

Plan of Action – Year 1 (2006-2007)

Objective 1 - Literacy:
Strategy 1: Utilize Differentiated Instruction (DI) in order to increase the academic performance of all students

Action Steps <small>(Include all assessments, learning walks, grade or content team mtgs, SIP Data Team meetings, parent activities, quarterly progress reports, community forums, etc. in chronological order.)</small>	Person (s) Responsible <small>(Place in bold or underline the primary person responsible at the school level for each action step)</small>	Timeline <small>(Projected timeframe for completing action steps, as well as intermittent benchmark periods.)</small>	Resources & Budget <small>(Materials, grants, funds and other resources targeted to support the action step. Include technical assistance from LEA, CSDE, RESC, etc.)</small>
1st Quarter			
<p>Instruction Action Step 1.1a: Incorporate Differentiated Instruction techniques into the classroom.</p> <p>-Use strategies of behavior management for a Differentiated Classroom for teachers, novice teachers, untenured teachers, teachers identified by APs as needing these strategies</p> <p>-Use flexible grouping in lessons</p> <p>-Conduct quick pre-assessments to establish appropriately tiered instructional groups</p>	<p>Person Responsible: Mr. Burke</p> <p>Others Involved: Dianna Roberge Weaver instructional coaches, Mr. Lawes, Mr. Malizia, Dr. Jones,</p> <p>Consider: CREC behavior management consultant</p>	<p>September - November</p>	<p>Curriculum Materials CREC Behavior Management books</p>
<p>Assessment Action Step 1.1b:</p> <p>-Monitor the use of DI through teacher observations and staff evaluation process</p> <p>-Administer a staff survey or questionnaire regarding the use of DI.</p> <p>- Use focus learning walks to monitor frequency of use of targeted strategies</p> <p>- CAPT embedded assessments</p> <p>- Formative assessment</p> <p>- Conduct a pre-assessment with staff on their typical use of DI techniques such as mini tiered</p>	<p>Person Responsible: Mr. Burke</p> <p>Literacy Subcommittee</p> <p>Others Involved:</p> <p>APs, CREC, DI consultants and Teachers</p>	<p>September-November, bi-monthly lesson plans November</p> <p>September-November</p> <p>September-November September-November</p>	<p>Staff DI Survey Learning Walks Student reflection survey</p>

assessments and tiered activities			
<p>Parental Involvement Action Step 1.1c: -Conduct workshops to familiarize parents with the principles of Differentiated Instruction. Assessment: Subcommittee make sure that this is done</p>	<p>Person Responsible: Literacy Subcommittee Others Involved: CREC consultants, APs, Instructional coaches, teacher leaders and Parent Liaison/Dorothy Austin</p>	<p>Quarterly, mid-marking period</p>	<p>LCD Projector/Laptop Materials</p>
<p>Professional Development Action Step 1.1d: - Create opportunities for all instructional staff to share best practices in the development and use of DI strategies. Assessment: This should be done at faculty meetings and PD days -Provide training for teachers in the various ways that lessons can be tiered to meet the needs of individual learners</p>	<p>Person Responsible: Literacy Subcommittee Others Involved: Staff Instructional coaches, CREC consultants, lead teachers, APs</p>	<p>September-November, Monthly</p>	<p>LCD Projector/Laptop Materials</p>
2nd Quarter			
<p>Instruction Action Step 1.1e: -Incorporate Differentiated Instruction techniques into the classroom. -Continue strategies of behavior management for a Differentiated Classroom for novice teachers, untenured teachers, teachers identified by APs as needing these strategies -Use mixed-readiness and like-readiness review groups during product development (Accountable Talk) -Use effective feedback techniques to differentiate student work during product development -Administer a staff survey or questionnaire regarding the use of DI.</p>	<p>Person Responsible: Mr. Burke Teachers Others Involved: Diane Roberge Instructional coaches, lead teachers, APs</p>	<p>November – January November – January November – January January</p>	<p>Curriculum Materials CREC Professional Development books on DI Staff DI Survey</p>

