

Plan of Action – Year 1 (2006-2007)

Objective 2: Students will show 15% growth in math achievement as measured by Math Chapter/Unit Assessment, Hartford Math Strand Assessment, and the Connecticut Mastery Test by the end of each school year.

Strategy 1: Staff will effectively implement Cooperative Learning and Identifying Similarities and Differences, two of Marzano’s Highly Effective Research-Based Strategies for Increasing Student Achievement during math instruction.

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 2.1a: Teachers will indicate intentional use of Cooperative Learning being used in lesson plan books and evidence of implementation will be observable in the classroom.	Person Responsible: <u>Teachers</u> Others Involved: Administrators	<u>September:</u> All teachers will implement the SFA Getting Along Together Curriculum thoroughly with their homeroom group. <u>October through November:</u> Cooperative learning will be a planned component for math instruction	Administrators, Grade Level Teams
Assessment Action Step 2.1b: Observation of Cooperative Learning will be evident in classrooms during math instruction Baseline math data will be established for grades 2 – 7 after administering the HMSA. K and grade 1 baseline data will be established using Math Chapter/Unit Assessments	Person Responsible: <u>Teachers</u> Others Involved: Administrators, Grade Level Teams, Math Facilitator	<u>September:</u> Implementation of Cooperative Learning will be the focus of Academic Review at the end of the month <u>October:</u> Implementation of Cooperative Learning will be the focus of a Learning Walk mid-October <u>November:</u> Implementation of Cooperative Learning strategies will be the focus of a Learning Walk mid-November and Academic Review at the end of the month <u>Ongoing:</u> Informal classroom observations by administration and coaching by math facilitator <u>Monthly:</u> Discussion of implementation and effectiveness of Cooperative Learning Strategies by Grade Level Teams	Administrators, colleagues, Grade Level Teams, Lead Principal, PIMMS, CT Math Academy Budget to provide substitutes to cover classes while teachers participate in Learning Walks and meet for Academic Review.

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<p>Parental Involvement Action Step 2.1c: Parents will be informed of Marzano's Strategies in general and those we will be focusing on during the year at PTO Meetings and Open House</p> <p>Academic data will be shared with parents during PTO Meetings and during School Improvement Team Meetings as available</p>	<p>Person Responsible: <u>Parents</u></p> <p>Others Involved: Students, Administrators, Teachers, FRA, School Improvement Team members</p>	<p><u>Open House:</u> Parents will be given an overview of how Cooperative Learning Strategy to be intentionally implemented in their child's classroom during the 1st Quarter.</p> <p>Specific strategies discussed at PTO Meetings:</p> <p><u>September:</u> Cooperative learning</p> <p><u>October:</u> Identifying similarities and differences</p> <p><u>November:</u> Identifying similarities and differences</p> <p>Parents will be informed of the strategies and will be provided with suggestions as to how they can support these strategies in the home also. Correlating math data will be shared as available.</p>	<p>Administrators, FRA, Community Support, Corporate Partners</p>
<p>Professional Development Action Step 2.1d: All homeroom and special education resource teachers will be provided with copies of <i>Classroom Instruction that Works</i> by Robert Marzano. Teachers will be presented with an overview of all nine strategies. The plan for intentional implementation for this year will be shared.</p> <p>Expectations for ongoing teacher focus on implementation of strategies and documentation of effect on student achievement will be shared.</p>	<p>Person Responsible: <u>Administrators</u></p> <p>Others Involved: Lead Principal, Teachers, Math Facilitator, Literacy Facilitators</p>	<p>August Professional Development Days:</p> <ul style="list-style-type: none"> • Overview of all nine strategies • Share expectation for implementation of Cooperative Learning and Identifying Similarities and Differences and documentation of resulting student achievement. <p><u>Monthly:</u> Implementation and effectiveness on student achievement will be the focus during one staff meeting per month and will be addressed during monthly Data Team Meetings</p>	<p>Technical assistance from Lead Principal, Math Facilitator, C.O. Math Staff</p> <p>Budget to provide substitutes to cover classes while teachers participate in Learning Walks and meet for Academic Review.</p>

