

2014-2015 Progress Targets Action Plan

SCHOOL CODE: 080-4009	SCHOOL NAME: GRANDVIEW ELEMENTARY SCHOOL
Content Area:	<input checked="" type="checkbox"/> English Language Arts <input type="checkbox"/> Mathematics
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	<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 checked="" type="checkbox"/> Total Population <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input checked="" type="checkbox"/> Economically Disadvantaged
Intervention(s) to be implemented:	Orton Gillingham and Wilson Foundations Programs; differentiated core instruction using Reader's/Writer's Workshop; targeted and intensive interventions using support specialist; progress monitoring using running records; technology integration, and Summer Academies for targeted and intensive interventions.

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)	\$65,387
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	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Strategic Plan – see attached/following documentation	Mr. William Baskerville, Principal		
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3				
4				
5				

*Title I funds must be used to supplement, and not supplant state and local funds.

Add additional forms as needed.

Strategic Objective: Develop High Expectations for all students.

Measure: Decrease in the “gap” between demographic subgroups.

Target: Decrease gap in LAL and Math proficiency between lower and upper performing demographic groups by 10%.

Project	Benchmarks	Persons Responsible	Costs (Estimate \$)	Measures of Success/ Student Output
<p>Balanced Literacy:</p> <ul style="list-style-type: none"> • Use error analysis data from running records to identify fluency and comprehension areas in need of remediation and/or enrichment. Students will achieve an accuracy rate of 96% to 100% (for levels A-K) and a 98% to 100% (for levels L-Z) as per their Independent Reading Level. • Use formative assessments to properly monitor student comprehension and teacher instruction, and to promote independence during the work period of the Reader’s/Writer’s Workshop through appropriately leveled assignments/activities. • Continue to develop student reading strategies designed to support a variety of genres through the use of multicultural mentor texts during Reader’s/Writer’s Workshop. • Implement the BIE (Buck Institute for Education) model for PBL (Project-Based Learning). • Utilize rubrics to score students open-ended responses and share with students’ feedback on scores and how to improve to the next level on the rubric. 	<p>2014-2015 October February April June</p>	<p>Principals General and Special Education Teachers Support Specialist RTI Specialist Assistant Directors</p>	<p>0</p> <p>\$2500 to augment classroom libraries</p> <p>\$1000 for PBL Presentation materials</p>	<p>Student Performance to be determined by baseline and final running record levels. 80% of all students will evidence growth by reading on or above grade level expectations as per Fountas and Pinnell, Columbia, and/or DRA.</p> <p>80% proficiency rate on teacher-made formative assessments.</p> <p>75% proficiency rate on District Learning Targets/Universal Screeners.</p> <p>Increase in proficiency Reading/Writing scores on Learning Targets by 10%.</p> <p>Conferencing, Reader’s /Writer’s Notebooks/Folders.</p> <p>80% PBL proficiency rate based upon project rubrics.</p>

<ul style="list-style-type: none"> • Incorporate guided reading strategies across the curriculum through the use of leveled texts to promote an understanding of the elements of nonfiction (glossary, subtitles, table of contents, captions) as well as narrative elements (setting, characterization, plot, sequence). • Incorporate Lucy Calkin’s Units of Study in Opinion, Information, and Narrative Writing as a curricular resource. • Incorporate professional development from the Reading and Writing Project (Teacher’s College at Columbia University). • Use Orton Gillingham and/or the Wilson Foundations Program to promote phonemic awareness. <p>T.O.M. (Tools of the Mind) components:</p> <ul style="list-style-type: none"> • Provide multicultural and multi-level stories to enhance understanding of literature. • Articulate TOMS Strategies to parents. • Provide materials to be used at home to provide continuity and increase retention of skills. 			<p>\$1200 for guided reading sets for the Book Room</p> <p>\$1000 for Units of Study</p>	<p>T.O.M. Storyboards and differentiated center plans (scaffold student writing).</p> <p>NIEER K ELS (Early Learning Scale).</p>
<p>Provide differentiated core instruction (RTI Tier-1):</p> <ul style="list-style-type: none"> • Continue to implement the Readers’/Writers’ Workshop Model • Continue to implement guided reading instructional strategies and incorporate comprehension questioning. • Lesson Planning that addresses the needs of individual students and small groups. • Project-Based Learning. 				<p>Formative Assessments/Benchmarks/ Learning Targets based on baseline data/goals and progress monitoring.</p>