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SIP Years: 2006-08

Revised August 1, 2006

<p>Assessment Action Step 1.1f: -Monitor the use of DI through teacher observations and staff evaluation process and “Focused Learning Walks.” - CAPT embedded assessments - Formative assessment</p>	<p>Person Responsible: APs Others Involved: Instructional coaches, CREC consultants and teachers</p>	<p>November – January November – January November - January</p>	
<p>Parental Involvement Action Step 1.1g: -Conduct workshops to familiarize parents with the principles of Differentiated Instruction. -Bring in relevant speakers for parents to expose them to the literacy skills demanded in various fields and job markets</p>	<p>Person Responsible: Literacy Subcommittee Others Involved: Parent Liaison Dorothy Austin</p>	<p>Quarterly, mid-marking period</p>	<p>LCD Projector /LAPTOP Materials</p>
<p>Professional Development Action Step 1.1h: -Create opportunities for all instructional staff to share best practices in the development and use of DI strategies. -Professional Development for teachers on feedback for student growth -Continued support for flexible grouping with focus on peer review of work in groups (Accountable Talk for group work)</p>	<p>Person Responsible: Literacy Subcommittee Others Involved: Instructional coaches and CREC consultants</p>	<p>November - January November – January November - January</p>	<p>LCD Projector/Laptop Materials</p>

3rd Quarter			
<p>Instruction Action Step 1.1i: - Incorporate Differentiated Instruction techniques into the classroom -Provide advanced organizers to guide note taking by students -Use a variety of summarizing strategies -Continue strategies of behavior management for a Differentiated Classroom for novice teachers, untenured teachers, teachers identified by APs as needing these strategies -Continue mixed-readiness and like readiness review groups during product development (Accountable Talk) -Continue effective feedback techniques to differentiate student work during product development -Administer a staff survey or questionnaire regarding the use of DI.</p>	<p>Person Responsible: Mr. Burke, Teachers Others Involved: CREC consultants</p>	<p>January – April January – April January – April January – April April</p>	<p>Curriculum Materials CREC <i>Classroom Instruction that Works</i> <i>The Handbook for Classroom Instruction that Works</i> Staff DI Survey</p>
<p>Assessment Action Step 1.1j: -Administer a staff survey or questionnaire regarding the use of DI. -Monitor the use of DI through teacher observations and staff evaluation process and “Focused Learning Walks.” - CAPT embedded assessments - Formative assessment -Develop and administer a student survey on DI</p>	<p>Person Responsible: APs Others Involved: Instructional coaches, CREC consultants and teachers</p>	<p>January – April January – April January – April: ongoing January - April</p>	<p>Survey Questionnaire</p>
<p>Parental Involvement Action Step 1.1k: -Expand parent workshops to include activities such as student product fairs, and workshops on oral histories and community histories</p>	<p>Person Responsible: Literacy Subcommittee Others Involved: Parent Liaison - Dorothy Austin</p>	<p>Quarterly, mid-marking period</p>	<p>LCD Projector/Laptop Materials</p>
<p>Professional Development Action Step 1.1l: -Have teachers submit examples of best practices in lesson units that infuse the DI strategies, and come together to look at the examples using a rubric for</p>	<p>Person Responsible: Literacy Subcommittee Others Involved: Staff,</p>	<p>January – April: ongoing</p>	<p>LCD Projector / LAPTOP Materials</p>

