

## 2012-2013 Progress Targets Action Plan

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| <b>SCHOOL CODE: 05 4450 060</b>  | <b>SCHOOL NAME: Riverside Elementary</b>   |
| <b>Content Area:</b>   | <input checked="" type="checkbox"/> <b>English Language Arts</b> <input type="checkbox"/> <b>Mathematics</b>   |
| <b>Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:</b>   | Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Two or More Races <input type="checkbox"/> Total Population <input type="checkbox"/><br>Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> <b>Economically Disadvantaged X</b> |
| <b>Intervention(s) to be implemented:</b>  | <b>Extended Day for LAL lessons</b>  |
| <b>Subgroup(s) Targeted for Intervention:</b>  | Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Two or More Races <input type="checkbox"/> Total Population <input type="checkbox"/><br>Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> <b>Economically Disadvantaged X</b> |
| <b>Amount of Title I, Part A Funds Allocated for Intervention:*</b><br>(Indicate "N/A" if school does not receive Title I funds) | 45,080 in salaries for extended day  |

| Action Steps |  | Persons Responsible              | Additional Resources Dedicated | Due Date - Timeline |
|--------------|--|----------------------------------|--------------------------------|---------------------|
| 1            | Program coordinator will prioritize low performing, economically disadvantaged students in targeting students for participation                                    | After School Academy Coordinator | NA                             | Immediate           |
| 2            | Research based effective instructional strategies will be implemented (ie. the key elements of reading instruction identified in the National Reading Panel Report | Principal and teachers           | Cost of program                | Immediate           |
| 3            | Target goals will be set for each child in the program and progress monitoring maintained  | After School Academy Coordinator | NA                             | Immediate           |
| 4            |  |                                  |                                |                     |
| 5            |  |                                  |                                |                     |

\*Title I funds must be used to supplement, and not supplant state and local funds.  
**Add additional forms as needed.**

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|--|--|
| <b>SCHOOL CODE: 05 4450 060</b>  | <b>SCHOOL NAME: Riverside Elementary School</b>  |
| <b>Content Area:</b>   | <b>X English Language Arts</b> <input type="checkbox"/> <i>Mathematics</i>   |
| <b>Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:</b>   | Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Two or More Races <input type="checkbox"/> Total Population <input type="checkbox"/><br>Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> <b>Economically Disadvantaged X</b> |
| <b>Intervention(s) to be implemented:</b>  | <b>Small Group Literacy Support</b>  |
| <b>Subgroup(s) Targeted for Intervention:</b>  | Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Two or More Races <input type="checkbox"/> Total Population <input type="checkbox"/><br>Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> <b>Economically Disadvantaged X</b> |
| <b>Amount of Title I, Part A Funds Allocated for Intervention:*</b><br>(Indicate "N/A" if school does not receive Title I funds) | 273085 in salaries and 33,853 in supplies  |

| Action Steps |  | Persons Responsible                     | Additional Resources Dedicated | Due Date - Timeline |
|--------------|--|---|--------------------------------|---------------------|
| 1            | Use RTI to identify students as Tier 1,2 or 3  | Reading Specialist, Principal           | NA                             | Immediate           |
| 2            | Provide targeted support in small groups to Tier 2 and 3 students  | Teachers, Reading Specialist            | Salary of teachers             | Immediate           |
| 3            | Target goals will be set for each child in the program and progress monitoring maintained  | Teachers, Reading Specialist, Principal | NA                             | Immediate           |
| 4            | Purchase books at a variety of levels to support classroom libraries. This will support students' reading on their grade level and increase the rate of reading growth.                            | Teachers, Reading Specialist, Principal | Cost of Books                  | Immediate           |
| 5            | Purchase listening centers to support vocabulary acquisition in our title 1 students. Listening centers help develop vocabulary. Vocabulary is a weakness for Economically Disadvantaged Students. | Principal                               | Cost of Listening Centers      | Immediate           |

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**Add additional forms as needed.**

|  |   |
|--|---|
| <b>SCHOOL CODE:</b>  | <b>SCHOOL NAME: Riverside Middle School</b>   |
| <b>Content Area:</b>   | <input checked="" type="checkbox"/> <b>English Language Arts</b> <input type="checkbox"/> <i>Mathematics</i>  |
| <b>Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:</b>   | Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Two or More Races <input type="checkbox"/> <b><u>Total Population X</u></b><br>Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> |
| <b>Intervention(s) to be implemented:</b>  | <b><i>1 Basic Section of Lang. Arts classes at each grade level / Homework Club recommendations via I&amp;RS</i></b>  |
| <b>Subgroup(s) Targeted for Intervention:</b>  | Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Two or More Races <input type="checkbox"/> <b><u>Total Population X</u></b><br>Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> |
| <b>Amount of Title I, Part A Funds Allocated for Intervention:*</b><br>(Indicate "N/A" if school does not receive Title I funds) | <b>N/A</b>  |

