

2012-2013 Progress Targets Action Plan

SCHOOL CODE:		SCHOOL NAME: Frederic W. Cook K-7 Center	
CONTENT Area:		<input checked="" type="checkbox"/> English Language Arts <input type="checkbox"/> Mathematics <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	
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:		Targeted instruction to small group/whole groups of students focusing on analyzing text	
Intervention(s) to be implemented:		<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 Race <input checked="" type="checkbox"/> Total Population <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged	
Subgroup(s) Targeted for Intervention:			
Amount of Title 1, Part A Funds Allocated for intervention:* (Indicate "N/A) if school does not receive Title I funds)			
Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date- Timeline
1 Weekly small group instruction to practice locating textual evidence to support responses.	Teachers	NA	September 2012- Ongoing
2 Examine student work frequently to assess areas in need of improvement.	Teachers	NA	September 2012-June 2013
3 Provide students multiple opportunity to practice the skill of analyzing text	Teachers	NA	September 2012-June 2013
4 Practice responding to open-ended questions across disciplines	Teachers	NA	September 2012-June 2013

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Add additional forms as needed.

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Intervention(s) to be implemented:	Targeted Small Group instruction in mathematics with a focus on problem solving		
Subgroup(s) Targeted for Intervention:	<input type="checkbox"/> Black Students with Disabilities <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> Limited English Proficient Students	<input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Total Population Economically Disadvantaged	<input type="checkbox"/> Total Population Economically Disadvantaged
Amount of Title 1, Part A Funds Allocated for intervention:* (Indicate "N/A) if school does not receive Title I funds)			

Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date- Timeline
1 Provide pre-assessment to determine individual levels of students	Teachers	NA	September 2012- Ongoing
2 Develop and implement weekly assessments on problem solving.	Teachers	NA	September 2012-June 2013
3 Provide students multiple opportunities to practice the skill of problem solving (i. e homework, writing in math, classroom assignments, & assessments)	Teachers	NA	September 2012-June 2013
4 Weekly practice on basic skills needed to complete problem solving activities	Teachers	NA	September 2012-June 2013

5	Examining Student Work to determine needs	Teacher/Principal	Grade level/Common Planning	October 2012-June 2013
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Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	Professional Development in Effective Literacy Practice		
Intervention(s) to be implemented:			
Subgroup(s) Targeted for Intervention:	<input type="checkbox"/> Black Students with Disabilities <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Two or More Race <input checked="" type="checkbox"/> Total Population <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/>		
Amount of Title 1, Part A Funds Allocated for intervention:* (Indicate "N/A) if school does not receive Title I funds)			

Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date- Timeline
1 Workshop on Comprehension Toolkit	Teachers/Principal/ District Literacy Supervisor	Release time for teachers	October 2012
2 Reading Literature on Effective Reading Practices	Teachers/Principal	Release time for teachers	September 2012-June 2013
3 Attend literacy workshops	Teachers/Principal	Funds to attend workshops	September 2012-June 2013
4 Develop Common Assessments	Teachers	Release time for teachers	January 2013-June 2013
5 Implementing the Common Core in Literacy-Text Complexity	Principal Teachers	Common Core Exemplar text	September 2012

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Intervention(s) to be implemented:	After School Program/Saturday Academy		
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 Race <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 1, Part A Funds Allocated for intervention:* (Indicate "N/A) if school does not receive Title I funds)			

Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date- Timeline
1 Assess Students to determine Needs	Teachers	NA	February 2013
2 Identify Students	Teachers/Principal	NA	March 2013
3 Order supplies	secretaries	Title I funds	January 2013
4 Implement After School Program	Teachers	Title I Funds to pay teachers	March 2013-May 2013
5 Implement Saturday Academy	Teachers	Title I Funds to pay teachers	April 2013- May 2013

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Intervention(s) to be implemented:	Supplemental Instruction to struggling students in literacy and mathematics		
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 Race <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"/>		
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	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date- Timeline
1	Assess Students to determine Needs	Supplemental Teachers	NA	September 2012
2	Identify Students	Supplemental Teachers/Supervisors	NA	September 2012-October 2012
3	Provide small group instruction to identified students	Supplemental Teachers	District Funds	October 2012-June 2013
4				
5				

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Intervention(s) to be implemented:		Professional Development in Effective Math Practice	
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 Race <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"/>	
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Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date- Timeline
1 Workshop on Rigor in Mathematics	Teachers/Principal/ District Math Supervisor	Release time for teachers	October 2012
2 Teaching in the 90 Minute Block Training	Teachers/Principal/ District Math Supervisor	Release time for teachers	October 2012-June 2013
3 Turnkey of 90 minute block initiative	Teachers/Principal/ District Math Supervisor	Funds to attend workshops	January 2013-June 2013
4 Develop Common Assessments	Teachers/Principal	Release time for teachers	January 2013-June 2013
5			

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