<p>submission expectations</p> <ul style="list-style-type: none"> -Professional Development for teachers on feedback for student growth -Continued support for flexible grouping with focus on peer review of work in groups (Accountable Talk for group work) 	<p>Instructional coaches and CREC consultants</p>	<p>January – April January - April</p>	
4th Quarter			
<p>Instruction Action Step 1.1m:</p> <ul style="list-style-type: none"> -Incorporate Differentiated Instruction techniques into the classroom <ul style="list-style-type: none"> -Core vocabulary instruction and assessment for DI -Identify and promote lesson planning strategies that support teacher use of DI -Continue strategies of behavior management for a Differentiated Classroom for novice teachers, untenured teachers, teachers identified by APs as needing these strategies -Continue mixed-readiness and like readiness review groups during product development (Accountable Talk) -Continue effective feedback techniques to differentiate student work during product development 	<p>Person Responsible: Mr. Burke Teachers</p> <p>Others Involved: APs, Instructional Coaches, CREC Consultants</p>	<p>April – June</p> <p>April – June</p> <p>April – June</p> <p>April – June</p> <p>April - June</p>	<p>Curriculum Materials CREC Professional Resource: Building Background Knowledge by Bob Marzano</p>
<p>Assessment Action Step 1.1n:</p> <ul style="list-style-type: none"> -Monitor the use of DI through teacher observations and staff evaluation process and “Focused Learning Walks.” - CAPT embedded assessments - Formative assessment -Identify and promote lesson planning strategies that support teacher use of DI - Administer a staff survey or questionnaire regarding the use of DI. 	<p>Person Responsible: APs</p> <p>Others Involved: Instructional coaches, CREC consultants and teachers</p>	<p>April – June</p> <p>April – June</p> <p>April – June, Bi-monthly</p> <p>June</p>	<p>Staff DI Survey</p>

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<p>Parental Involvement Action Step 1.1o: - Conduct workshops to familiarize parents with the principles of Differentiated Instruction</p>	<p>Person Responsible: Literacy Subcommittee Others Involved: Parent Liaison - Dorothy Austin</p>	<p>Quarterly</p>	<p>LCD Projector/Laptop Materials</p>
<p>Professional Development Action Step 1.1p: -Create opportunities for all instructional staff to share best practices in the development and use of DI strategies -PD in the area of building background knowledge through vocabulary focus -Initiate training in Academic Review process -Provide opportunities for faculty to work in small groups with a teacher who has demonstrated proficient DI integration skills</p>	<p>Person Responsible: Literacy Subcommittee Others Involved: Staff, Instructional coaches and CREC consultants</p>	<p>April – June, Monthly April – June, monthly staff meetings May</p>	<p>LCD Projector/Laptop Materials</p>

Plan of Action – Year 1 (2006-2007)

Objective 1 - Literacy:

Strategy 2: Provide students with the skills necessary to plan, develop, edit and revise a stance, opinion or point of view.

Action Steps (Include all assessments, learning walks, grade or content team mtgs, SIP Data Team meetings, parent activities, quarterly progress reports, community forums, etc. in chronological order.)	Person (s) Responsible (Place in bold or underline the primary person responsible at the school level for each action step)	Timeline (Projected timeframe for completing action steps, as well as intermittent benchmark periods.)	Resources & Budget (Materials, grants, funds and other resources targeted to support the action step. Include technical assistance from LEA, CSDE, RESC, etc.)
1st Quarter			
Instruction Action Step 1.2a: -Create a committee to develop relevant writing prompts and passages for editing and revising. -Use department, SLC, and data team meetings for the purposes of debriefing test results and identifying students in need of additional support	Person Responsible: English Teachers/Curriculum Coordinators .	August September - November	-A Teacher’s Guide to Performance-Based Learning and Assessment. -Dr. Mary Mackley – Director of Connecticut Writing Project -Writing Materials -Stipend for Staff
Assessment Action Step 1.2b -Generic content-related rubrics -Formative assessment -CAPT embedded assessment	Person Responsible: Teacher/Asst. Principal	September – November September – November September - November	
Parental Involvement Action Step 1.2c: -Provide mini-workshops on the writing prompts and the editing/revising passages during Open House/PTO meetings. -Provide a presentation for parents regarding the importance of reading strategies in the development of proficient readers and writers. Assessment: Do an evaluation at end of program	Person Responsible: Facilitator Others Involved: Parent Liaison/Literacy Subcommittee	September September - November	Overhead Projector Hand-out materials
Professional Development Action Step 1.2d: - Provide additional training for instructional staff in editing/revising and in the effective use of writing prompts in the classroom. -Provide generic content-related rubrics	Person Responsible: Bd. Of Ed/Facilitator Others Involved: Staff	August August	HBOE Curriculum Dept

