

## 2012-2013 Progress Targets Action Plan

<b>SCHOOL CODE:</b> 39-4160-140	<b>SCHOOL NAME:</b> Evergreen Elementary School
<b>CONTENT Area:</b>	<input checked="" type="checkbox"/> <b>English Language Arts</b> <input type="checkbox"/> <b>Mathematics</b>
<b>Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:</b>	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 type="checkbox"/> Total Population <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input checked="" type="checkbox"/> Economically Disadvantaged <input checked="" type="checkbox"/>
<b>Intervention(s) to be implemented:</b>	<b>Kindergarten Academic Interventionists:</b> <i>Two supplemental kindergarten teachers have been added to Evergreen's staff, as of January 2013, in order to provide remedial ramp-up for struggling students as well as enrichment opportunities for more advanced learners in English Language Arts.</i>
<b>Subgroup(s) Targeted for Intervention:</b>	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"/> s      Total Population <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/>
<b>Amount of Title 1, Part A Funds Allocated for intervention:*</b> (Indicate "N/A" if school does not receive Title I funds)	N/A

Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date- Timeline
1	Hiring of two additional kindergarten teachers to provide necessary academic support due to excessive student population in five kindergarten homerooms (>130 students)	Assistant Superintendent, Human Resources, Business Administrator, Early Childhood Supervisor, Building Administrators		December 2012
2	Round table discussions held at building level with new kindergarten teachers about grade level expectations	Building Administrators, District Master Teacher, Kindergarten Teaching Staff		January 2013
3	Introduction of kindergarten <i>NJ Model Curriculum (ELA)</i> to newest staff members	Building Administrators, District Master Teacher, Kindergarten Teaching Staff		January 2013
4	Data analysis done to determine students for "pull-out" support (remediation /enrichment)	All Kindergarten Teaching Staff		January 2013 - Ongoing
5	Implementation of <i>NJ Model</i>	All Kindergarten Teaching Staff		Ongoing

	<i>Curriculum (ELA)</i> in small groups based on designated levels			
6	Assess progress via teacher created assessments	All Kindergarten Teaching Staff		Ongoing
7	Assess progress via <i>NJ Model Curriculum (ELA)</i> formal Unit Assessments	All Kindergarten Teaching Staff		Six(6) week intervals
8	Evaluate and plan for continued data-driven instruction	Building Administrators, All Kindergarten Teaching Staff		Ongoing

\*Title 1 funds must be used to supplement, and not supplant state and local funds.

**Add additional forms as needed.**

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<b>Intervention(s) to be implemented:</b>	<b>District Literacy Interventionist:</b> District programming meant to provide strategic interventional support in English Language Arts for students in grades 1-5.
<b>Subgroup(s) Targeted for Intervention:</b>	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"/> s    Total Population <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/>
<b>Amount of Title 1, Part A Funds Allocated for intervention:*</b> (Indicate "N/A" if school does not receive Title I funds)	N/A

	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date- Timeline
1	Hiring of district interventionists; training/appointment to district schools	Superintendent, Business Administrator, Human Resources		August 2012
2	K-5 Literacy Supervisor (District) and School-based Interventionists report to designated schools to strategize with building administrator(s)	Literacy Supervisor (District), School-based Interventionist, Building Administrators		September 2012
3	Interventionists analyze Spring 2012 DRA data to assist with determining program eligibility for "pull out" support of targeted student population	School-based Interventionist		September 2012
4	Pre-assessment of eligible students	School-based Interventionist		October 2012
5	ELA support program implementation	School-based Interventionist		Begins October 2012 - Ongoing
6	Assess, evaluate and plan for	School-based Interventionist		Ongoing

	continued data-driven instruction			
7	Provide ELA teachers and I&RS team (when warranted) updates of student progress	School-based Interventionist		Ongoing
8	Provide post-assessment to determine program strength and if goals/objectives were met	School-based Interventionist, K-6 Literacy Supervisor, Building Administrators		June 2013

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<b>Intervention(s) to be implemented:</b>	<b>Acellus Learning System:</b> Provide web-based, leveled, self-guided tutoring and enrichment support in English Language Arts across grades 3-5 during the school day and at home.
<b>Subgroup(s) Targeted for Intervention:</b>	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"/> s    Total Population <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/>
<b>Amount of Title 1, Part A Funds Allocated for intervention:*</b> (Indicate "N/A" if school does not receive Title I funds)	N/A

Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date- Timeline
1	Re-evaluate IT accessibility of program requirements	IT Department, Acellus Tech Support, Building Administration		Fall 2012
2	Purchase one Acellus license (course) per student in grades 3-5	Business Administrator, Building Administration		Fall 2012
3	Coordinate and initiate PD for teaching staff (grades 3-5)	Building Administration, Acellus PD Support Staff		Fall 2012 - Ongoing
4	Analysis of NJASK 2012 and Fall 2012 DRA data to determine proficiency levels of students	Teaching Staff		October 2012
5	Determine what web-based literacy course would best serve each student	Teaching Staff		October 2012
6	Establish rotation/"center" times for guided reading groups to complete online lesson components	Teaching Staff		October 2012
7	Completion of course (includes	Teaching Staff, Students (3 <sup>rd</sup> -5 <sup>th</sup> grade)		November 2012 – June 2013

	assessments)			
8	Assess and evaluate Acellus reports; plan for continued data-driven instruction	Teaching Staff		Ongoing
9	Monitor effectiveness of program to determine if more coursework should be implemented	Building Administration, Teaching Staff		Ongoing

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<b>Intervention(s) to be implemented:</b>	<b>Grade Level Homework Clubs:</b> Provide tutoring and enrichment support in English Language Arts across grade levels 1-5 during extended day programming.
<b>Subgroup(s) Targeted for Intervention:</b>	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"/> s    Total Population <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/>
<b>Amount of Title 1, Part A Funds Allocated for intervention:*</b> (Indicate "N/A" if school does not receive Title I funds)	N/A

	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date- Timeline
1	Analysis of ELA data (including NJASK 2012, Fall 2012 DRA, teacher made assessments, NJMC Unit I assessments) to determine student proficiency levels	Teaching Staff		Fall 2012
2	Design supplemental curriculum that supports <i>NJ Model Curriculum (ELA)</i> goals and objectives	Teaching Staff		Fall 2012
3	Provide pre-assessment of student participants	Teaching Staff		Fall 2012
4	Implement appropriate leveled curriculum based on pre-assessment results (three days per week)	Teaching Staff, Students (1 <sup>st</sup> – 5 <sup>th</sup> grade)		Ongoing
5	Assess, evaluate and plan for continued data-driven	Teaching Staff, Building Administrators		Ongoing

	instruction		
6	Provide post-assessment to determine program strength and if goals/objectives were met	Teaching Staff, Building Administrators	June 2013

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<b>Intervention(s) to be implemented:</b>	<b>ELL Afterschool Academy:</b> District sponsored extended day programing established to provide strategic support in ESL Literacy, focusing on test taking skills with a concentration on NJASK and ACCESS
<b>Subgroup(s) Targeted for Intervention:</b>	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"/> s      Total Population <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input checked="" type="checkbox"/> Economically Disadvantaged <input type="checkbox"/>
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Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date- Timeline
1	Analysis of NJASK and ACCESS student data by District ESL/Bilingual Department; subsequent evaluation delineated the need for supplemental afterschool support of ELL students district-wide	Assistant Superintendent of Ed Services; ESL/Bilingual Administrator and Supervisors		Fall 2012
2	Identify/hire teaching staff for intervention programing	ESL/Bilingual Administrators and Supervisors; Business Administrator, Human Resources		December 2012
3	Provide pre-assessment of student participants	Teaching Staff		January 2013
4	Implement appropriate leveled curriculum based on pre-assessment results (two days per week)	Teaching Staff, Students (3 <sup>rd</sup> -5 <sup>th</sup> ) grades		January 2013 -Ongoing
5	Assess, evaluate and plan for	Teaching Staff		Ongoing

	continued data-driven instruction			
6	Provide post-assessment to determine program strength and if goals/objectives were met	Teaching Staff, ESL/Bilingual Administrator and Supervisors, Building Administrators		June 2013

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<b>Intervention(s) to be implemented:</b>	<b>School-Based Intramural Clubs:</b> <i>Extended day learning opportunities intended to demonstrate creativity and build self-confidence in a fun environment; connections to English Language Arts are intended to increase proficiency levels as well as show improvement on report card. 2012-13 programing includes: Reading Club for Kindergarten (Fluency and comprehension); Chess Club (Critical thinking); Art Club (Comic Book Art/Art Through the Ages) Student Council (Advocacy and public speaking); Helping Hands Safety Patrol (Character education)</i>
<b>Subgroup(s) Targeted for Intervention:</b>	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"/> s      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	Dispense district issued intramural units based on staff interest and extended learning opportunities for students	Business Administrator, Athletic Director, Building Administrators,		Fall 2012
2	Proposals for intramural programs submitted to building administrators	Teaching staff/Advisor		Fall/Winter 2012
3	Interest meetings and student sign-up opportunities held	Teaching staff/Advisor		Fall/Winter 2012
4	Intramural programming begins	Teaching staff/Advisor, Students (2 <sup>nd</sup> – 5 <sup>th</sup> grade)		Fall/Winter 2012, Spring 2013
5	Evaluate/plan for intramural continuation (by semester or for upcoming school year)	Teaching staff/Advisor, Building Administrator		Conclusion of intermural session

