

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

**Objective 1 - Literacy: Students will show 15% growth in literacy achievement as measured by the SRI, Foresight, Writing Prompt, DRA, DRP, Fast Track Phonics, Curriculum Assessments, and the Connecticut Mastery Test by the end of the 2006-2007.**

**Strategy 1: Staff will effectively implement Marzano’s Highly Effective Research Based Strategies for increasing student achievement during literacy 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: Teachers will indicate use of Marzano’s Strategies being used in lesson plans books and evidence of implementation will be observable in classroom.</b>	Person Responsible: Classroom Teachers Others Involved: Administrators	September: Cooperative Learning October: Cooperative Learning November: Cooperative Learning	Administrators, Grade Level Teams
<b>Assessment Action Step 1.1b: Observable of use of Marzano’s Strategies will be evident in classrooms, Baseline literacy data will be established in grades 2-8 after administering SRI. K and grade 1 baseline data will be established using Fast Track Phonics/Curriculum Assessments.</b>	Person Responsible: Classroom Teachers Others Involved: Administrators, Data Teams, Grade Level Teams	September: Cooperative Learning October: Cooperative Learning November: Cooperative Learning	Administrators, colleagues, Grade level teams, Lead Principal, SFA District curriculum materials, resources on Marzano’s Highly Effective Research-based Strategies, Title I funding
<b>Parental Involvement Action Step 1.1c: Parents will be informed of Marzano’s Strategies during PTO meetings and Open House.</b>	Person Responsible: Administrators and parents  Others Involved: FRA, staff, PTO Officers	Open House: Parents will be given an overview of all Marzano’s strategies. Specific strategies discussed at PTO Meetings: September: Cooperative Learning October: Cooperative Learning November: Cooperative Learning	Administrators, FRA, Community Support, Corporate Partners
<b>Professional Development Action Step 1.1d: Presentation to be made to teachers on Marzano’s Strategies. Teachers will be presented with an overview of all nine strategies. A building-wide plan of implementation will be put in place for monthly focus for implementation as follows: September: Cooperative Learning</b>	Person Responsible: Administrators  Others Involved: Lead Principal, Teachers, Literacy Facilitators, Bilingual Department	August Professional Development Days for overview of all nine strategies. These strategies will be implemented over the next two years. Marzano Strategies will be rolled as follows: <ul style="list-style-type: none"> <li>• September: Cooperative Learning with Academic</li> </ul>	Technical assistance with Lead Principal, Literacy Facilitator, C.O. Literacy Staff  Budget to provide substitutes to cover classes while teachers participate in Learning Walks and meet for Academic Review