2nd Quarter			
<p>Instruction Action Step 2.1e: Teachers will:</p> <ul style="list-style-type: none"> • Intentionally refine implementation of Cooperative Learning • Begin implementation of Identifying Similarities and Differences and • Continue to document changes in student achievement attributable to these strategies with respect to specific math strands being taught. 	<p>Person Responsible: <u>Teachers</u></p> <p>Others Involved: Math Facilitator, Administrators</p>	<p><u>November through January:</u></p> <ul style="list-style-type: none"> • Continued refinement of strategies for Cooperative Learning and implementation of Identifying Similarities and Differences during math instruction • Continued documentation of student achievement resulting from this implementation 	<p>Administrators, Grade Level Teams</p>
<p>Assessment Action Step 2.1f: Administer District Math Assessment and Math Chapter/Unit Assessments, Analyze data, adjust instruction Academic Review and Learning Walks held to review teacher implementation and resulting student achievement</p>	<p>Person Responsible: <u>Teachers</u></p> <p>Others Involved: Data Teams, Grade Level Teams, Math Facilitator, Administrators, Support Staff</p>	<p><u>November:</u> Implementation of strategy for Identifying Similarities and Differences will be the focus of Academic Review at the end of the month</p> <p><u>December:</u> Continued implementation of Cooperative Learning and implementation of Identifying Similarities and Differences will be the focus of a Learning Walk mid-December</p> <p><u>January:</u> Continued implementation of Cooperative Learning strategies and implementation of Identifying Similarities and Differences will be the focus of a Learning Walk mid-January and Academic Review at the end of the month</p> <p><u>Ongoing:</u> Informal classroom observations by administration and coaching by math facilitator</p> <p><u>Monthly:</u> Discussion of implementation and effectiveness of Cooperative Learning and Identifying Similarities and Differences Strategies by Grade Level Teams</p>	<p>C.O. Math Staff, Math Facilitator, IT Support, PIMMS, CT Math Academy</p> <p>Budget to provide substitutes to cover classes while teachers participate in Learning Walks and meet for Academic Review.</p>
<p>Parental Involvement Action Step 2.1g: Continue to share academic data during PTO and School Improvement Team Meetings</p> <p>Continue to share results of implementation</p>	<p>Person Responsible: <u>Parents</u></p> <p>Others Involved: Students, Administrators, Teachers, FRA, School Improvement Team</p>	<p><u>November through January:</u> Information shared at monthly PTO Meetings and monthly School Improvement Team Meetings</p>	<p>Administrators, Teachers, Community Support, Corporate Partners</p>

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<p>of strategies for Cooperative Learning and Identifying Similarities and Differences at PTO and School Improvement Team Meetings</p> <p>Continue to provide information to parents to help them support these strategies and math achievement at home</p>	<p>members</p>	<p>Parents will be informed of the strategies and will be provided with suggestions as to how they can support these strategies in the home also. Correlating math data will be shared as available.</p>	
<p>Professional Development Action Step 2.1h: Monthly staff meeting will be dedicated to reviewing teacher successes and next steps in successfully implementing strategies for Cooperative Learning and Identifying Similarities and Differences</p> <p>Learning Walks and Academic Reviews held each month with a focus on implementation of Marzano's Strategies</p>	<p>Person Responsible: <u>Administrators</u></p> <p>Others Involved: Teachers, Lead Principal</p>	<p><u>November through January:</u> Implementation and effectiveness on student achievement will be the focus during one staff meeting per month and will be addressed during monthly Data Team Meetings</p>	<p>Lead Principal</p> <p>Budget to provide substitutes to cover classes while teachers participate in Learning Walks and meet for Academic Review.</p>
<p>3rd Quarter</p>			
<p>Instruction Action Step 2.1i: Teachers will intentionally refine application and implementation of Marzano's Strategies introduced during the first two quarters of the year with respect to specific math strands being taught and will continue to document changes in student achievement as a result of implementation of those strategies.</p>	<p>Person Responsible: <u>Teachers</u></p> <p>Others Involved: Math Facilitator, Administrators</p>	<p><u>February through April:</u></p> <ul style="list-style-type: none"> Continued refinement of strategies for Cooperative Learning and Identifying Similarities and Differences during math instruction Continued documentation of student achievement resulting from this implementation 	<p>Administrators, Grade Level Team</p>
<p>Assessment Action Step 2.1j: Administer District Math Assessment and Math Chapter/Unit Assessments, Analyze data, adjust instruction</p> <p>Continue to hold Learning Walks and Academic Review to monitor implementation and document student achievement</p>	<p>Person Responsible: <u>Teachers</u></p> <p>Others Involved: Data Teams, Academic Review Team, Grade Level Teams, Math Facilitator, Administrators, Support Staff</p>	<p><u>February:</u> Continued Implementation of strategy for Identifying Similarities and Differences will be the focus of Academic Review at the end of the month</p> <p><u>March:</u> Continued implementation of Cooperative Learning and implementation of Identifying Similarities and Differences will be the focus of a Learning Walk mid-March</p> <p><u>April:</u> Continued implementation of Cooperative Learning strategies and implementation of Identifying Similarities and Differences will be the focus of a Learning Walk mid-April and Academic</p>	<p>C.O. Math Staff, Math Facilitator, IT Support, PIMMS, CT Math Academy</p>