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<b>Intervention(s) to be implemented:</b>	<b>Kindergarten Academic Interventionists:</b> <i>Two supplemental kindergarten teachers have been added to Evergreen's staff, as of January 2013, in order to provide remedial ramp-up for struggling students as well as enrichment opportunities for more advanced learners in Mathematics.</i>
<b>Subgroup(s) Targeted for Intervention:</b>	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"/> s    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	Hiring of two additional kindergarten teachers to provide necessary academic support due to excessive student population in five kindergarten homerooms (>130 students)	Assistant Superintendent, Human Resources, Business Administrator, Early Childhood Supervisor, Building Administrators		December 2012
2	Round table discussions held at building level with new kindergarten teachers about grade level expectations	Building Administrators, District Master Teacher, Kindergarten Teaching Staff		January 2013
3	Introduction of kindergarten <i>NJ Model Curriculum (Math)</i> to newest staff members	Building Administrators, District Master Teacher, Kindergarten Teaching Staff		January 2013
4	Data analysis done to determine students for "pull-out" support (remediation /enrichment)	All Kindergarten Teaching Staff		January 2013 - Ongoing
5	Implementation of <i>NJ Model</i>	All Kindergarten Teaching Staff		Ongoing

	<i>Curriculum(Math)</i> in small groups based on designated levels			
6	Assess progress via teacher created assessments	All Kindergarten Teaching Staff		Ongoing
7	Assess progress via <i>NJ Model Curriculum (Math)</i> formal Unit Assessments	All Kindergarten Teaching Staff		Six(6) week intervals
8	Evaluate and plan for continued data-driven instruction	Building Administrators, All Kindergarten Teaching Staff		Ongoing

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<b>Intervention(s) to be implemented:</b>	<b>District Mathematics Interventionist:</b> District programming meant to provide strategic interventional support in Mathematics for students in grades 1-5.
<b>Subgroup(s) Targeted for Intervention:</b>	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"/> s    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	Hiring of district interventionists; training/appointment to district schools	Superintendent, Business Administrator, Human Resources		August 2012
2	K-5 Mathematics Supervisor and School-based Interventionists report to designated schools to strategize with building administrator(s)	Mathematics Supervisor (District), School-based Interventionist, Building Administrators		September 2012
3	Interventionists analyze Pre-assessment data (10/12) to assist with determining program eligibility for "pull out" support of targeted student population	School-based Interventionist		October 2012
4	Mathematics support program implementation	School-based Interventionist		Begins October 2012 - Ongoing
5	Assess, evaluate and plan for continued data-driven instruction	School-based Interventionist		Ongoing

6	Provide Math teachers and I&RS team (when warranted) updates of student progress	School-based Interventionist		Ongoing
7	Provide post-assessment to determine program strength and if goals/objectives were met	School-based Interventionist, K-6 Mathematics Supervisor, Building Administrators		June 2013

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<b>Intervention(s) to be implemented:</b>	<b>Acellus Learning System:</b> Provide web-based, leveled, self-guided tutoring and enrichment support in Mathematics across grades 3-5 (General Education) during the school day and at home.
<b>Subgroup(s) Targeted for Intervention:</b>	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"/> s    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	Re-evaluate IT accessibility of program requirements	IT Department, Acellus Tech Support, Building Administration		Fall 2012
2	Purchase one Acellus license (course) per student in grades 3-5 (general education)	Business Administrator, Building Administration		Fall 2012
3	Coordinate and initiate PD for teaching staff (grades 3-5)	Building Administration, Acellus PD Support Staff		Fall 2012 - Ongoing
4	Analysis of NJASK 2012 data to determine proficiency levels of students	Teaching Staff		October 2012
5	Determine what web-based mathematics course would best serve each student	Teaching Staff		October 2012
6	Establish rotation/"center" times for students to complete online lesson components	Teaching Staff		October 2012
7	Completion of course (includes assessments)	Teaching Staff, Students (3 <sup>rd</sup> -5 <sup>th</sup> grade)		November 2012 – June 2013