School: West Middle  
Revised August 1, 2006

Principal: Michael Emmett

SIP Years: 2006 - 2008

<p><b>October: Cooperative Learning</b>  <b>November: Cooperative Learning</b>  <b>December: Identifying similarities and differences</b>  <b>January: Identifying similarities and differences</b>  <b>February: Identifying similarities and differences</b>  <b>March: Summarizing and note taking</b>  <b>April: Summarizing and note taking</b>  <b>May: Summarizing and note taking</b>  <b>June: Review of successes and next steps</b>  <b>One staff meeting per month will be devoted to sharing successes and learning more about implementation of the strategy currently in focus.</b></p>		<p>Review September 29<sup>th</sup> to monitor implementation.</p> <ul style="list-style-type: none"> <li>October: Cooperative Learning with a Learning Walk on October 13<sup>th</sup> and Academic Review October 27<sup>th</sup> to monitor implementation.</li> <li>November: Cooperative Learning with a Learning Walk on November 9<sup>th</sup> and Academic Review November 17<sup>th</sup> to monitor implementation.</li> </ul>	
<b>2<sup>nd</sup> Quarter</b>			
<p><b>Instruction Action Step 1.1e: Teachers will intentionally refine application and implementation of the first identified Marzano's Strategies with respect to specific literacy strands being taught and will begin implementation of the second identified strategy.</b></p>	<p>Person Responsible: Classroom teachers  Others Involved: Administrators, Data Teams, Literacy facilitators</p>	<p>December: Identifying similarities and differences  January: Identifying similarities and differences  February: Identifying similarities and differences</p>	<p>Administrators, District literacy curriculum materials, resources on Marzano's Highly Effective Research-based Strategies, Grade Level teams</p>
<p><b>Assessment Action Step 1.1f: Student academic review held to review student achievement and get input from teachers as to most effective of Marzano's Strategies</b></p>	<p>Person Responsible: Classroom teachers  Others Involved: Administrators, Data Teams, Grade Level Teams, Literacy facilitators, Support Staff</p>	<p>December: Identifying similarities and differences  January: Identifying similarities and differences  February: Identifying similarities and differences</p>	<p>C.O. Literacy Staff, Literacy Facilitators, Bilingual Department, IT Support</p>
<p><b>Parental Involvement Action Step 1.1g: Share baseline data during PTO, School Improvement Team Meetings, Post on Channel 19, and in School Newsletter.</b></p>	<p>Person Responsible: Administrators, teachers, and students  Others Involved: parents, FRA, PTO Officers</p>	<p>December: Identifying similarities and differences  January: Identifying similarities and differences  February: Identifying similarities and differences</p>	<p>Administrators, Teachers, Community Support, Corporate Partners</p>

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Revised August 1, 2006

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<p><b>Professional Development Action Step 1.1h: Learning Walks and Academic Reviews held each month with a focus on implementation of Marzano's Strategies</b></p>	<p>Person Responsible: Administrators</p> <p>Others Involved: Data Teams, Staff members, Teachers, Lead Principal</p>	<p>December: Identifying similarities and differences with Learning Walks on the 8<sup>th</sup> and Academic Review on the 22<sup>nd</sup></p> <p>January: Identifying similarities and differences with Learning Walks on the 12<sup>th</sup> and Academic Review on the 26<sup>th</sup></p> <p>February: Identifying similarities and differences with Academic Review on the 16<sup>th</sup>.</p>	<p>Lead Principal</p> <p>Budget to provide substitutes to cover classes while teachers participate in Learning Walks and Academic Review.</p>
<p><b>3<sup>rd</sup> Quarter</b></p>			
<p><b>Instruction Action Step 1.1i: Teachers will intentionally refine application and implementation of Marzano' Strategies introduced during the first two quarters of the year with respect to specific literacy strands being taught and will begin implementation of the next identified strategy.</b></p>	<p>Person Responsible: Classroom teachers</p> <p>Others Involved: Administrators, Data Teams, Literacy facilitators</p>	<p>February: continued Identifying Similarities and Differences</p> <p>March: Summarizing and Note taking</p> <p>April: Summarizing and Note taking</p>	<p>Administrators, District literacy curriculum materials, resources on Marzano's Highly Effective Research-based Strategies, Grade Level teams</p>
<p><b>Assessment Action Step 1.1j: Administer district assessments, analyze results and adjust instruction</b></p>	<p>Person Responsible: Classroom teachers</p> <p>Others Involved: Administrators, Data Teams, Literacy Facilitators, Support Staff, Bilingual Department</p>	<p>February: continued Identifying Similarities and Differences</p> <p>March: Summarizing and Note taking</p> <p>April: Summarizing and Note taking</p>	<p>C.O. Literacy Staff, Literacy Facilitators, Bilingual Department, IT Support</p>
<p><b>Parental Involvement Action Step 1.1k: Share data during PTO, School Improvement Team Meetings, Post on Channel 19, and in School Newsletter.</b></p>	<p>Person Responsible: Administrators, teachers and students</p> <p>Others Involved: FRA, staff, parents, PTO Officers</p>	<p>Specific strategies presented and discussed during PTO meetings:</p> <p>February: continued Identifying Similarities and Differences</p> <p>March: Summarizing and Note taking</p> <p>April: Summarizing and Note taking</p>	<p>Administrators, Teachers, Community Support, Corporate Partners</p>
<p><b>Professional Development Action Step 1.1l: Learning Walk with a focus on use of Marzano's Strategies</b></p>	<p>Person Responsible: Administrators</p> <p>Others Involved: Teachers, Lead Principal</p>	<p>February: continued Identifying Similarities and Differences</p> <p>March: Summarizing and Note taking</p> <p>April: Summarizing and Note taking</p>	<p>Lead Principal</p> <p>Budget to provide substitutes to cover classes while teachers participate in Learning Walks and Academic Review.</p>