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		<p>Review at the end of the month</p> <p><u>Ongoing</u>: Informal classroom observations by administration and coaching by math facilitator</p> <p><u>Monthly</u>: Discussion of implementation and effectiveness of Cooperative Learning and Identifying Similarities and Differences Strategies by Grade Level Teams</p>	
<p>Parental Involvement Action Step 2.1k: Continue to share academic data during PTO and School Improvement Team Meetings</p> <p>Continue to share results of implementation of strategies for Cooperative Learning and Identifying Similarities and Differences at PTO and School Improvement Team Meetings</p> <p>Continue to provide information to parents to help them support these strategies and math achievement at home</p>	<p>Person Responsible: <u>Parents</u></p> <p>Others Involved: Students, Administrators, Teachers, FRA, School Improvement Team members</p>	<p><u>February through April</u>: Information shared at monthly PTO Meetings and monthly School Improvement Team Meetings</p> <p>Parents will be informed of the strategies and will be provided with suggestions as to how they can support these strategies in the home also. Correlating math data will be shared as available.</p>	<p>Administrators, Teachers, Community Support, Corporate Partners</p>
<p>Professional Development Action Step 2.1l: Monthly staff meeting will be dedicated to reviewing teacher successes and next steps in successfully implementing strategies for Cooperative Learning and Identifying Similarities and Differences</p> <p>Learning Walks and Academic Reviews held each month with a focus on implementation of Marzano's Strategies</p>	<p>Person Responsible: <u>Administrator</u></p> <p>Others Involved: Teachers, Lead Principal</p>	<p><u>Monthly</u>: Implementation and effectiveness on student achievement will be the focus during one staff meeting per month and will be addressed during monthly Data Team Meetings</p>	<p>Lead Principal</p> <p>Budget to provide substitutes to cover classes while teachers participate in Learning Walks and meet for Academic Review.</p>

4th Quarter			
<p>Instruction Action Step 2.1m: Teachers will intentionally refine application and implementation of Marzano's Strategies with respect to specific math strands being taught.</p>	<p>Person Responsible: <u>Teachers</u></p> <p>Others Involved: Math Facilitator, Administrators</p>	<p><u>April through June:</u></p> <ul style="list-style-type: none"> Continued refinement of strategies for Cooperative Learning and Identifying Similarities and Differences during math instruction Continued documentation of student achievement resulting from this implementation 	<p>Administrators, Grade Level Team</p>
<p>Assessment Action Step 2.1n: Administer District Math Assessment and Math Chapter/Unit Assessments, Analyze data, adjust instruction</p> <p>Student Academic Review held to review student achievement to review student achievement over the year.</p>	<p>Person Responsible: <u>Teachers</u></p> <p>Others Involved: Data Teams, Grade Level Teams, Math Facilitator, Administrators, Support Staff</p>	<p><u>April:</u> Continued Implementation of strategy for Identifying Similarities and Differences will be the focus of a Learning Walk mid-month</p> <p><u>May:</u> Continued implementation of Cooperative Learning and of Identifying Similarities and Differences will be the focus of a Learning Walk mid-May</p> <p><u>June:</u> Continued implementation of Cooperative Learning strategies and of Identifying Similarities and Differences</p> <p><u>Ongoing:</u> Informal classroom observations by administration and coaching by math facilitator</p> <p><u>Monthly:</u> Discussion of implementation and effectiveness of Cooperative Learning and Identifying Similarities and Differences Strategies by Grade Level Teams</p>	<p>C.O. Math Staff, Math Facilitator, IT Support, PIMMS, CT Math Academy</p>
<p>Parental Involvement Action Step 2.1o: Continue to share academic data during PTO and School Improvement Team Meetings</p> <p>Continue to share results of implementation of strategies for Cooperative Learning and Identifying Similarities and Differences at PTO and School Improvement Team Meetings</p> <p>Continue to provide information to parents to help them support these strategies and math achievement at home</p>	<p>Person Responsible: <u>Parents</u></p> <p>Others Involved: Students, Administrators, Teachers, FRA, School Improvement Team members</p>	<p><u>April:</u> Generating and testing hypotheses (continued)</p> <p><u>May:</u> Questions, cues, and advance organizers, and</p> <p><u>June:</u> Review of successes and next steps</p> <p>Parents will be informed of the strategies and will be provided with suggestions as to how they can support these strategies in the home also. Correlating math data will be shared as available.</p>	<p>Administrators, Teachers, Community Support, Corporate Partners</p>

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<p>Professional Development Action Step 2.1p: Monthly staff meeting will be dedicated to reviewing teacher successes and next steps in successfully implementing strategies for Cooperative Learning and Identifying Similarities and Differences</p> <p>Learning Walks and Academic Reviews held each month with a focus on implementation of Marzano's Strategies</p>	<p>Person Responsible: <u>Administrator</u> Others Involved: Teachers, Lead Principal</p>	<p><u>Monthly:</u> Implementation and effectiveness on student achievement will be the focus during one staff meeting per month and will be addressed during monthly Data Team Meetings</p>	<p>Lead Principal</p> <p>Budget to provide substitutes to cover classes while teachers participate in Learning Walks and meet for Academic Review.</p>
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Objective 2: Students will show 15% growth in math achievement as measured by Math Chapter/Unit Assessment, Hartford Math Strand Assessment, and the Connecticut Mastery Test by the end of each school year.

