

2012-2013 Progress Targets Action Plan

County Code: 13

LEA Code: 13-2330

SCHOOL CODE: 080	SCHOOL NAME: Berkeley Terrace
Content Area:	<input checked="" type="checkbox"/> <i>English Language Arts</i> <input type="checkbox"/> <i>Mathematics</i>
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	Black <input checked="" 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 checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input checked="" type="checkbox"/>
Intervention(s) to be implemented:	1. Implement READ 180/System 44 to improve student achievement in the area of literacy 2. Implement Supplemental Academic Programs on Saturdays 3. Implement a Phonics Pilot Program
Subgroup(s) Targeted for Intervention:	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 checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/>
Amount of Title I, Part A Funds Allocated for Intervention:* (Indicate "N/A" if school does not receive Title I funds)	\$46,775.46

	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	<ul style="list-style-type: none"> Identify 3 pilot teachers to participate in a Phonics Pilot across grades K – 3 who will participate in a one-day training session. Meet with all phonics pilot teachers across the school district to provide feedback to the LAL Supervisor K – 5, on its effectiveness in improving the overall literacy skills of our students. 	Dr. Vargas, Principal Ms. Osterhoundt, Supervisor of LAL K – 5		December 2012 – April 2013
2	<ul style="list-style-type: none"> Implement a Saturday Academic Academy to provide more continuous time on task. Review latest standardized test results as well as report card grades to identify students in greatest need of intervention. Identify the number of teachers needed to service the identified student population and garner BOE approval for 	Dr. Vargas, Principal Ms. Hamm, Guidance Counselor	The purchase of supplemental materials to support student growth while participating in this	December 2012 – May 2013

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	<p>their hire prior to posting for the positions.</p> <ul style="list-style-type: none"> • Purchase the materials for the program that include a pre- and post-test. • Invite students to participate in the Saturday Academic Academy. • At the conclusion of the Saturday Academic Academy, data will be submitted to the Office of Curriculum & Instruction that includes the pre- and post-test results for each student that will help to determine the effectiveness of the intervention and guide future planning. 		program.	
3	<ul style="list-style-type: none"> • Identify teachers who will become Read 180/System 44 instructors. • Send the teachers to an off-site 2-day training session on Read 180/System 44. • Administer the Scholastic Reading Inventory (SRI) to all students in grades 3 – 5 to establish a baseline for every student. • Form classes in grades 3 – 5 based upon the results. • For those students participating in Read 180/System 44, administer the SRI again in June to identify gains. 	Dr. Vargas, Principal Ms. Osterhoundt, Supervisor of LAL K – 5	Headphones with microphones; CD players; Up to 8 computers per Read 180/System 44 classroom	February 2013 – June 2013

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SCHOOL CODE: 090	SCHOOL NAME: Chancellor Avenue
Content Area:	<input checked="" type="checkbox"/> <i>English Language Arts</i> <input type="checkbox"/> <i>Mathematics</i>
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	Black <input type="checkbox"/> Hispanic <input checked="" 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"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/>
Intervention(s) to be implemented:	1. Implement READ 180/System 44 to improve student achievement in the area of literacy 2. Implement Supplemental Academic Programs on Saturdays and after school
Subgroup(s) Targeted for Intervention:	Black <input type="checkbox"/> Hispanic <input checked="" 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 checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/>
Amount of Title I, Part A Funds Allocated for Intervention:* (Indicate "N/A" if school does not receive Title I funds)	\$36,183.64

	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	<ul style="list-style-type: none"> • Identify 2 pilot teachers, one general educator and one special educator, to participate in a Phonics Pilot across grades K – 3 who will participate in a one-day training session. • Meet with all phonics pilot teachers across the school district to provide feedback to the LAL Supervisor, K – 5, on its effectiveness in improving the overall literacy skills of our students. 	Ms. Tucker, Principal Ms. Dowd, Director of Special Services Ms. Osterhoundt, Supervisor of LAL K – 5		December 2012 – April 2013
2	<ul style="list-style-type: none"> • Implement a Saturday Academic Academy to provide more continuous time on task. • Implement an after school tutorial program to provide more continuous time on task. • Review latest standardized test results as well as report card grades to identify students in greatest need of intervention. • Identify the number of teachers needed to service the 	Ms. Tucker, Principal Ms. Greggs, Guidance Counselor Ms. Hana, Supervisor of ESL/ Bilingual	The purchase of supplemental materials to support student growth while participating in this program.	December 2012 – May 2013

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	<p>identified student population and garner BOE approval for their hire prior to posting for the positions.</p> <ul style="list-style-type: none"> • Purchase the materials for the program that include a pre-and post-test. • Invite students to participate in the Saturday Academic Academy and after school tutorial programs. • At the conclusion of the Saturday Academic Academy, and after school tutorial program data will be submitted to the Office of Curriculum & Instruction that includes the pre- and post-test results for each student that will help to determine the effectiveness of the intervention and guide future planning. 			
3	<ul style="list-style-type: none"> • Identify teachers who will become Read 180/System 44 instructors. • Send the teachers to an off-site 2-day training session on Read 180/System 44. • Administer the Scholastic Reading Inventory (SRI) to all students in grades 3 – 5 to establish a baseline for every student. • Form classes in grades 3 – 5 based upon the results. • For those students participating in Read 180/System 44, administer the SRI again in June to identify gains. 	<p>Ms. Tucker, Principal Ms. Osterhoundt, Supervisor of LAL K – 5 Ms. Hana, Supervisor of ESL/ Bilingual</p>	<p>Headphones with microphones; CD players; Up to 8 computers per Read 180/System 44 classroom</p>	<p>February 2013 – June 2013</p>