<p>Utilize Support Specialists to provide:</p> <ul style="list-style-type: none"> • Daily Tier-2 Targeted and Tier-3 Intensive Interventions/ Support to students using Orton Gillingham and/or the Foundations Phonics program to provide one-on-one and/or small group multi-sensory skill instruction as well as reinforcing reading strategies taught during Reader's/Writer's Workshop. • Facilitate with Principal and RTI Specialist the S.T.A.R. (Student Teacher Assistance and Resources) process to create intervention strategies and goals to be used with Tier 2 and Tier 3 students. • Support teachers with intervention strategies for differentiation. • Workshops regarding running record data analysis. • Reading and Vocabulary A-Z. • Intervention instruction using the Fountas & Pinnell Leveled Literacy Intervention Program. • Marilyn Burns "Do the Math" for Daily Tier-2 Targeted and Tier-3 Intensive Interventions. • Performance Plus progress monitoring. 	<p>2014-20154 October February April June</p>	<p>Principals Teachers Support Specialists RTI Specialist</p>	<p>\$2000 for Heinemann Levelled Literacy Intervention Kit (A-L)</p>	<p>Student Performance to be determined by baseline and final running record levels. 80% of all students will evidence growth by reading on or above grade level expectations as per Fountas and Pinnell, Columbia, and/or DRA.</p> <p>70% of students will achieve a S.T.A.R. goal.</p> <p>Formative Assessments/Benchmarks where progress will be measured based on baseline data/goals.</p> <p>Decrease in the number of Tier-3 students by 10%.</p> <p>70% of students will evidence success on Marilyn Burns' Number Core Assessments</p>
<p>Technology Integration:</p> <ul style="list-style-type: none"> • Use Razkids and Think Central to extend Balanced Literacy and mathematics initiatives. • Starfall.com (K and Grade 1) online leveled learning and assessments • Promote Digital Literacy (PARCC Readiness) in grades 2 and 3 through keyboarding activities, Edutyping and PBL. 		<p>Principals Support Specialists General and Special Ed. Teachers Assistant Directors Dir. Instr. Technology</p>	<p>Cost for Campus Licenses for Learning A-Z and Starfall</p>	<p>Diagnostic Data from Razkids and Edutyping to compare/contrast with multiple assessment measures.</p>

<ul style="list-style-type: none"> • PARCC on-line resources. • Quarterly PBL Exhibitions. • Discovery Education • Staff use of PD360. 				<p>80% PBL proficiency rate based upon project rubrics.</p> <p>PD360 Staff Usage Reports.</p>
<p>Develop and promote conceptual thinking and strategies throughout math curriculum:</p> <ul style="list-style-type: none"> • Regularly incorporate group activities for problem solving into lesson planning. • Continued use of the Go Math curricular resources. • Incorporation of Scott Foresman Investigation Lessons/strategies • Coordinate classroom teachers with the G&T program to offer inquiry-based instruction that promotes conceptual development through problem-solving. • Continued the use of the Mental Math exercises (Mathercise) to promote number sense and computation in grades 2-3. 	<p>2014-2015 October February April June</p>	<p>Principals Support Specialists General and Special Ed. Teachers Assistant Directors</p>		<p>75% of students will be proficient or advanced proficient on the district Math Learning Targets/Universal Screeners</p> <p>Improved performance on Math Learning Targets by 5%.</p> <p>Improvement in Mathercise scores by at least 10% as determined by baseline and final data.</p>
<p>Establish a target Tutorial Program:</p> <ul style="list-style-type: none"> • Identify students at risk in Literacy and Math through multiple measures (i.e. district assessment data, formative/summative assessments). • Differentiate tutorial goals to meet the needs of identified learners through the use of ILPs (Individual Learning Plans). <p>Continue a School Wide Behavior/Culture Program:</p> <ul style="list-style-type: none"> • Reconstitute the PBSIS Program by training new Universal and Secondary Intervention Teams with the Boggs Center 	<p>2014-2015 October February April June</p>	<p>Principals General and Special Ed. Teachers Support Specialists Asst. Superintendent for Curriculum and Instruction Tutors</p> <p>Principals Teachers Parents Behaviorists</p>	<p>\$6000</p> <p>\$3000 for Student Incentives, Gecko Prizes, and Student Recognition</p>	<p>50% of tutorial participants will evidence improvement as measured by pre/post assessments.</p> <p>60% or tutorial participants will evidence growth on District Learning Targets/Universal Screeners.</p> <p>Improvement of 1 level in writing using the state rubric for pre/post writing samples.</p> <p>Decrease in Office Referrals by 50%.</p>