Strategy 2: Staff will effectively implement the following Principles of Learning: Clear Expectations, and Recognition of Accomplishment

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 2.2a: Teachers will demonstrate use of Clear Expectations during math instruction. Evidence of intentional use of Clear Expectations will be noted in lesson plans.	Person Responsible: <u>Teachers</u> Others Involved: Administrators, Math Facilitator	Ongoing September through November	Administrators, Grade Level Team
Assessment Action Step 2.2b: Observation of use of Clear Expectations will be evident in classrooms. Baseline math data will be established for grades 2 – 7 after administering the HMSA. K and grade baseline data will be established using Math Chapter/Unit Assessments Monthly Learning Walks and Academic Reviews will be held to monitor implementation and document student achievement	Person Responsible: <u>Teachers</u> Others Involved: Administrators, Grade Level Teams, Academic Review Team, Math Facilitator	<ul style="list-style-type: none"> • 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 • Ongoing coaching by math facilitator 	Administrators, colleagues, Grade Level Teams, Lead Principal, PIMMS, CT Math Academy
Parental Involvement Action Step 2.2c: Parents will be introduced to the POL Clear Expectations and how it will be used during PTO Meetings and Open House Math assessment results will be shared with parents as appropriate during PTO Meetings	Person Responsible: <u>Parents</u> Others Involved: Students, Administrators, Teachers, FRA, School Improvement Team members	<u>Open House on September 20th:</u> Teachers will provide information to parents on Clear Expectations and how they will be used in the classroom <u>Monthly:</u> <ul style="list-style-type: none"> • Updated math data will be shared with parents Parents will be informed of the POL Clear Expectations and will be provided	Administrators, FRA, Community Support, Corporate Partners

		with suggestions as to how they can use this POL in the home also.	
Professional Development Action Step 2.2d: Review of POLs with staff. Clarify focus on implementation of Clear Expectations for the 1st Quarter and Recognition of Accomplishments for the 2nd Quarter. Both principles will continue to be implemented and refined during the 3rd and 4th Quarters.	Person Responsible: <u>Administrators</u> Others Involved: Lead Principal, Teachers, Math Facilitator, Data Teams	<u>August Professional Development Days:</u> <ul style="list-style-type: none"> • Overview of POLs and clarification of Clear Expectations and Recognition of Accomplishments as the focus for this year. • Specific focus on Clear Expectations for the 1st Quarter <u>Monthly:</u> Implementation of Clear Expectations and effectiveness on student achievement will be the focus during one staff meeting per month and will be addressed during monthly Data Team Meetings	Technical assistance from Lead Principal, Math Facilitator, C.O. Math Staff
2nd Quarter			
Instruction Action Step 2.2e: Teachers will: <ul style="list-style-type: none"> • Refine implementation of Clear Expectations and • Add Recognition of Accomplishments with respect to specific math strands being taught • Evidence of intentional use of Recognition of Accomplishments will be noted in lesson plans. • Displays of student math work will demonstrate Recognition of Accomplishments of students in each class 	Person Responsible: <u>Teachers</u> Others Involved: Math Facilitator, Administrators	<u>November through January:</u> <ul style="list-style-type: none"> • Weekly: Lesson plans will show evidence of implementation of Recognition of Accomplishments • Monthly: Displays of student work will be updated 	Administrators, Grade Level Team
Assessment Action Step 2.2f: Observation of use of Recognition of Accomplishments will be evident in classrooms, Math data will be updated as appropriate after administering the HMSA. K and grade baseline data will be established using Math Chapter/Unit Assessments Monthly Learning Walks and Academic Reviews will be held to monitor implementation and document student achievement	Person Responsible: <u>Teachers</u> Others Involved: Data Teams, Grade Level Teams, Math Facilitator, Administrators, Support Staff	<ul style="list-style-type: none"> • Monthly Learning Walks continue to be held monthly to monitor implementation of Academic Rigor • Monthly Academic Review Meetings continue to monitor effectiveness of that implementation. • Ongoing informal observations by administrators with feedback provided to teachers • Ongoing coaching by math facilitator with feedback to teachers 	C.O. Math Staff, Math Facilitator, IT Support, PIMMS, CT Math Academy