<b>4<sup>th</sup> Quarter</b>			
<p><b>Instruction Action Step 1.1m: Teachers will intentionally refine application and implementation of Marzano's Strategies with respect to specific literacy strands being taught. Administration and staff members will identify specific strategies needing additional support.</b></p>	<p>Person Responsible: Classroom teachers Others Involved: Administrators, Data Teams, curriculum facilitators</p>	<p>April: Summarizing and Note taking (continued) May: Summarizing and Note taking June: Review of successes and next steps</p>	<p>Administrators, District literacy curriculum materials, resources on Marzano's Highly Effective Research-based Strategies, Grade Level teams</p>
<p><b>Assessment Action Step 1.1n: Student Academic Review held to review student achievement over the school year.</b></p>	<p>Person Responsible: Classroom teachers Others Involved: Administrators, Data Teams, curriculum facilitators</p>	<p>April: Summarizing and Note taking (continued) May: Summarizing and Note taking June: Review of successes and next steps</p>	<p>C.O. Literacy Staff, Literacy Facilitators, Bilingual Department, IT Support</p>
<p><b>Parental Involvement Action Step 1.1o: Share new assessment data during PTO and School Improvement Team Meetings</b></p>	<p>Person Responsible: Administrators, teachers and students  Others Involved: parents, FRA, staff, PTO Officers</p>	<p>April: Summarizing and Note taking (continued) May: Summarizing and Note taking June: Review of successes and next steps</p>	<p>Administrators, Teachers, Community Support, Corporate Partners</p>
<p><b>Professional Development Action Step 1.1p: Learning Walk with a focus on use of Marzano's Strategies and identification of those strategies needing more support.</b></p>	<p>Person Responsible: Administrators  Others Involved: Data Teams, Staff members, parents, community partners, corporate support, district resources</p>	<p>April: Summarizing and Note taking (continued) May: Summarizing and Note taking June: Review of successes and next steps</p>	<p>Lead Principal Budget to provide substitutes to cover classes while teachers participate in Learning Walks and Academic Review.</p>

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**Objective 1 - Literacy: Students will show 15% growth in literacy achievement as measured by the SRI, Foresight, Writing Prompt, DRA, DRP, Fast Track Phonics, Curriculum Assessments, and the Connecticut Mastery Test by the end of the 2006-2007.**

**Strategy 2: Staff will effectively implement the focus Principles of Learning, i.e., Clear Expectations, Recognition of Accomplishment, Academic Rigor and Accountable Talk**

