

## GOAL 1 – Action Plan Development

**Template 4.1** – (Rubric Indicator 4.1)

Revised DATE: March 14, 2008

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

<b>Goal</b>	To increase the number of students scoring advanced or proficient in Math on TCAP in the following subgroups: Black students increase 7.2% from 78.8%, SWD students increase 39.1% from 46.9%, and FRL students increase 2.9% from 83.1% to meet the NCLB target of 86%.
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Which need(s) does this Goal address?	Meet the NCLB targets of 100% by 2014 as identified by the district and the TN Department of Education
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How is this goal linked to the system’s Five-Year Plan?	To maximize each and every student’s learning and to eliminate achievement disparities that exist among different student groups.
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**ACTION STEPS – Template 4.2** – (Rubric Indicator 4.2)

**IMPLEMENTATION PLAN – Template 4.3** – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

	Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
<b>Action Step</b>	District Reading and Math Assessments will be used to determine prior knowledge and appropriate placement. Formative assessments will be conducive to measure student progress.	Every 4 weeks, Aug-May 2008-09	Resource and Regular Classroom Teachers	Textbooks and manipulatives	No additional funds	Student performance reviewed by teachers and administrators
<b>Action Step</b>	All students in grades 5-8 will participate in math across the curriculum, especially in Science and Social classes to increase knowledge and application of math concepts.	Weekly, Aug-May 2008-09	Social Studies and Math teachers	Textbooks and textbook resources, Atlas of the US History Program, Atlas of World History Program, TI-84+ Calculators & Overhead Unit, TI-10 Calculators/storage unit/resource book	\$8932.85	Classroom Walkthroughs
<b>Action Step</b>	Teachers will post district standards that have been aligned with state standards in the classroom & write the objectives on the board.	Daily	Mrs. Lefkovitz and classroom teachers	District and State Standards	District Funds	Observations by principals and TCAP results

Action Step	Students will work in cooperative groups using math manipulatives to enhance their learning and promote higher order thinking skills.	Weekly	Math teachers	Fastt Math, Prime Time Math, Algebra's School, Math's School, Do the Math, 8-Step Model Drawing	\$12,228.60	Classroom walkthroughs	
Action Step	All students in grades 5-8 will take ThinkLink assessments three times per year to determine individual student progress.	October December February	Mrs. Lefkovitz	Thinklink Test	District Funds	Results of formative assessment	
Action Step	Teachers will use ThinkLink test results to assess student progress and provide remediation/enrichment as needed.	October December February	Mrs. Lefkovitz, Ms. Percy	ThinkLink Tests Computers	District Funds	ThinkLink results	
Action Step	All teachers will be trained to analyze and disaggregate ThinkLink data to improve student achievement	Sept. 2008	Mrs. Lefkovitz	Computer ThinkLink Trainer	District Funds	Use of data in instructional plans, observations by principals	
Action Step	Students will participate in activities such as math challenge problems, spiral reviews, computation crunch, timed tests, fraction works, and minute math to increase knowledge and application of concepts.	Daily or Weekly, Aug-May 2008-09	Math Teachers	Textbooks, tests, student notebooks, textbook resources, CPS IR	\$4040	Classroom walkthroughs, Report card results	
Action Step	Add permanent substitutes to building staff to promote a positive climate and continuity of instruction when the regular classroom teacher cannot be present.	Aug-May 2008-09	Substitute office	Additional Staff	District Funds	Observation by Principals- Classrooms covered when regular teacher is absent	Completed
Action Step	Teachers and councilors will identify students performing below proficient and provide an Academic Intervention Tutoring Program before and after school.	Weekly Jan-April 2008-09	Teachers Ms. Percy Ms. Schaffner	TCAP Coach Books ThinkLink Results, Report Cards	\$3549.50	Review of students' names turned in on list to Principal	





	year to determine individual student progress and to inform instruction						
	Teachers will teach Reading across all content areas using results of BRI, ThinkLink, and TCAP.						

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Teachers will post  
District Standards  
which have been  
aligned to State  
Standards in  
Reading, write the  
objective on the  
board, and discuss  
the importance of  
mastering the skills


Provide staff development opportunities to regular and special education teachers in the areas of Differentiated Instruction, Managing Classroom Behavior, Subject Area Content, and Technology


Teachers will identify students' areas of weakness and strength using TCAP data and develop an individualized achievement plan for each student. This will be shared with the parent and student. ThinkLink and benchmark assessments will monitor student progress toward the goals throughout the year.

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## GOAL 3 – Action Plan Development

**Template 4.1** – *(Rubric Indicator 4.1)*  
14, 2008

Revised DATE: March

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)						
Goal	To increase the number of student scoring proficient on the TCAP Writing Assessment by 4.2% to meet the target of 90%.					
Which need(s) does this Goal address?	To increase the number of students scoring achieving proficiency on the TCAP Writing Assessment to 90%.					
How is this Goal linked to the system’s Five-Year Plan?	Maximize each and every student’s learning and eliminate achievement disparities that exist among different student groups					
<b>ACTION STEPS – Template 4.2</b> – (Rubric Indicator 4.2)	<b>IMPLEMENTATION PLAN – Template 4.3</b> – (Rubric Indicator 4.3)					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>	Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					



	<p>All Language Arts teachers will be trained to score papers using the rubric aligned with the State Writing Standards.</p>						

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Students will engage in a major writing assignment each 9 weeks that models the TCAP Writing Assessment (narrative for 5<sup>th</sup> grade and expository for 8<sup>th</sup> grade).

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Teachers and administrators will disaggregate data and analyze results on TCAP Writing Assessment given to 5<sup>th</sup> grade students now zoned to Oliver Middle to determine which students were successful and which were not on previous state assessments.

	Teachers will analyze individual ThinkLink data to determine areas to strengthen in Writing Process/Organization and Strategies.						

	<p>Students in grades 5-8 will engage in writing in all academic content areas to increase individual writing skills.</p>						

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## GOAL 4 – Action Plan Development

**Template 4.1** – *(Rubric Indicator 4.1)*  
14, 2008

Revised DATE: March

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal

Increase the attendance rate of all students in the school from 96.2% to the district target of 98%.

Which need(s) does this Goal address?

Meet the NCLB target of 93% for attendance as identified by the TN Department of Education and the target of 98% for attendance as identified by MNPS.

How is this Goal linked to the system's Five-Year Plan?

To provide a safe, secure, and nurturing environment

**ACTION STEPS – Template 4.2**  
– *(Rubric Indicator 4.2)*

**IMPLEMENTATION PLAN – Template 4.3** – *(Rubric Indicator 4.3)*

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal.

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

<p>Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i></p>							
	<p>Students will attend school above a 93% attendance rate</p>						

	<p>Students will be recognized with certificates of Perfect Attendance at the end of each nine weeks.</p>						



	absent.						
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Students will receive honor roll certificates at an assembly each nine weeks as an incentive for daily attendance and academic achievement.


Administration will  
analyze attendance  
data each  
attendance  
reporting period.

	<p>Administration will provide all students with a Student-Parent Handbook to inform students and parents the attendance guidelines concerning arrival and dismissal procedures, and the importance of attendance to student achievement</p>						

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All students in 5<sup>th</sup> grade  
classes will  
participate in  
lessons on bullying

	Teachers will provide rules and procedures to address positive classroom behavior						


Administration will communicate with any parent who has concerns for the safety of their child while at school.

	<p>Conflict resolution for students will be provided to students as needed by the Guidance Counselor, Social Worker, and Principals.</p>						

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	students in the implementation of proactive and collaborative initiatives						
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