

## 2014-2015 Progress Targets Action Plan

<b>SCHOOL CODE: 060-4006</b>	<b>SCHOOL NAME: ARBOR INTERMEDIATE SCHOOL</b>
<b>Content Area:</b>	<input checked="" type="checkbox"/> <b>English Language Arts</b> <input type="checkbox"/> Mathematics
<b>Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:</b>	<input checked="" type="checkbox"/> <b>Black</b> <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 checked="" type="checkbox"/> <b>Total Population</b> <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged
<b>Intervention(s) to be implemented:</b>	Technology integration; targeted instruction 30 minutes daily; tutorials; build student back-ground knowledge; Reader's/Writer's Workshop model; intensive interventions with support specialist, and Summer Academies for targeted and intensive interventions.

<b>Subgroup(s) Not Meeting Graduation Rate Target</b>	<input type="checkbox"/> 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"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged
<b>Intervention(s) to be implemented:</b>	

<b>Amount of Title I, Part A Funds Allocated for Intervention:*</b> (Indicate "N/A" if school does not receive Title I funds)	<b>\$80,537</b> <b>Support Specialist, tutorials, parent involvement funds.</b>
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	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	<b>Strategic Plan – see attached/following documentation</b>	<b>Ms. Janelle William, Principal</b>		
2				
3				
4				
5				

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

**Objective:** Decrease the Achievement Gap

**Measure:** All traditionally underachieving subgroups will decrease the proficiency gap as measured by the Grade 5 Mathematics and English Language Arts Universal Screeners.

<b>Grade 5 Math Universal Screener</b>	<b>Proficiency Rate</b>	<b>Boy's Proficiency Rate</b>	<b>Girl's Proficiency Rate</b>		<b>Grade 5 Literacy Universal Screener</b>	<b>Proficiency Rate</b>	<b>Boy's Proficiency Rate</b>	<b>Girl's Proficiency Rate</b>
All Students Average	52%	54.5%	50%		All Students Average	29%	28%	29%
White	65%	61%	71%		White	34%	24%	50%
Black	39%	44%	35%		Black	22%	24%	20%
Hispanic	46%	46%	43%		Hispanic	19%	19%	21%
Asian	74%	79%	71%		Asian	42%	48%	36%
Multi-Racial	43%	38%	47%		Multi-Racial	37%	29%	46%
Special Education	16%	20%	7%		Special Education	3%	22%	3%
Economically Disadvantaged	41%	45%	37%		Economically Disadvantaged	18%	18%	17%

Project	Benchmarks	Persons Responsible	Approximate Cost	Measures of Success/Student Output
Utilize online programs/technology to supplement classroom instruction <ul style="list-style-type: none"> <li>- Think Central</li> <li>- Go Math! Academy</li> <li>- Sumdog</li> </ul>	Sept-June	Content Area Teachers	\$1,500	Learning Target Scores/Mathercise Scores/Teacher Made Assessments
Maintain the use of WIN (What I Need) groups for targeted instruction which includes intervention and enrichment for 6-8 week cycles	Sept-June	Content Area Teachers/Support Specialists	\$0	Learning Target Scores/WIN Post Assessment Scores
<ul style="list-style-type: none"> <li>- Monitor WIN instruction to ensure fidelity to the directed model and expectations</li> <li>- Implement LEAP Enrichment Curriculum</li> </ul>	Sept-June	Principal		Teacher Evaluations-Rating of 3 or higher in Domains 1, 3, and 4
Instructional Practice <ul style="list-style-type: none"> <li>- Through targeted observation, provide teachers with feedback regarding practices that will lead to higher levels of student achievement (differentiated instruction, use of technology, and non-traditional resources)</li> </ul>	Sept-June	Principal/Content Area Supervisors	\$0	Teacher Evaluations/Student Assessment Scores-Rating of 3 or higher in Domain 3
Professional Development <ul style="list-style-type: none"> <li>- Provide teachers with opportunities to gain curricular knowledge through the use of PLC's (Professional Learning Communities), building based, and district facilitated opportunities</li> </ul>	Sept-May	Principal/Content Area Supervisors/Teacher	\$500	Teacher Evaluations-Rating of 3 or higher in Domain 4 Feedback from staff
Tutorial Programs <ul style="list-style-type: none"> <li>- Identify and invite students from targeted subgroups to attend after and before school tutoring programs</li> </ul>	January-June	Principal/Teachers/Rtl Specialist	\$6,000	5 <sup>th</sup> grade students will increase incrementally per subgroup to move closer to the all students average in each content area