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SCHOOL CODE: 100	SCHOOL NAME: Florence Avenue
Content Area:	<input type="checkbox"/> <i>English Language Arts</i> <input checked="" type="checkbox"/> <i>Mathematics</i>
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	Black <input checked="" 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 checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input checked="" type="checkbox"/>
Intervention(s) to be implemented:	1. Implement a new core mathematics program titled <i>My Math</i> 2. Implement READ 180/System 44 to improve student achievement in the area of literacy 3. Implement Supplemental Academic Programs on Saturdays and before/after school
Subgroup(s) Targeted for Intervention:	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 checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/>
Amount of Title I, Part A Funds Allocated for Intervention:* (Indicate "N/A" if school does not receive Title I funds)	\$48,344.62

Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	<ul style="list-style-type: none"> Elementary principals attend a 1-hour overview session of My Math. Elementary principals and teachers attend an unpacking the Common Core State Standards and introduction to My Math in-service in October 2012. Teachers in grades K - 5 attend a half-day district-wide training session to initiate the implementation of My Math. Teachers attend a second half-day district-wide training session to learn how to differentiate instruction and use small group instruction effectively in their math classes. 	Ms. Slattery, Principal Mr. Meronvil, Supervisor of Mathematics K - 12	Smart Boards Smart Responders (in most Grade 5 classrooms)	October 2012 – February 2013
2	<ul style="list-style-type: none"> Identify 3 pilot teachers to participate in a Phonics Pilot across grades K – 3 who will participate in a one-day training session. Meet with all phonics pilot teachers across the school district to provide feedback to the LAL Supervisor, K – 5, on its 	Ms. Slattery, Principal Ms. Osterhoundt, Supervisor of LAL K – 5		December 2012 – April 2013

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	effectiveness in improving the overall literacy skills of our students.			
3	<ul style="list-style-type: none"> • Implement a Saturday Academic Academy to as it provide more continuous time on task. • Implement a before/after school tutorial program to provide more continuous time on task. • Review latest standardized test results as well as report card grades to identify students in greatest need of intervention. • Identify the number of teachers needed to service the identified student population and garner BOE approval for their hire prior to posting for the positions. • Purchase the materials for the program that include a pre- and post-test. • Invite students to participate in the Saturday Academic Academy and before/after school tutorial programs. • At the conclusion of the Saturday Academic Academy, data will be submitted to the Office of Curriculum & Instruction that includes the pre- and post-test results for each student that will help to determine the effectiveness of the intervention and guide future planning. 	Ms. Slattery, Principal Ms. Zadlock, Guidance Counselor	The purchase of supplemental materials to support student growth while participating in this program.	December 2012 – May 2013
4	<ul style="list-style-type: none"> • Identify teachers who will become Read 180/System 44 instructors. • Send the teachers to an off-site 2-day training session on Read 180/System 44. • Administer the Scholastic Reading Inventory (SRI) to all students in grades 3 – 5 to establish a baseline for every student. • Form classes in grades 3 – 5 based upon the results. • For those students participating in Read 180/System 44, administer the SRI again in June to identify gains. 	Ms. Slattery, Principal Ms. Osterhoundt, Supervisor of LAL K – 5	Headphones with microphones; CD players; Up to 8 computers per Read 180/System 44 classroom	February 2013 – June 2013

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SCHOOL CODE: 131	SCHOOL NAME: Mt. Vernon Avenue
Content Area:	<input checked="" type="checkbox"/> <i>English Language Arts</i> <input type="checkbox"/> <i>Mathematics</i>
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	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 checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/>
Intervention(s) to be implemented:	1. Implement READ 180/System 44 to improve student achievement in the area of reading 2. Implement Supplemental Academic Programs on Saturdays and after school
Subgroup(s) Targeted for Intervention:	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 checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/>
Amount of Title I, Part A Funds Allocated for Intervention:* (Indicate "N/A" if school does not receive Title I funds)	\$52,071.37

Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	<ul style="list-style-type: none"> Identify 3 pilot teachers to participate in a Phonics Pilot across grades K – 3 who will participate in a one-day training session. Meet with all phonics pilot teachers across the school district to provide feedback to the LAL Supervisor K – 5, on its effectiveness in improving the overall literacy skills of our students. 	Ms. Frazier, Principal Ms. Osterhoundt, Supervisor of LAL K – 5		December 2012 – April 2013
2	<ul style="list-style-type: none"> Implement a Saturday Academic Academy to provide more continuous time on task. Implement an after school tutorial program to provide more continuous time on task. Review latest standardized test results as well as report card grades to identify students in greatest need of intervention. Identify the number of teachers needed to service the identified student population and garner BOE approval for their hire prior to posting for the positions. 	Ms. Frazier, Principal Ms. Kitchen, Guidance Counselor	The purchase of supplemental materials to support student growth while participating in this program.	December 2012 – May 2013

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	<ul style="list-style-type: none"> • Purchase the materials for the program that include a pre- and post-test. • Invite students to participate in the Saturday Academic Academy and after school tutorial programs. • At the conclusion of the Saturday Academic Academy, data will be submitted to the Office of Curriculum & Instruction that includes the pre- and post-test results for each student that will help to determine the effectiveness of the intervention and guide future planning. 			
3	<ul style="list-style-type: none"> • Identify teachers who will become Read 180/System 44 instructors. • Send the teachers to an off-site 2-day training session on Read 180/System 44. • Administer the Scholastic Reading Inventory (SRI) to all students in grades 3 – 5 to establish a baseline for every student. • Form classes in grades 3 – 5 based upon the results. • For those students participating in Read 180/System 44, administer the SRI again in June to identify gains. 	Ms. Frazier, Principal Ms. Osterhoundt, Supervisor of LAL K – 5	Headphones with microphones; CD players; Up to 8 computers per Read 180/System 44 classroom	February 2013 – June 2013