

2014-2015 Progress Targets Action Plan

SCHOOL CODE: 060-4006	SCHOOL NAME: ARBOR INTERMEDIATE SCHOOL
Content Area:	<input type="checkbox"/> English Language Arts <input checked="" type="checkbox"/> Mathematics
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	<input type="checkbox"/> 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 checked="" type="checkbox"/> Total Population <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged
Intervention(s) to be implemented:	Technology integration; daily targeted intervention based on data analysis; tutorials; parent content training; daily intensive interventions with support specialist (Go Math; Do the Math); provide feedback to students; vertical articulation, and Summer Academies for targeted intervention.

Subgroup(s) Not Meeting Graduation Rate Target	<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
Intervention(s) to be implemented:	

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

Grade 5 Math Universal Screener	Proficiency Rate	Boy's Proficiency Rate	Girl's Proficiency Rate		Grade 5 Literacy Universal Screener	Proficiency Rate	Boy's Proficiency Rate	Girl's Proficiency Rate
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"> - Think Central - Go Math! Academy - Sumdog 	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 <ul style="list-style-type: none"> - Monitor WIN Instruction to ensure fidelity to the directed model and expectations - Implement LEAP Enrichment Curriculum 	Sept-June	Content Area Teachers/Support Specialists	\$0	Learning Target Scores/WIN Post Assessment Scores
Instructional Practice <ul style="list-style-type: none"> - 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) 	Sept-June	Principal	\$0	Teacher Evaluations-Rating of 3 or higher in Domains 1, 3, and 4
Professional Development <ul style="list-style-type: none"> - Provide teachers with opportunities to gain curricular knowledge through the use of PLC's (Professional Learning Communities), building based, and district facilitated opportunities 	Sept-June	Principal/Content Area Supervisors	\$0	Teacher Evaluations/Student Assessment Scores-Rating of 3 or higher in Domain 3
Tutorial Programs <ul style="list-style-type: none"> - Identify and invite students from targeted subgroups to attend after and before school tutoring programs 	Sept-May	Principal/Content Area Supervisors/Teacher	\$500	Teacher Evaluations-Rating of 3 or higher in Domain 4 Feedback from staff
	January-June	Principal/Teachers/Rtl Specialist	\$6,000	5 th 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"> - Have <i>Breakfast With the Principal</i> events three times a year that include parent math and literacy training 	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"> - In elective classrooms, provide opportunities to complete tasks with multistep directions followed by checks for understanding to ensure comprehension - Model classroom tasks and questioning to that of Common Core and PARCC expectations 	September-June		\$0	5 th 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"> - In elective classrooms, make connections to real-world experiences or situations - Use sites such as <i>Discovery Education</i> to enhance contextual understandings and provide connections to fiction and non-fiction texts - Provide writing exemplars to students for modeling 	September to June	Content Area/Elective Teachers	\$0	Students in 5 th 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"> - Plan student field trips that relate to curriculum - Invite community volunteers to the school to make connections between learning and future career readiness through "Student to Star" Program <p>Maintain fidelity to Reader's and Writer's Workshop Model of Instruction</p> <ul style="list-style-type: none"> - Move toward all 4th and 5th Grade classrooms implementing separate periods of Reader's Workshop and Writer's Workshop - Purchase materials needed for each program to improve fidelity <p>Utilize building Support Specialist effectively</p> <ul style="list-style-type: none"> - Through the use of data, identify those students needing tier 2 and tier 3 support - Provide interventions via WIN, Push In, and Pull Out instructional practices - Monitor the use of instructional time to ensure program fidelity and expectations <p>Improve Parent/Teacher communication regarding grading, academic progress, and expectations</p>	<p>October-June</p> <p>January-June</p> <p>November-June</p> <p>October</p> <p>September-June</p> <p>September-June</p>	<p>Content Area Teachers</p> <p>Principal/Counselor</p> <p>Teachers/District Supervisors/Principal</p> <p>Principal</p> <p>Support Specialists/Rtl Specialist</p> <p>Principal</p> <p>Principal/All building staff</p>	<p>\$3,000</p> <p>\$0</p> <p>\$3,000</p> <p>\$0</p>	<p>Students will demonstrate a 5% increase on the writing learning targets</p> <p>70% of 4 grade students will be reading at or above grade level by June 2015</p> <p>35% of Tier 3 students will move 2-3 reading levels by June 2015</p> <p>Parent feedback and anecdotal data regarding school communication</p>

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

Measure: All 4th 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	Percentage Increase 2014-2015	Grade 4 Literacy Universal Screener	Proficiency Rate	Boy's Proficiency Rate	Girl's Proficiency Rate	Percentage Increase 2014-2015
All Students Average	53%	52%	54%		All Students Average	27%	26%	30%	
White	45%	33%	55%		White	21%	14%	26%	4.5% pts
Black	35%	38%	31%		Black	19%	17%	22%	5.7% pts
Hispanic	45%	43%	47%		Hispanic	16%	15%	23%	5.7% pts
Asian	67%	68%	66%		Asian	37%	36%	39%	4.1% pts
Multi-Racial	49%	47%	56%		Multi-Racial	28%	25%	42%	2.3% pts
Special Education	27%	28%	22%		Special Education	8%	6%	13%	0.3% pts
Economically Disadvantaged	41%	41%	40%		Economically Disadvantaged	18%	16%	21%	5.7% pts

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

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"> - Have <i>Breakfast With the Principal</i> events three times a year that include parent math and literacy training 	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"> - In elective classrooms, provide opportunities to complete tasks with multistep directions followed by checks for understanding to ensure comprehension - Model classroom tasks and questioning after that of Common Core and PARCC expectations 	September-June	Content Area/Elective Teachers	\$0	4 th 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"> - In elective classrooms, make connections to real-world experiences or situations - Use sites such as <i>Discovery Education</i> to enhance contextual understandings and provide connections to fiction and non-fiction texts - Provide students with writing exemplars for modeling 	September to June	Content Area/Elective Teachers	\$0	Students in 4 th 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"> - Plan student field trips that relate to curriculum - Invite community volunteers to the school to make connections between learning and future career readiness through "Student to Star" Program <p>Maintain fidelity to Reader's and Writer's Workshop Model of Instruction</p> <ul style="list-style-type: none"> - Move toward all 4th and 5th Grade classrooms implementing separate period of Reader's Workshop and Writer's Workshop - Purchase materials needed for each program to improve fidelity <p>Utilize building Support Specialist effectively</p> <ul style="list-style-type: none"> - Through the use of data, identify those students needing tier 2 and tier 3 support - Provide interventions via WIN, Push In, and Pull Out instructional practices - Monitor the use of instructional time to ensure program fidelity and expectations <p>Improve Parent/Teacher communication regarding grading, academic progress, and expectations</p>	<p>October-June</p> <p>January-June</p> <p>January-June</p> <p>October</p> <p>September-June</p> <p>September-June</p>	<p>Content Area Teachers</p> <p>Principal/Counselor</p> <p>Teachers/District Supervisors/Principal</p> <p>Principal</p> <p>Support Specialists/Rtl Specialist</p> <p>Principal</p> <p>Principal/All building staff</p>	<p>\$3,000</p> <p>\$0</p> <p>\$3,000</p> <p>\$0</p> <p>\$0</p>	<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>

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

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