2012-2013 Progress Targets Action Plan

SCHOOL CODE: 120	School Name: Richmond Avenue School
Content Area: Language Arts Literacy	■ English Language Arts □ Mathematics
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	Black □ Hispanic ■ White □ American Indian □ Asian □ Two or More Races □ Total Population ■ Students with Disabilities ■ Limited English Proficient Students □ Economically Disadvantaged ■
Intervention(s) to be implemented:	Literacy Collaborative, Reader's Workshop, Writer's Workshop, Word Study, On-Going LAL Training, Literacy Coaching, Basic Skills Intervention, Readers Theatre, Leveled Literacy Intervention, System 44, Read 180, Special Education Services, ESL Services, Compass learning, Project based learning, Extended School Day and Extended School Year (Summer School)
Subgroup(s) Targeted for Intervention:	Black □ Hispanic ■ White □ American Indian □ Asian □ Two or More Races □ Total Population ■ Students with Disabilities ■ Limited English Proficient Students □ Economically Disadvantaged ■
Amount of Title 1, Part A Funds Allocated for Intervention:* (Indicate "N/A" if school does not receive Title I funds)	Title 1 After School Programs = $28,623.00 Title I Summer School = $27,522.00

Action Steps	Persons Responsible	Additional Resource Dedicated	Due Date – Timeline
1. Literacy Collaborative Literacy Collaborative is a researched based instructional model that is language based, student-centered, process-oriented, and language outcome. The teachers will continue to teach the components of the; reading and Writing Workshop as well as the Language/Word Study.	LAL Coaches, Teachers and Administration		9/12 – 6/13
2. On-Going LAL Training The purpose of on-going literacy training is to revisit specific elements of the language and literacy framework in more detail, thus deepening the understanding of theory and practice and providing new thinking as the model is refined.	LAL Coaches, Staff and Administration		9/12 – 6/13
3. Literacy Coaching On-Site professional development is the best way to provide support to teacher growth because professional conversations can take place formally and informally.	LAL Coaches, Staff and Administration		9/12 – 6/13
4. Reading Workshop	Teachers (Classroom, BSI, Special		9/12 – 6/13

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#	Description	Responsible		Timeline
5.	Students read a variety of self-selected and teacher selected texts for extended periods. They construct meaning and make personal and textual connections as they learn from and about reading. Students learn effective comprehending strategies they apply to fiction and nonfiction texts.	Education and ESL)		9/12 – 6/13
6.	**Writing Workshop** Students develop writing strategies and skills, learn about the writer's craft, and use writing as a tool for learning and communication. Writing for sustained periods, they explore different genres and formats for a range of purposes and for a variety of audiences.	Teachers (Classroom, BSI, Special Education and ESL)		9/12 – 6/13
7.	**Word Study** Students explore the intricacies of language across multiple genres including literature, informational texts, and poetry. They investigate the meaning and structure of words, and the conventions and forms of written language.	Teachers (Classroom, BSI, Special Education and ESL)		9/12 – 6/13
8.	**Leveled Literacy Intervention** Leveled Literacy Intervention (LLI), The study confirmed that LLI was effective in significantly improving the literacy achievement of struggling readers and writers.	Early Intervention Teachers, BSI		9/12 – 6/13
9.	**Reader's Theatre** Reader's Theater is a program designed to practice and perfect student's fluency and speaking skills. The program will engage students and serve as a model for fluency, pronunciation, and overall language usage. The program will enhance students' proficiency in the areas of reading, writing, listening, and speaking.	ESL Afterschool Staff		9/12 – 6/13
10.	**System 44** System 44 Next Generation is the new foundational reading program for your most challenged readers in Grades 3–12+. System 44 Next Generation is proven to help students master the foundational reading skills required for success with the Common Core through explicit instruction in comprehension and writing and a personalized learning progression driven by technology.	System 44 Teacher and Administration		1/13 – 6/13
	Read 180 READ 180 has become one of the most research-tested adolescent reading interventions in the country. The solid and growing research base on READ 180	Read 180 Teacher and Administration		1/13 – 6/13

	effectiveness, reflected in this compendium, has been documented by rigorous third-party meta-analyses. In 2009, a What Works Clearinghouse (WWC)1 review concluded that the extent of evidence for READ 180's impact on student comprehension and general literacy achievement is "medium to large."		
11.	Basic Skills Intervention	BSI Teachers and Administration	9/12 – 6/13
12.	Special Education: Learning Resource and Inclusion	Special Education Teachers, Regular Education Teachers, CST and Administration	9/12 – 6/13
13.	ESL	ESL Teachers, Regular Education Teachers, ESL Supervisor and Administration	9/12 – 6/13
14.	Compass learning The Compass Learning suite of learning solutions includes lessons and activities that are based on current and confirmed research about the way today's students think and learn. Odyssey curricula for primary and secondary students facilitates differentiated and personalized instruction, while formative assessments and reporting tools help drive data-driven decision making.	Technology Coordinator, Teachers, Technology Supervisor and Administration	9/12 – 6/13
15.	Project based learning Rigorous projects that are an extended process of inquiry in response to a complex question, problem, or challenge	Teachers and Administration	9/12 – 6/13
16.	Summer School	Teachers and Administration	7/13

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