8	Assess and evaluate Acellus reports; plan for continued data-driven instruction	Teaching Staff		Ongoing
9	Monitor effectiveness of program to determine if more coursework should be implemented	Building Administration, Teaching Staff		Ongoing

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<b>Intervention(s) to be implemented:</b>	<b>Grade Level Homework Clubs:</b> Provide tutoring and enrichment support in Mathematics across grade levels 1-5 during extended day programing.
<b>Subgroup(s) Targeted for Intervention:</b>	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"/> s    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	Analysis of Mathematics data (including NJASK 2012, teacher made assessments, NJMC Unit I assessments) to determine student proficiency levels	Teaching Staff		Fall 2012
2	Design supplemental curriculum that supports <i>NJ Model Curriculum (Math)</i> goals and objectives	Teaching Staff		Fall 2012
3	Provide pre-assessment of student participants	Teaching Staff		Fall 2012
4	Implement appropriate leveled curriculum based on pre-assessment results (three days per week)	Teaching Staff , Teaching Staff, Students (1 <sup>st</sup> – 5 <sup>th</sup> grade)		Ongoing
5	Assess, evaluate and plan for continued data-driven instruction	Teaching Staff, Building Administrators		Ongoing

6	Provide post-assessment to determine program strength and if goals/objectives were met	Teaching Staff, Building Administrators		June 2013
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<b>Intervention(s) to be implemented:</b>	<b>ELL Afterschool Academy:</b> District sponsored extended day program established to provide strategic support in Mathematics via the ALEKS online/web-based program ( individualized assessment and learning with standards-based content)
<b>Subgroup(s) Targeted for Intervention:</b>	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"/> s    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	Analysis of NJASK and ACCESS student data by District ESL/Bilingual Department; subsequent evaluation delineated the need for supplemental afterschool support of ELL students district-wide	Assistant Superintendent of Ed Services; ESL/Bilingual Administrator and Supervisors		Fall 2012
2	Identify/hire teaching staff for intervention programing	ESL/Bilingual Administrator and Supervisors; Business Administrator, Human Resources		December 2012
3	Provide pre-assessment of student participants	Teaching Staff		January 2013
4	Implement appropriate leveled curriculum based on pre-assessment results (three days per week)	Teaching Staff, Students (3 <sup>rd</sup> -5 <sup>th</sup> ) grades		January 2013 – Ongoing

5	Assess, evaluate and plan for continued data-driven instruction	Teaching Staff		Ongoing
6	Provide post-assessment to determine program strength and if goals/objectives were met	Teaching Staff; ESL/Bilingual Administrator and Supervisors; Building Administrators		June 2013

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<b>SCHOOL CODE:</b> 39-4160-140	<b>SCHOOL NAME:</b> Evergreen Elementary School
<b>CONTENT Area:</b>	<input type="checkbox"/> English Language Arts <input checked="" type="checkbox"/> Mathematics
<b>Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:</b>	Black <input type="checkbox"/> Hispanic <input checked="" 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 checked="" type="checkbox"/> Economically Disadvantaged <input type="checkbox"/>
<b>Intervention(s) to be implemented:</b>	<b>School-Based Intramural Clubs:</b> <i>Extended day learning opportunities intended to demonstrate creativity and build self-confidence in a fun environment; connections to Mathematics are intended to increase proficiency levels as well as show improvement on report card. 2012-13 programming includes: Basketball (Critical/strategic thinking; measurement/dimensions; numeric value/calculations); Track &amp; Field (Measurement/dimensions; numeric value/calculations); Zumba (measurement via fractions/rhythm)</i>
<b>Subgroup(s) Targeted for Intervention:</b>	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"/> s    Total Population <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/>
<b>Amount of Title 1, Part A Funds Allocated for intervention:*</b> (Indicate "N/A" if school does not receive Title I funds)	N/A

Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date- Timeline
1	Dispense district issued intramural units based on staff interest and extended learning opportunities for students	Business Administrator, Athletic Director, Building Administrators,		Fall 2012
2	Proposals for intramural programs submitted to building administrators	Teaching staff/Advisor		Fall/Winter 2012
3	Interest meetings and student sign-up opportunities held	Teaching staff/Advisor		Fall/Winter 2012
4	Intramural programming begins	Teaching staff/Advisor, Students (2 <sup>nd</sup> – 5 <sup>th</sup> grade)		Fall/Winter 2012, Spring 2013
5	Evaluate/plan for intramural continuation (by semester or for upcoming school year)	Teaching staff/Advisor, Building Administrator		Conclusion of intermural session