<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: Teachers will demonstrate use of Clear Expectations during literacy instruction.</b>	Person Responsible: Teachers  Others Involved: Administrators	Ongoing September through November	Administrators, Grade Level Team
<b>Assessment Action Step 1.2b: Observation of use of Clear Expectations will be evident in classrooms, Baseline literacy data will be established for grades 2-7 after administering the SRI. K and grade 1 data will be established using Fast Track Phonics/Curriculum Assessments.</b>	Person Responsible: Teachers  Others Involved: Administrators Grade Level Teams	Monthly Learning Walks held beginning in October to monitor implementation of Clear Expectations.  Monthly Academic Review Meetings held beginning in October to monitor effectiveness of that implementation.  Ongoing informal observations by administrators with feedback provided to teachers.	Administrators, colleagues, Grade Level Team, Lead Principal, C.O. Literacy Facilitators
<b>Parental Involvement Action Step 1.2c: Parents will be introduced to POLs during PTO Meetings, Open House, Posting on Channel 19 and Parent Newsletter</b>	Person Responsible: Administrators, Teachers, Students  Others Involved: Parents, FRA, PTO officers	September: Provide overview of all four POLs  Focus on Clear Expectations September through November.	Administrators, FRA, Community Support, Corporate Partners.
<b>Professional Development Action Step 1.2d: Review and refinement of implementation of POLs. A building-wide plan of implementation will be as follows: 1<sup>st</sup> Quarter: Clear Expectations 2<sup>nd</sup> Quarter: Academic Rigor 3<sup>rd</sup> Quarter: Recognition of Accomplishments 4<sup>th</sup> Quarter: Accountable Talk</b>	Person Responsible: Administrators  Others Involved: Lead Principal, Teachers, Literacy Facilitators	August Professional Development Days: Overview of four focus POLs POL Focus per quarter: <b>1<sup>st</sup> Quarter: Clear Expectations</b> <b>2<sup>nd</sup> Quarter: Academic Rigor</b> <b>3<sup>rd</sup> Quarter: Recognition of Accomplishments</b> <b>4<sup>th</sup> Quarter: Accountable Talk</b>	Technical assistance from Lead Principal, Literacy Facilitators, C.O. Literacy Staff.

<b>2nd Quarter</b>			
<p><b>Instruction Action Step 1.2e: Teachers will intentionally refine application and implementation of Clear Expectations and will add Academic Rigor with respect to specific literacy strands being taught.</b></p>	<p>Person Responsible: Teachers  Others Involved: Literacy Facilitators, Administrators</p>	<p>November through January: Academic Rigor</p>	<p>Administrators, Grade Level Teams</p>
<p><b>Assessment Action Step 1.2f: Student Academic Review held to review student achievement and get more input from teachers as to most effective of POLs</b></p>	<p>Person Responsible: Teachers  Others Involved: Data Teams, Grade Level Teams, Literacy Facilitators, Administrators, Support Staff</p>	<p>Monthly Learning Walks will be continued to be held to monitor implementation of Academic Rigor. Monthly Academic Review Meetings will be continued to be held to monitor effectiveness of that implementation. Ongoing informal observations by administrators with feedback provided to teachers.</p>	<p>C.O. Literacy Staff, Literacy Facilitators, IT Support</p>
<p><b>Parental Involvement Action Step 1.2g: Share new assessment data during PTO and School Improvement Meetings. Update Parents as to the effectiveness Clear Expectations and the implementation of Academic Rigor during monthly PTO meetings</b></p>	<p>Person Responsible: Administrators, Teachers, Students  Others Involved: PTO officers, FRA, Parents</p>	<p>November through January: Academic Rigor</p>	<p>Administrators, Teachers, Community Support, Corporate Partners</p>
<p><b>Professional Development Action Step 1.2h: Review successes of implementation of Clear Expectations and Academic Rigors</b></p>	<p>Person Responsible: Administrators  Others Involved: Teachers, Lead Principal</p>	<p>January PD: Recognition of Accomplishments presented to prepare staff for 3<sup>rd</sup> quarter focus.</p>	<p>Lead Principal</p>
<b>3<sup>rd</sup> Quarter</b>			
<p><b>Instruction Action Step 1.2i: Teachers will intentionally refine application and implementation of POLs with respect to specific literacy strands being taught.</b></p>	<p>Person Responsible: Teachers  Others Involved: Literacy Facilitators, Administrators</p>	<p>January through March: Recognition of Accomplishments</p>	<p>Administrators, Grade Level Teams</p>
<p><b>Assessment Action Step 1.2j: Student Academic Review held to review student achievement and get more input from teachers as to most effective of POLs Continue monthly Learning Walks and Academic Review Meetings.</b></p>	<p>Person Responsible: Teachers  Others Involved: Data Teams, Grade Level Teams, Literacy Facilitators, Administrators, Support Staff</p>	<p>Monthly Learning Walks will be continued to be held to monitor implementation of Recognition of Accomplishments. Monthly Academic Review Meetings will be continued to be held to monitor effectiveness of that implementation. Ongoing informal observations by administrators with feedback provided to teachers</p>	<p>C.O. Literacy Staff, Literacy Facilitators, IT Support</p>