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<p>Parental Involvement Action Step 2.2g: Parents will be introduced to the POL Recognition of Accomplishments and how it will be used during PTO Meeting Math assessment results will be shared with parents as appropriate during PTO Meetings and Parent Conferences Parents will be updated as to the effectiveness of implementation of Clear Expectations for math instruction during PTO Meetings and Parent Conferences</p>	<p>Person Responsible: <u>Parents</u></p> <p>Others Involved: Students, Administrators, Teachers, FRA, School Improvement Team members</p>	<p><u>Parent Conferences:</u> Teachers will provide information to parents on Recognition of Accomplishments and how it will be used in the classroom</p> <p>PTO Meetings:</p> <p><u>Monthly:</u></p> <ul style="list-style-type: none"> Updated math data will be shared with parents Parents will be informed of the effectiveness of POL Clear Expectations for math instruction to date <p><u>November:</u></p> <ul style="list-style-type: none"> Parents will be informed of POL Recognition of Accomplishments and will be provided with suggestions as to how they can use this principle to support student achievement at home. 	<p>Administrators, Teachers, Community Support, Corporate Partners</p>
<p>Professional Development Action Step 2.2h: Review successes of implementation of Clear Expectations during monthly staff meeting to support SIP objectives Prepare staff for next steps with Recognition of Accomplishments.</p>	<p>Person Responsible: <u>Administrator</u></p> <p>Others Involved: Teachers, Data Teams, Math Facilitator</p>	<p><u>November PD:</u> Recognition of Accomplishments presented to prepare staff for 2nd Quarter focus.</p> <p><u>Monthly:</u> Implementation of Recognition of Accomplishments and effectiveness on student achievement will be the focus during one staff meeting per month and will be addressed during monthly Data Team Meetings</p>	<p>Lead Principal</p>

3rd Quarter			
<p>Instruction Action Step 2.2i: Teachers will intentionally refine application and implementation of POLs with respect to specific math strands being taught</p>	<p>Person Responsible: <u>Teachers</u></p> <p>Others Involved: Math Facilitator, Administrators</p>	<p>January through March: Clear Expectations and Recognition of Accomplishments</p>	<p>Administrators, Grade Level Team</p>
<p>Assessment Action Step 2.2j: Observation of use of Clear Expectations and Recognition of Accomplishments will be evident in classrooms, Math data will be updated as appropriate after administering the HMSA. K and grade baseline data will be established using Math Chapter/Unit Assessments Monthly Learning Walks and Academic Reviews will be held to monitor implementation and document student achievement</p>	<p>Person Responsible: <u>Teachers</u></p> <p>Others Involved: Data Teams, Grade Level Teams, Math Facilitator, Administrators, Support Staff</p>	<ul style="list-style-type: none"> • Monthly Learning Walks continue to be held monthly to monitor implementation of Clear Expectations and Recognition of Accomplishments • Monthly Academic Review Meetings continue to monitor effectiveness of that implementation. • Ongoing informal observations by administrators with feedback provided to teachers • Ongoing coaching by math facilitator with feedback to teachers 	<p>C.O. Math Staff, Math Facilitator, IT Support, PIMMS, CT Math Academy</p>
<p>Parental Involvement Action Step 2.2k: Parents will be updated as to the effectiveness of POLs Clear Expectations and Recognition of Accomplishments during PTO Meetings and Parent Conferences Math assessment results will be shared with parents as appropriate during PTO Meetings and Parent Conferences Parents will continue to be encouraged to practice these principles with their children at home. Successes shared and suggestions offered</p>	<p>Person Responsible: <u>Parents</u></p> <p>Others Involved: Students, Administrators, Teachers, FRA, School Improvement Team members</p>	<p>Parent Conferences: Teachers will provide information to parents on Clear Expectations and Recognition of Accomplishments and how they are being used in the classroom</p> <p>PTO Meetings: <u>Monthly:</u></p> <ul style="list-style-type: none"> • Updated math data will be shared with parents <p>Parents will be informed of the effectiveness of POLs being implemented for math instruction to date</p>	<p>Administrators, Teachers, Community Support, Corporate Partners</p>
<p>Professional Development Action Step 2.2l: Review successes and next steps with respect to the implementation of Clear Expectations and Recognition of Accomplishments Provide opportunity for staff to work to align implementation of POLs and Marzano strategies being implemented</p>	<p>Person Responsible: <u>Administrator</u></p> <p>Others Involved: Teachers, Lead Principal, Data Teams</p>	<p><u>February PD:</u> Alignment of POLs and Marzano strategies by staff</p> <p><u>Monthly:</u> Implementation of Clear Expectations and Recognition of Accomplishments and effectiveness on student achievement will be the focus during one staff meeting per month and will be addressed during monthly Data Team Meetings</p>	<p>Lead Principal</p>

