual teachers, grade level teams and staff. 5. Continue round table discussion on how Strands A and C and Higher Order Thinking questions have been incorporated into cooperative learning activities. 6. Revisit DDDM in the context of the school improvement plan. 7. Share graphic presentations of data collected. 7. Discuss in the utilization of rubrics and checklists. 	<p>Person Responsible: Literacy consultant</p> <p>Others Involved: Parents/Caregivers, Administrator, literacy facilitator, classroom teachers, Family Resource aide, content literacy coordinators</p>	<ol style="list-style-type: none"> 1. Quarterly 2. May-June 3. May-June 4. Monthly 5. Quarterly 6. Quarterly 7. Quarterly 	<p>Title I and PD funds, school website</p>