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<p><b>Parental Involvement Action Step 1.2k: Share new assessment data during PTO and School Improvement Meetings.</b> <b>Update Parents as to the effectiveness Clear Expectations and the implementation of Academic Rigor during monthly PTO meetings</b></p>	<p>Person Responsible: Administrators, Teachers, Students</p> <p>Others Involved: PTO officers, FRA, Parents</p>	<p>January through March: Recognition of Accomplishments</p>	<p>Administrators, Teachers, Community Support, Corporate Partners</p>
<p><b>Professional Development Action Step 1.2i: Review successes of implementation of Clear Expectations, Academic Rigors, and Recognition of Accomplishments</b> <b>Prepare staff for next steps with Accountable Talk</b></p>	<p>Person Responsible: Administrators</p> <p>Others Involved: Teachers, Lead Principal</p>	<p>February PD: Accountable Talk presented to prepare staff for 4<sup>th</sup> quarter focus.</p>	<p>Lead Principal</p>
<b>4th Quarter</b>			
<p><b>Instruction Action Step 1.2m: Teachers will intentionally refine application and implementation of POLs with respect to specific literacy strands being taught.</b></p>	<p>Person Responsible: Teachers</p> <p>Others Involved: Literacy Facilitators, Administrators</p>	<p>April through June: Accountable Talk</p>	<p>Administrators, Grade Level Teams</p>
<p><b>Assessment Action Step 1.2n: Student Academic Review held to review student achievement over the year to determine effectiveness of implemented POLs.</b></p>	<p>Person Responsible: Teachers</p> <p>Others Involved: Data Teams, Grade Level Teams, Literacy Facilitators, Administrators, Support Staff</p>	<p>Monthly Learning Walks will be continued to be held to monitor implementation of Accountable Talk. Monthly Academic Review Meetings will be continued to be held to monitor effectiveness of that implementation. Ongoing informal observations by administrators with feedback provided to teachers</p>	<p>C.O. Literacy Staff, Literacy Facilitators, IT Support</p>
<p><b>Parental Involvement Action Step 1.2o: Share new assessment data during PTO and School Improvement Team Meetings</b></p>	<p>Person Responsible: Administrators, Teachers, Students</p> <p>Others Involved: PTO officers, FRA, Parents</p>	<p>April through June: Accountable Talk</p>	<p>Administrators, Teachers, Community Support, Corporate Partners</p>
<p><b>Professional Development Action Step 1.2p: Learning Walk with a focus on implementation of targeted POLs</b></p>	<p>Person Responsible: Administrators</p> <p>Others Involved: Teachers, Lead Principal</p>	<p>April: Learning Walk</p>	<p>Lead Principal</p>

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**Strategy 3: Staff will effectively implement differentiation in instruction to meet the needs of all students in order to increase student achievement in the area of literacy.**

<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: Teachers will begin to develop resources based on PD on differentiation during their literacy lessons and their literacy homework.</b>	Person Responsible: Teachers  Others Involved: Administrators, Grade Level Teams	September: Gathering of Resources October: Implementation of Strategies November: Analysis of Strategy Implementation	Administrators, Grade Level Team, District Staff with expertise in Differentiation, District Staff with expertise in ELL strategies.
<b>Assessment Action Step 1.3b: Teachers will demonstrate use of differentiation during literacy instruction and with literacy assignments, homework and class assessments.</b>	Person Responsible: Teachers  Others Involved: Administrators, Grade Level Teams	September: Gathering of Resources October: Implementation of Strategies November: Analysis of Strategy Implementation	Administrators, colleagues, Grade Level Teams, Lead Principal, Text <u>Differentiation In Practice</u> –Carol Ann Tomlinson
<b>Parental Involvement Action Step 1.3c: Presentations will be made during PTO Meetings and September Open House.</b>	Person Responsible: Teachers, Administrators, Students  Others Involved: Parents, PTO, Literacy Facilitators	PTO Meetings in September, October, and November  September Open House	Administrators, FRA, Community Support, Corporate Partners
<b>Professional Development Action Step 1.3d:</b> <b>1. Presentations will be made to staff on differentiated instruction strategies for literacy.</b> <b>2. Collaboration Meetings will include time dedicated to teacher collaboration on professional development of differentiated lesson possibilities for literacy instruction.</b>	Person Responsible: Administrators  Others Involved: Lead Principal, Teachers, Literacy Facilitators	1. August Professional Development Days 2. Collaboration Meetings during September, October, and November	Technical Assistance from Lead Principal, Literacy Facilitators, C.O. Staff