4th Quarter			
<p>Instruction Action Step 2.2m: Teachers will intentionally refine application and implementation of POLs with respect to specific math strands being taught</p>	<p>Person Responsible: <u>Teachers</u></p> <p>Others Involved: Math Facilitator, Administrators</p>	<p><u>April through June:</u> Clear Expectations and Recognition of Accomplishments</p>	<p>Administrators, Grade Level Team</p>
<p>Assessment Action Step 2.2n: Observation of use of Clear Expectations and Recognition of Accomplishments will be evident in classrooms, Math data will be updated as appropriate after administering the HMSA. K and grade baseline data will be established using Math Chapter/Unit Assessments Monthly Learning Walks and Academic Reviews will be held to monitor implementation and document student achievement</p>	<p>Person Responsible: <u>Teachers</u></p> <p>Others Involved: Data Teams, Grade Level Teams, Math Facilitator, Administrators, Support Staff</p>	<ul style="list-style-type: none"> • Monthly Learning Walks continue to be held monthly to monitor implementation of Accountable Talk • Monthly Academic Review Meetings continue to monitor effectiveness of that implementation. • Ongoing informal observations by administrators with feedback provided to teachers • Ongoing coaching by math facilitator with feedback to teachers 	<p>C.O. Math Staff, Math Facilitator, IT Support, PIMMS, CT Math Academy</p>
<p>Parental Involvement Action Step 2.2o: Parents will be updated as to the effectiveness of POLs Clear Expectations and Recognition of Accomplishments during PTO Meetings and Parent Conferences Math assessment results will be shared with parents as appropriate during PTO Meetings and Parent Conferences Parents will continue to be encouraged to practice these principles with their children at home. Successes shared and suggestions offered</p>	<p>Person Responsible: <u>Parents</u></p> <p>Others Involved: Students, Administrators, Teachers, FRA, School Improvement Team members</p>	<p><u>Parent Conferences:</u> Teachers will provide information to parents on Clear Expectations and Recognition of Accomplishments and how they are being used in the classroom</p> <p><u>PTO Meetings:</u> <u>Monthly:</u></p> <ul style="list-style-type: none"> • Updated math data will be shared with parents • Parents will be informed of the effectiveness of POLs being implemented for math instruction to date 	<p>Administrators, Teachers, Community Support, Corporate Partners</p>
<p>Professional Development Action Step 2.2p: Review successes and next steps with respect to the implementation of Clear Expectations and Recognition of Accomplishments</p> <p>Provide opportunity for staff to develop a plan for the focus of POLs for the 2007 – 2008 school year.</p>	<p>Person Responsible: <u>Administrator</u></p> <p>Others Involved: Teachers, Lead Principal</p>	<p><u>Monthly:</u> Implementation of Clear Expectations and Recognition of Accomplishments and effectiveness on student achievement will be the focus during one staff meeting per month and will be addressed during monthly Data Team Meetings</p> <p><u>May PD:</u> Planning session with format for staff input in developing the school growth plan for the next year.</p>	<p>Lead Principal</p>

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Objective 2: Students will show 15% growth in math achievement as measured by Math Chapter/Unit Assessment, Hartford Math Strand Assessment, and the Connecticut Mastery Test by the end of each school year.

Strategy 3: Staff will effectively implement differentiation in instruction to meet the needs of all student mathematicians.

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			
<p>Instruction Action Step 2.3a: Teachers will begin to develop resources based on PD on differentiation and will begin to implement differentiation during their math lessons and with math homework. Teachers will identify students in their class who are part of sub groups and will set up a process to disaggregate their data on a continuing basis to document student progress Grade Level Teams will identify a teacher to specialize in math instruction to serve as a resource to teachers of other grade levels</p>	<p>Person Responsible: <u>Teachers</u></p> <p>Others Involved: Administrators, Grade Level Teams</p>	<p><u>September through November</u></p> <p><u>Monthly:</u></p> <ul style="list-style-type: none"> • Grade Level Data Team and • Collaboration Meetings used to share resources 	<p>Administrators, Grade Level Team, District Staff with expertise in Differentiation</p>
<p>Assessment Action Step 2.3b: Teachers will demonstrate use of differentiation during math instruction and with math homework assignments. Teachers will provide math data in a form that disaggregates sub groups and their respective data</p>	<p>Person Responsible: <u>Teachers</u></p> <p>Others Involved: Administrators, Grade Level Teams</p>	<p><u>Ongoing:</u> Informal classroom observations by administration and coaching by math facilitator with feedback to teachers</p> <p><u>Monthly:</u></p> <ul style="list-style-type: none"> • Discussion of implementation and effectiveness of Cooperative Learning Strategies by Grade Level Teams • Learning Walks and Academic Reviews where differentiation will be monitored and students achievement documented • Disaggregated data for sub groups provided during Academic Review 	<p>Administrators, colleagues, Grade Level Teams, Lead Principal, PIMMS, CT Math Academy</p>

