

## 2012-2013 Progress Targets Action Plan

<b>SCHOOL CODE: 05 4450 060</b>	<b>SCHOOL NAME: Riverside Elementary</b>
<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 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"/> <b>Economically Disadvantaged X</b>
<b>Intervention(s) to be implemented:</b>	<b>Extended Day for LAL lessons</b>
<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 Races <input type="checkbox"/> Total Population <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> <b>Economically Disadvantaged X</b>
<b>Amount of Title I, Part A Funds Allocated for Intervention:*</b> (Indicate "N/A" if school does not receive Title I funds)	45,080 in salaries for extended day

Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Program coordinator will prioritize low performing, economically disadvantaged students in targeting students for participation	After School Academy Coordinator	NA	Immediate
2	Research based effective instructional strategies will be implemented (ie. the key elements of reading instruction identified in the National Reading Panel Report	Principal and teachers	Cost of program	Immediate
3	Target goals will be set for each child in the program and progress monitoring maintained	After School Academy Coordinator	NA	Immediate
4				
5				

\*Title I funds must be used to supplement, and not supplant state and local funds.  
**Add additional forms as needed.**

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<b>Content Area:</b>	<b>X English Language Arts</b> <input type="checkbox"/> <i>Mathematics</i>
<b>Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:</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 Races <input type="checkbox"/> Total Population <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> <b>Economically Disadvantaged X</b>
<b>Intervention(s) to be implemented:</b>	<b>Small Group Literacy Support</b>
<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 Races <input type="checkbox"/> Total Population <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> <b>Economically Disadvantaged X</b>
<b>Amount of Title I, Part A Funds Allocated for Intervention:*</b> (Indicate "N/A" if school does not receive Title I funds)	273085 in salaries and 33,853 in supplies

Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Use RTI to identify students as Tier 1,2 or 3	Reading Specialist, Principal	NA	Immediate
2	Provide targeted support in small groups to Tier 2 and 3 students	Teachers, Reading Specialist	Salary of teachers	Immediate
3	Target goals will be set for each child in the program and progress monitoring maintained	Teachers, Reading Specialist, Principal	NA	Immediate
4	Purchase books at a variety of levels to support classroom libraries. This will support students' reading on their grade level and increase the rate of reading growth.	Teachers, Reading Specialist, Principal	Cost of Books	Immediate
5	Purchase listening centers to support vocabulary acquisition in our title 1 students. Listening centers help develop vocabulary. Vocabulary is a weakness for Economically Disadvantaged Students.	Principal	Cost of Listening Centers	Immediate

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**Add additional forms as needed.**