<b>2<sup>nd</sup> Quarter</b>			
<p><b>Instruction Action Step 1.3e: Teachers will refine their strategies developed for literacy instruction that reaches all levels of students.</b></p>	<p>Person Responsible: Teachers</p> <p>Others Involved: Administrators, Grade Level Teams</p>	<p>December: Adjustments to instruction and implementation based on findings</p> <p>January: Implementation of next differentiated strategy</p> <p>February; Analysis of Strategy Implementation</p>	<p>Administrators, Grade Level Team, District Staff with expertise in Differentiation, District Staff with expertise in ELL strategies.</p>
<p><b>Assessment Action Step 1.3f: Teachers will demonstrate use of differentiation during literacy instruction and with literacy assignments, homework and class assessments.</b></p>	<p>Person Responsible: Teachers</p> <p>Others Involved: Administrators, Grade Level Teams</p>	<p>December; Adjustments to instruction and implementation based on findings</p> <p>January: Implementation of next differentiated strategy</p> <p>February: Analysis of Strategy Implementation</p>	<p>Administrators, colleagues, Grade Level Teams, Lead Principal, Text <u>Differentiation In Practice</u> –Carol Ann Tomlinson</p>
<p><b>Parental Involvement Action Step 1.3g: Updates on the success of literacy instruction with the intentional use of differentiated instruction will be presented to parents during PTO meetings.</b></p>	<p>Person Responsible: Teachers, Administrators, Students</p> <p>Others Involved: Parents, PTO, Literacy Facilitators</p>	<p>PTO Meetings in December, January, and February.</p>	<p>Administrators, FRA, Community Support, Corporate Partners</p>
<p><b>Professional Development Action Step 1.3h:</b></p> <ol style="list-style-type: none"> <li>1. Resource persons will provide embedded PD to grade level teams with expertise in differentiated instruction.</li> <li>2. Collaboration Meetings will continue to include time dedicated to teacher collaboration on development of differentiated lesson possibilities for literacy instruction.</li> </ol>	<p>Person Responsible: Administrators</p> <p>Others Involved: Lead Principal, Teachers, Literacy Facilitators</p>	<ol style="list-style-type: none"> <li>1. February Professional Development Day</li> <li>2. Collaboration Meetings during December, January, and February.</li> </ol>	<p>Technical Assistance from Lead Principal, Literacy Facilitators, C.O. Staff</p>