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<p>Parental Involvement Action Step 2.3c: Presentations will be made to parents during PTO Meetings and September Open House</p>	<p>Person Responsible: <u>Teachers</u></p> <p>Others Involved: Administrators, Parents, Math Facilitator, School Improvement Team, FRA</p>	<p><u>Open House on September 20th</u></p> <p><u>Monthly:</u></p> <ul style="list-style-type: none"> • PTO Meetings and • School Improvement Team Meetings 	<p>Administrators, FRA, Community Support, Corporate Partners</p>
<p>Professional Development Action Step 2.3d: Presentations will be made to staff on differentiated instruction strategies for math.</p> <p>Collaboration Meetings will include time dedicated to teacher collaboration on development of differentiated lesson possibilities for math instruction.</p> <p>Grade Level Teams will identify a math specialist for their grade level who will serve as a resource for teachers of other grade levels for work that is appropriate for students who are challenged or who need more of a challenge</p>	<p>Person Responsible: <u>Administrators</u></p> <p>Others Involved: Lead Principal, Teachers, Math Facilitator</p>	<p><u>August PD:</u> Presentation on differentiation for staff</p> <p><u>Monthly:</u></p> <ul style="list-style-type: none"> • Grade Level Collaboration Meetings • Staff meeting dedicated to supporting SIP objectives 	<p>Technical assistance from Lead Principal, Math Facilitator, C.O. Math Staff</p>
<p>2nd Quarter</p>			
<p>Instruction Action Step 2.3e: Teachers will refine their strategies developed for math instruction that reaches all levels of students.</p> <p>Teachers will begin to implement tiered instruction in the context of cooperative learning groups</p> <p>Teachers will begin to use grade level math specialists to support challenged students and/or students needing more of a challenge in other grades</p> <p>Grade level math specialists will begin to develop a resource file organized according to math strands</p> <p>Teachers will continue to maintain math data that disaggregates sub group data</p>	<p>Person Responsible: <u>Teachers</u></p> <p>Others Involved: Administrators, Grade Level Teams</p>	<p><u>November through January</u></p> <p><u>Monthly:</u></p> <ul style="list-style-type: none"> • Grade Level Data Team and • Collaboration Meetings used to share resources 	<p>Administrators, Grade Level Team, District Staff with expertise in Differentiation</p>
<p>Assessment Action Step 2.3f: Teachers will demonstrate use of differentiation during math instruction and with homework assignments.</p> <p>Student data will be gathered, analyzed for trends, and instruction will be adjusted</p>	<p>Person Responsible: <u>Teachers</u></p> <p>Others Involved: Administrators, Grade Level Teams</p>	<p><u>Ongoing:</u> Informal classroom observations by administration and coaching by math facilitator with feedback to teachers</p> <p><u>Monthly:</u></p> <ul style="list-style-type: none"> • Discussion of implementation and 	<p>Administrators, colleagues, Grade Level Teams, Lead Principal, PIMMS, CT Math Academy</p>

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<p>accordingly. Data for sub groups will be analyzed separately and specific plans to improve student achievement will be developed in response Evidence will be provided of differentiation and student achievement as a result</p>		<p>effectiveness of Cooperative Learning Strategies by Grade Level Teams</p> <ul style="list-style-type: none"> • Learning Walks and Academic Reviews where differentiation will be monitored and students achievement documented <p>Disaggregated data for sub groups provided during Academic Review</p>	
<p>Parental Involvement Action Step 2.3g: Updates on the success of math instruction with intentional use of differentiated instruction will be presented to parents during PTO Meetings and School Improvement Team Meetings</p>	<p>Person Responsible: <u>Teachers</u></p> <p>Others Involved: Administrators, Parents, Math Facilitator, School Improvement Team, FRA</p>	<p><u>Monthly:</u></p> <ul style="list-style-type: none"> • PTO Meetings and • School Improvement Team Meetings 	<p>Administrators, FRA, Community Support, Corporate Partners</p>
<p>Professional Development Action Step 2.3h: Resource persons will provide embedded PD to grade level teams with expertise in differentiated instruction. Collaboration Meetings will continue to include time dedicated to teacher collaboration on development of differentiated lesson possibilities for math instruction. Opportunities will be provided for vertical grade level groups to meet with math specialists from each grade level participating</p>	<p>Person Responsible: <u>Administrators</u></p> <p>Others Involved: Lead Principal, Teachers, Math Facilitator</p>	<p><u>Monthly:</u></p> <ul style="list-style-type: none"> • Grade Level Collaboration Meetings • Staff meeting dedicated to supporting SIP objectives 	<p>Technical assistance from Lead Principal, Math Facilitator, C.O. Math Staff, District Staff with expertise in Differentiation</p>

