

2014-2015 Progress Targets Action Plan

SCHOOL CODE: 080-4009	SCHOOL NAME: GRANDVIEW ELEMENTARY 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 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:	Opportunities for problem solving and computational fluency; tutorials; targeted and intensive interventions with progress monitoring with support specialist, and Summer Academies for targeted 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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*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>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. • PARCC on-line resources. • Quarterly PBL Exhibitions. • Discovery Education • Staff use of PD360. 		<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> <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>
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Teacher Leaders <ul style="list-style-type: none">• Support with Danielson Framework	June			reading on or above grade level expectations as per Fountas and Pinnell, Columbia, and/or DRA.
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