| Action Steps |  | Persons Responsible                             | Additional Resources Dedicated                      | Due Date - Timeline |
|--------------|--|---|---|---------------------|
| 1            | One basic reading class at each grade level, (6-8)   | Principal and Reading Teachers                  | Leveled libraries in classrooms                     | In place by 9-1-13  |
| 2            | One basic English class at each grade level, (6-8)   | Principal and English Teachers                  | Highly Effective Writing Books                      | In place by 9-1-13  |
| 3            | Through I&RS meetings struggling students will be identified and instructed to attend homework club three times a week | Principal, Guidance Counselor, and Case Manager | Supplemental materials relevant to area of weakness | In place by 9-1-13  |
| 4            |  |   |   |                     |
| 5            |  |   |   |                     |

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|  |   |
|--|---|
| <b>SCHOOL CODE:</b>  | <b>SCHOOL NAME: Riverside Middle School</b>   |
| <b>Content Area:</b>   | <input type="checkbox"/> <i>English Language Arts</i> <input checked="" type="checkbox"/> <b><u>Mathematics</u></b>   |
| <b>Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:</b>   | Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Two or More Races <input type="checkbox"/> <b><u>Total Population X</u></b><br>Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> |
| <b>Intervention(s) to be implemented:</b>  | <b><i>1 Basic Section of Math classes at each grade level / Homework Club recommendations via I&amp;RS</i></b>  |
| <b>Subgroup(s) Targeted for Intervention:</b>  | Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Two or More Races <input type="checkbox"/> <b><u>Total Population X</u></b><br>Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> |
| <b>Amount of Title I, Part A Funds Allocated for Intervention:*</b><br>(Indicate "N/A" if school does not receive Title I funds) | <b><u>N/A</u></b>   |

| Action Steps |  | Persons Responsible                             | Additional Resources Dedicated                                      | Due Date - Timeline |
|--------------|--|---|---|---------------------|
| 1            | One basic math class at each grade level, (6-8)  | Principal and Math Teachers                     | Adapt current math series to meet the needs of below level students | In place by 9-1-13  |
| 2            | Through I&RS meetings struggling students will be identified and instructed to attend homework club three times a week | Principal, Guidance Counselor, and Case Manager | Supplemental materials relevant to area of weakness                 | In place by 9-1-1   |
| 3            |  |   |   |                     |
| 4            |  |   |   |                     |
| 5            |  |   |   |                     |

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**Add additional forms as needed.**

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|--|---|
| <b>SCHOOL CODE:</b>  | <b>SCHOOL NAME: Riverside Middle School</b>   |
| <b>Content Area:</b>   | <input type="checkbox"/> <i>English Language Arts</i> <b><u>X Mathematics</u></b>   |
| <b>Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:</b>   | Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Two or More Races <input type="checkbox"/> Total Population <input type="checkbox"/><br>Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> <b><u>Economically Disadvantaged X</u></b> |
| <b>Intervention(s) to be implemented:</b>  | <b><i>Host an evening curriculum event and specifically invite parents of economically disadvantaged students / Extend the school day by offering free group tutoring to economically disadvantaged students.</i></b>   |
| <b>Subgroup(s) Targeted for Intervention:</b>  | Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Two or More Races <input type="checkbox"/> Total Population <input type="checkbox"/><br>Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> <b><u>Economically Disadvantaged X</u></b> |
| <b>Amount of Title I, Part A Funds Allocated for Intervention:*</b><br>(Indicate "N/A" if school does not receive Title I funds) | <b><u>N/A</u></b>   |

| Action Steps |   | Persons Responsible  | Additional Resources Dedicated                         | Due Date - Timeline |
|--------------|---|--|--|---------------------|
| 1            | Evening events that offer free computer access to parents to utilize the genesis grading system and all of its features. At these events also offer parents assistance with understanding our curricula | Principal and Teacher Volunteers   | Various math websites                                  | In place by 9-1-13  |
| 2            | Students who are recognized as economically disadvantaged will be invited to attend after school tutoring three times a week. Group tutoring will be held by a teacher who is highly qualified in math. | Principal, Guidance Counselor, I&RS and CST Case Managers, and Math Teachers | Computer lab will be used to interact with math sites. | In place by 9-1-13  |
| 3            |   |  |  |                     |
| 4            |   |  |  |                     |
| 5            |   |  |  |                     |

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