Project	Benchmarks	Persons Responsible	Approximate Cost	Measures of Success/Student Output
<p>Increase parent's knowledge of curriculum and strategies to help students at home</p> <ul style="list-style-type: none"> <li>- Have <i>Breakfast With the Principal</i> events three times a year that include parent math and literacy training</li> </ul>	November-June	Principal	\$300	95% percent of parents who attend Breakfast With The Principal will be satisfied with the information and training provided
<p>Improve student understanding of multistep word problems and complex texts</p> <ul style="list-style-type: none"> <li>- In elective classrooms, provide opportunities to complete tasks with multistep directions followed by checks for understanding to ensure comprehension</li> <li>- Model classroom tasks and questioning to that of Common Core and PARCC expectations</li> </ul>	September-June		\$0	5 <sup>th</sup> grade students will demonstrate a 10% increase in solving word problems as per District Universal Screeners
<p>Bolster student background knowledge to improve writing and ability to make connections when reading</p> <ul style="list-style-type: none"> <li>- In elective classrooms, make connections to real-world experiences or situations</li> <li>- Use sites such as <i>Discovery Education</i> to enhance contextual understandings and provide connections to fiction and non-fiction texts</li> <li>- Provide writing exemplars to students for modeling</li> </ul>	September to June	Content Area/Elective Teachers	\$0	Students in 5 <sup>th</sup> grade will demonstrate 85% proficiency (score of 3 or higher) on writing tasks as per Learning Targets

Project	Benchmarks	Persons Responsible	Approximate Cost	Measures of Success/Student Output
<ul style="list-style-type: none"> <li>- Plan student field trips that relate to curriculum</li> <li>- Invite community volunteers to the school to make connections between learning and future career readiness through "Student to Star" Program</li> </ul>	October-June	Content Area Teachers	\$3,000	
<p>Maintain fidelity to Reader's and Writer's Workshop Model of Instruction</p> <ul style="list-style-type: none"> <li>- Move toward all 4<sup>th</sup> and 5<sup>th</sup> Grade classrooms implementing separate periods of Reader's Workshop and Writer's Workshop</li> <li>- Purchase materials needed for each program to improve fidelity</li> </ul>	January-June	Principal/Counselor		
<p>Utilize building Support Specialist effectively</p> <ul style="list-style-type: none"> <li>- Through the use of data, identify those students needing tier 2 and tier 3 support</li> <li>- Provide interventions via WIN, Push In, and Pull Out instructional practices</li> <li>- Monitor the use of instructional time to ensure program fidelity and expectations</li> </ul>	November-June	Teachers/District Supervisors/Principal	\$0	Students will demonstrate a 5% increase on the writing learning targets
<p>Improve Parent/Teacher communication regarding grading, academic progress, and expectations</p>	October	Principal	\$3,000	70% of 4 grade students will be reading at or above grade level by June 2015
	September-June	Support Specialists/Rtl Specialist	\$0	35% of Tier 3 students will move 2-3 reading levels by June 2015
	September-June	Principal		Parent feedback and anecdotal data regarding school communication
	September-June	Principal/All building staff		

**Objective:** Increase academic success of all 4<sup>th</sup> grade students in math and literacy as measured by 4<sup>th</sup> grade Universal Screeners.

**Measure:** All 4<sup>th</sup> grade students will increase overall proficiency on Universal Screeners as per designated percentages by group.

Grade 4 Math Universal Screener	Proficiency Rate	Boy's Proficiency Rate	Girl's Proficiency Rate	Percent Increase	Grade 4 Literacy Universal Screener	Proficiency Rate	Boy's Proficiency Rate	Girl's Proficiency Rate	Percent Increase
All Students Average	53%	52%	54%		All Students Average	27%	26%	30%	
White	45%	33%	55%		White	21%	14%	26%	
Black	35%	38%	31%		Black	19%	17%	22%	
Hispanic	45%	43%	47%		Hispanic	16%	15%	23%	
Asian	67%	68%	66%		Asian	37%	36%	39%	
Multi-Racial	49%	47%	56%		Multi-Racial	28%	25%	42%	
Special Education	27%	28%	22%		Special Education	8%	6%	13%	
Economically Disadvantaged	41%	41%	40%		Economically Disadvantaged	18%	16%	21%	

Project	Benchmarks	Persons Responsible	Approximate Cost	Measures of Success/Student Output
Utilize online programs/technology to supplement classroom instruction <ul style="list-style-type: none"> <li>- Think Central</li> <li>- Go Math! Academy</li> </ul>	September-June	Content Area Teachers	\$1,500	Learning Target Scores/Mathercise Scores/Teacher Made Assessments
Maintain the use of WIN (What I Need) groups for targeted instruction which includes intervention and enrichment for 6-8 week cycles <ul style="list-style-type: none"> <li>- Monitor WIN Instruction to ensure fidelity to the directed model and expectations</li> </ul>	September-June	Content Area Teachers/Support Specialists	\$0	Learning Target Scores/WIN Post Assessment Scores
	September-June	Principal		Teacher Evaluations-Rating of 3 or higher in Domains 1, 3, and 4
Instructional Practice <ul style="list-style-type: none"> <li>- Through targeted observation, provide teachers with feedback regarding practices that will lead to higher levels of student achievement (differentiated instruction, use of technology, and non-traditional resources)</li> </ul>	September-June	Principal/Content Area Supervisors	\$0	Teacher Evaluations/Student Assessment Scores-Rating of 3 or higher in Domain 3
Professional Development <ul style="list-style-type: none"> <li>- Provide teachers with opportunities to gain curricular knowledge through the use of PLC's (Professional Learning Communities), building based, and district facilitated opportunities</li> </ul>	September-May	Principal/Content Area Supervisors/Teacher	\$500	Teacher Evaluations-Rating of 3 or higher in Domain 4
Vertical Articulation <ul style="list-style-type: none"> <li>- Communicate 1-2 times per school year with third grade teachers from receiving schools</li> </ul>	January-June	Principal/Content Area Teachers	\$0	Feedback from staff