<b>3<sup>rd</sup> Quarter</b>			
<p><b>Instruction Action Step 1.3i: Teachers will continue to refine their strategies developed for literacy instruction that reaches a diverse group of learners.</b></p>	<p>Person Responsible: Teachers</p> <p>Others Involved: Administrators, Grade Level Teams</p>	<p>February: Analysis of Strategy Implementation</p> <p>March: Adjustments to instruction and implementation based on findings</p> <p>April: Implementation of next differentiated strategy</p>	<p>Administrators, Grade Level Team, District Staff with expertise in Differentiation, District Staff with expertise in ELL strategies.</p>
<p><b>Assessment Action Step 1.3j: Teachers will continue to demonstrate use of differentiation during literacy instruction and with literacy class assignments, homework, and class assessments. Student data will be gathered, analyzed for trends and instruction will be adjusted accordingly.</b></p>	<p>Person Responsible: Teachers</p> <p>Others Involved: Administrators, Grade Level Teams</p>	<p>February: Analysis of Strategy Implementation</p> <p>March: Adjustments to instruction and implementation based on findings</p> <p>April: Implementation of next differentiated strategy</p>	<p>Administrators, colleagues, Grade Level Teams, Lead Principal, Text <u>Differentiation In Practice</u> –Carol Ann Tomlinson</p>
<p><b>Parental Involvement Action Step 1.3k: Updates on the success of literacy instruction with the intentional use of differentiated instruction will be presented to parents during PTO meetings.</b></p>	<p>Person Responsible: Teachers, Administrators, Students</p> <p>Others Involved: Parents, PTO, Literacy Facilitators</p>	<p>PTO Meetings in February, March, and April</p>	<p>Administrators, FRA, Community Support, Corporate Partners</p>
<p><b>Professional Development Action Step 1.3l: PD sessions will include presentations for differentiated instruction to meet needs identified by teachers as they have implemented strategies learned so far. Collaboration Meetings will continue to include time dedicated to teacher collaboration on development of differentiated lesson possibilities for literacy instruction.</b></p>	<p>Person Responsible: Administrators</p> <p>Others Involved: Lead Principal, Teachers, Literacy Facilitators</p>	<p>1. February Professional Development Day</p> <p>2 Collaboration Meetings during February, March, and April</p>	<p>Technical Assistance from Lead Principal, Literacy Facilitators, C.O. Staff</p>

<b>4<sup>th</sup> Quarter</b>			
<p><b>Instruction Action Step 1.3m: Teachers will continue to refine their strategies developed for literacy instruction that reaches a diverse group of learners.</b></p>	<p>Person Responsible: Teachers  Others Involved: Administrators, Grade Level Teams</p>	<p>April: Implementation of next strategy (cont) May: Adjustments to instruction based on findings June: Analysis of Strategy Implementation</p>	<p>Administrators, Grade Level Team, District Staff with expertise in Differentiation, District Staff with expertise in ELL strategies.</p>
<p><b>Assessment Action Step 1.3n: Teachers will continue to demonstrate use of differentiation during literacy instruction and with literacy class assignments, homework, and class assessments. Student data will be gathered, analyzed for trends and instruction will be adjusted accordingly.</b></p>	<p>Person Responsible: Teachers  Others Involved: Administrators, Grade Level Teams</p>	<p>April: Implementation of next strategy (cont) May: Adjustments to instruction based on findings June: Analysis of Strategy Implementation</p>	<p>Administrators, colleagues, Grade Level Teams, Lead Principal, Text <u>Differentiation In Practice</u> –Carol Ann Tomlinson</p>
<p><b>Parental Involvement Action Step 1.3o: Updates on the success of literacy instruction with the intentional use of differentiated instruction will be presented to parents during PTO meetings.</b></p>	<p>Person Responsible: Teachers, Administrators, Students  Others Involved: Parents, PTO, Literacy Facilitators</p>	<p>PTO Meetings in April, May, and June</p>	<p>Administrators, FRA, Community Support, Corporate Partners</p>
<p><b>Professional Development Action Step 1.3p: PD sessions will include presentations for differentiated instruction to meet needs identified by teachers as they have implemented strategies learned so far. Collaboration Meetings will continue to include time dedicated to teacher collaboration on development of differentiated lesson possibilities for literacy instruction.</b></p>	<p>Person Responsible: Administrators  Others Involved: Lead Principal, Teachers, Literacy Facilitators</p>	<ol style="list-style-type: none"> <li>1. Two 3-hour PD sessions dates TBD, which follows observation of instruction during the morning.</li> <li>2. Collaboration Meetings during April May and June</li> </ol>	<p>Technical Assistance from Lead Principal, Literacy Facilitators, C.O. Staff</p>