3rd Quarter			
<p>Instruction Action Step 2.3i: Teachers will continue to refine their strategies developed for math instruction that reaches all levels of students. Teachers will continue to implement tiered instruction in the context of cooperative learning groups Teachers will continue to use grade level math specialists to support challenged students and/or students needing more of a challenge in other grades Teachers will share resources developed with the math resource teachers to expand their resource file Teachers will continue to maintain math data that disaggregates sub group data</p>	<p>Person Responsible: <u>Teachers</u></p> <p>Others Involved: Administrators, Grade Level Teams</p>	<p><u>January through March</u></p> <p><u>Monthly:</u></p> <ul style="list-style-type: none"> Grade Level Data Team and Collaboration Meetings used to share resources 	<p>Administrators, Grade Level Team, District Staff with expertise in Differentiation</p>
<p>Assessment Action Step2.3j: Teachers will demonstrate use of differentiation during math instruction and with math homework assignments. Student data will be gathered, analyzed for trends, and instruction will be adjusted accordingly. Data for sub groups will be analyzed separately and specific plans to improve student achievement will be developed in response Evidence will be provided of differentiation and student achievement as a result</p>	<p>Person Responsible: <u>Teachers</u></p> <p>Others Involved: Administrators, Grade Level Teams</p>	<p><u>Ongoing:</u> Informal classroom observations by administration and coaching by math facilitator with feedback to teachers</p> <p><u>Monthly:</u></p> <ul style="list-style-type: none"> Discussion of implementation and effectiveness of Cooperative Learning Strategies by Grade Level Teams Learning Walks and Academic Reviews where differentiation will be monitored and students achievement documented Disaggregated data for sub groups provided during Academic Review 	<p>Administrators, colleagues, Grade Level Teams, Lead Principal, PIMMS, CT Math Academy</p>
<p>Parental Involvement Action Step 2.3k: Updates on the success of math instruction with intentional use of differentiated instruction will be presented to parents during PTO Meetings</p>	<p>Person Responsible: <u>Teachers</u></p> <p>Others Involved: Administrators, Parents, Math Facilitator, School Improvement Team, FRA</p>	<p><u>Monthly:</u></p> <ul style="list-style-type: none"> PTO Meetings and School Improvement Team Meetings 	<p>Administrators, FRA, Community Support, Corporate Partners</p>

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<p>Professional Development Action Step 2.3l: Resource persons with expertise in differentiated instruction will provide embedded PD to grade level teams. Collaboration Meetings will continue to include time dedicated to teacher collaboration on development of differentiated lesson possibilities for math instruction. Opportunities will be provided for vertical grade level groups to meet with math specialists from each grade level participating</p>	<p>Person Responsible: <u>Administrators</u></p> <p>Others Involved: Lead Principal, Teachers, Math Facilitator</p>	<p><u>Monthly:</u></p> <ul style="list-style-type: none"> Grade Level Collaboration Meetings Staff meeting dedicated to supporting SIP objectives 	<p>Technical assistance from Lead Principal, Math Facilitator, C.O. Math Staff</p>
<p>4th Quarter</p>			
<p>Instruction Action Step 2.3m: Teachers will continue to refine their strategies developed for math instruction that reaches all levels of students. Teachers will continue to implement tiered instruction in the context of cooperative learning groups Teachers will continue to use grade level math specialists to support challenged students and/or students needing more of a challenge in other grades Teachers will share resources developed with the math resource teachers to expand their resource file Teachers will continue to maintain math data that disaggregates sub group data</p>	<p>Person Responsible: <u>Teachers</u></p> <p>Others Involved: Administrators, Grade Level Teams</p>	<p><u>April through June</u></p> <p><u>Monthly:</u></p> <ul style="list-style-type: none"> Grade Level Data Team and Collaboration Meetings used to share resources 	<p>Administrators, Grade Level Team, District Staff with expertise in Differentiation</p>
<p>Assessment Action Step 2.3n: Teachers will demonstrate use of differentiation during math instruction and with math homework assignments. Student data will be gathered, analyzed for trends, and instruction will be adjusted accordingly. Data for sub groups will be analyzed separately and specific plans to improve student achievement will be developed in response Evidence will be provided of differentiation and student achievement as a result</p>	<p>Person Responsible: <u>Teachers</u></p> <p>Others Involved: Administrators, Grade Level Teams</p>	<p><u>Ongoing:</u> Informal classroom observations by administration and coaching by math facilitator with feedback to teachers</p> <p><u>Monthly:</u></p> <ul style="list-style-type: none"> Discussion of implementation and effectiveness of Cooperative Learning Strategies by Grade Level Teams Learning Walks and Academic Reviews where differentiation will be monitored and students achievement documented Disaggregated data for sub groups provided during Academic Review 	<p>Administrators, colleagues, Grade Level Teams, Lead Principal, PIMMS, CT Math Academy</p>

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Parental Involvement Action Step 2.3o: Updates on the success of math instruction with intentional use of differentiated instruction will be presented to parents during PTO Meetings	Person Responsible: <u>Teachers</u> Others Involved: Administrators, Parents, Math Facilitator, School Improvement Team, FRA	<u>Monthly:</u> <ul style="list-style-type: none">• PTO Meetings and• School Improvement Team Meetings	Administrators, FRA, Community Support, Corporate Partners
Professional Development Action Step 2.3p: Resource persons with expertise in differentiated instruction will provide embedded PD to grade level teams. Collaboration Meetings will continue to include time dedicated to teacher collaboration on development of differentiated lesson possibilities for math instruction. Opportunities will be provided for vertical grade level groups to meet with math specialists from each grade level participating	Person Responsible: <u>Administrators</u> Others Involved: Lead Principal, Teachers, Math Facilitator	<u>Monthly:</u> <ul style="list-style-type: none">• Grade Level Collaboration Meetings• Staff meeting dedicated to supporting SIP objectives	Technical assistance from Lead Principal, Math Facilitator, C.O. Math Staff