Project	Benchmarks	Persons Responsible	Approximate Cost	Measures of Success/Student Output
<p>Increase parent's knowledge of curriculum and strategies to help students at home</p> <ul style="list-style-type: none"> <li>- Have <i>Breakfast With the Principal</i> events three times a year that include parent math and literacy training</li> </ul>	November-June	Principal	\$300	95% percent of parents who attend Breakfast With The Principal will be satisfied with the information and training provided
<p>Improve student understanding of multistep word problems and complex texts</p> <ul style="list-style-type: none"> <li>- In elective classrooms, provide opportunities to complete tasks with multistep directions followed by checks for understanding to ensure comprehension</li> <li>- Model classroom tasks and questioning after that of Common Core and PARCC expectations</li> </ul>	September-June	Content Area/Elective Teachers	\$0	4 <sup>th</sup> grade students will increase cumulative proficiency on the Reading Learning Targets by 10%
<p>Bolster student background knowledge to improve writing and ability to make connections when reading</p> <ul style="list-style-type: none"> <li>- In elective classrooms, make connections to real-world experiences or situations</li> <li>- Use sites such as <i>Discovery Education</i> to enhance contextual understandings and provide connections to fiction and non-fiction texts</li> <li>- Provide students with writing exemplars for modeling</li> </ul>	September to June	Content Area/Elective Teachers	\$0	Students in 4 <sup>th</sup> grade will demonstrate 70% (cumulatively) proficiency on writing tasks as per Learning Targets

Project	Benchmarks	Persons Responsible	Approximate Cost	Measures of Success/Student Output
<ul style="list-style-type: none"> <li>- Plan student field trips that relate to curriculum</li> <li>- Invite community volunteers to the school to make connections between learning and future career readiness through "Student to Star" Program</li> </ul> <p>Maintain fidelity to Reader's and Writer's Workshop Model of Instruction</p> <ul style="list-style-type: none"> <li>- Move toward all 4<sup>th</sup> and 5<sup>th</sup> Grade classrooms implementing separate period of Reader's Workshop and Writer's Workshop</li> <li>- Purchase materials needed for each program to improve fidelity</li> </ul> <p>Utilize building Support Specialist effectively</p> <ul style="list-style-type: none"> <li>- Through the use of data, identify those students needing tier 2 and tier 3 support</li> <li>- Provide interventions via WIN, Push In, and Pull Out instructional practices</li> <li>- Monitor the use of instructional time to ensure program fidelity and expectations</li> </ul> <p>Improve Parent/Teacher communication regarding grading, academic progress, and expectations</p>	October-June	Content Area Teachers	\$3,000	<p>100% of classrooms will follow a split Reader's and Writer's Workshop model</p> <p>Students will demonstrate a 5% increase on reading learning target assessments</p> <p>85% of Tier 2 students will meet reading proficiency</p> <p>50 % of Tier 3 students will move at least 2-3 reading levels as measured by running records</p> <p>98% of parents will be signed up for Genesis Parent Portal/Survey of Parents Regarding Parent/Teacher Conferences</p>
	January-June	Principal/Counselor		
	January-June	Teachers/District Supervisors/Principal	\$0	
	October	Principal	\$3,000	
	September-June	Support Specialists/Rtl Specialist	\$0	
September-June	Principal			
	Principal/All building staff		\$0	

**Objective:** Increase student understanding of academic and assessment vocabulary in grades 4 and 5.

**Measure:** All 4<sup>th</sup> and 5<sup>th</sup> grade students will increase vocabulary proficiency on Universal Screeners as measured by standards RL 4.4 and RL 5.4

Project	Benchmarks	Persons Responsible	Approximate Cost	Measures of Success/Student Output
Classroom Instruction <ul style="list-style-type: none"> <li>- Implement district vocabulary curriculum</li> <li>- Utilize <i>Time for Kids</i> to increase non-fiction academic vocabulary</li> <li>- Display Vocabulary Word Walls in all academic and elective classroom locations that include content area terms</li> <li>- Using novel studies to highlight vocabulary</li> </ul>	October-June	Content Area Teachers	\$0	4 <sup>th</sup> grade students will have a 70% proficiency rate on standard RL 4.4 as per the Universal Screener Data  5 <sup>th</sup> grade students will have a 80% proficiency rate on standard RL 5.4 as per the Universal Screener Data
Whole School Competition <ul style="list-style-type: none"> <li>- Implement Vocabulary Bee Competition</li> </ul>	February-June	Teachers/Principal	\$200	
Parental involvement <ul style="list-style-type: none"> <li>- Provide parents with a list of assessment and academic vocabulary to be incorporated into everyday language</li> </ul>	January-June	Teachers/Principal	\$0	Parental Feedback