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-Provide content-related graphic organizers		August	
2nd Quarter			
Instruction Action Step 1.2e: -Create committees to in-service staff on the use of writing prompts and on the use of written passages for editing/revising.	Person Responsible: Assistant Principal Others Involved: Teachers	November-January	Writing prompts
Assessment Action Step 1.2f: -Generic content-related rubrics -Content-related graphic organizers -Formative assessment -CAPT embedded assessment	Person Responsible: Teacher Others Involved: APs	November-January November-January November-January November-January	
Parental Involvement Action Step 1.2g: -Provide mini-workshops on the writing prompts and editing/revising tasks during PTO meetings. -Provide a presentation for parents regarding the importance of reading strategies in the development of proficient readers and writers.	Person Responsible: Dorothy Austin Teacher Others Involved: PTO	November-January November-January	Hand-out materials
Professional Development Action Step 1.2h: - Provide training for instructional staff in the use of before-reading, during-reading and after-reading strategies. -Determine main ideas in text -Differentiate between fact and opinion -Identify supporting details -Evaluate author's craft/style -Making meaningful connection to text	Person Responsible: BD of Ed/Facilitator Others Involved: Staff	Quarterly	HBOE Curriculum Dept

3rd Quarter			
<p>Instruction Action Step 1.2i: -Begin using pre-reading, during-reading, and after-reading strategies in the classroom i.e. Anticipation Guides, Active Reading – Observe, Predict, Clarify, Question, Evaluate/Reflect and Text Rendering</p>	<p>Person Responsible: APs Others Involved: Teachers</p>	<p>January - April</p>	<p>Writing Prompts</p>
<p>Assessment Action Step 1.2j: -Generic content-related rubrics -Content-related graphic organizers -Maintain writing portfolios in all content areas (Representative work will include bell-work, journals, writing drafts, essays, projects/research, baseline assessments) -Formative assessment -CAPT embedded assessment</p>	<p>Person Responsible: Teachers Others Involved: APs</p>	<p>January – April January – April January – April January - April</p>	<p>Sample of student work</p>
<p>Parental Involvement Action Step 1.2k: -Provide mini-workshops on the writing prompts and tasks used for editing/revising PTO meetings. -Provide a presentation for parents regarding the importance of reading strategies in the development of proficient readers and writers.</p>	<p>Person Responsible: Teachers Others Involved:</p>	<p>January – April January - April</p>	<p>Hand-out materials</p>
<p>Professional Development Action Step 1.2l: -Provide training for instructional staff in the use of before-reading, during-reading and after-reading strategies. -Identify supporting details -Evaluate author’s craft/style</p>	<p>Person Responsible: BD of Ed/Facilitator Others Involved:</p>	<p>Quarterly / PD</p>	<p>HBOE/Curriculum Dept</p>

4th Quarter			
<p>Instruction Action Step 1.2m: -Assess use of pre-reading, during-reading, and after-reading strategies using graphic organizers, independent responses, open-ended responses, and summaries.</p>	<p>Person Responsible: APs Others Involved:</p>	<p>April - June</p>	<p>Writing Prompts</p>
<p>Assessment Action Step 1.2n: -Generic content-related rubrics -Content-related graphic organizers -Maintain writing portfolios in all content areas (Representative work will include bell-work, journals, writing drafts, essays, projects/research, baseline assessments) -Formative assessment -CAPT embedded assessment</p>	<p>Person Responsible: Teachers/Asst. Principal Others Involved:</p>	<p>April - June</p>	<p>Sample of student work</p>
<p>Parental Involvement Action Step 1.2o: -Provide mini-workshops on the writing prompts and tasks used for editing/revising during Open House/PTO meetings. -Provide a presentation for parents regarding the importance of reading strategies in the development of proficient readers and writers.</p>	<p>Person Responsible: Teachers Others Involved:</p>	<p>May</p>	<p>Sample of student work</p>
<p>Professional Development Action Step 1.2p: - Provide training for instructional staff in the use of before-reading, during-reading and after-reading strategies. -Making meaningful connection to text</p>	<p>Person Responsible: Board of Education Facilitator Others Involved:</p>	<p>April - June</p>	