

SCHOOL CODE:	SCHOOL NAME: Riverside Middle School
Content Area:	<input checked="" type="checkbox"/> English Language Arts <input type="checkbox"/> <i>Mathematics</i>
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	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"/> <u>Total Population X</u> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/>
Intervention(s) to be implemented:	<i>1 Basic Section of Lang. Arts classes at each grade level / Homework Club recommendations via I&RS</i>
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 Races <input type="checkbox"/> <u>Total Population X</u> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/>
Amount of Title I, Part A Funds Allocated for Intervention:* (Indicate "N/A" if school does not receive Title I funds)	N/A

Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	One basic reading class at each grade level, (6-8)	Principal and Reading Teachers	Leveled libraries in classrooms	In place by 9-1-13
2	One basic English class at each grade level, (6-8)	Principal and English Teachers	Highly Effective Writing Books	In place by 9-1-13
3	Through I&RS meetings struggling students will be identified and instructed to attend homework club three times a week	Principal, Guidance Counselor, and Case Manager	Supplemental materials relevant to area of weakness	In place by 9-1-13
4				
5				

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

SCHOOL CODE:	SCHOOL NAME: Riverside Middle School
Content Area:	<input type="checkbox"/> <i>English Language Arts</i> <u>X Mathematics</u>
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	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"/> <u>Total Population X</u> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/>
Intervention(s) to be implemented:	<i>1 Basic Section of Math classes at each grade level / Homework Club recommendations via I&RS</i>
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 Races <input type="checkbox"/> <u>Total Population X</u> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/>
Amount of Title I, Part A Funds Allocated for Intervention:* (Indicate "N/A" if school does not receive Title I funds)	<u>N/A</u>

Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	One basic math class at each grade level, (6-8)	Principal and Math Teachers	Adapt current math series to meet the needs of below level students	In place by 9-1-13
2	Through I&RS meetings struggling students will be identified and instructed to attend homework club three times a week	Principal, Guidance Counselor, and Case Manager	Supplemental materials relevant to area of weakness	In place by 9-1-1
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Add additional forms as needed.

SCHOOL CODE:	SCHOOL NAME: Riverside Middle School
Content Area:	<input type="checkbox"/> <i>English Language Arts</i> <u>X Mathematics</u>
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	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"/> <u>Economically Disadvantaged X</u>
Intervention(s) to be implemented:	<i>Host an evening curriculum event and specifically invite parents of economically disadvantaged students / Extend the school day by offering free group tutoring to economically disadvantaged students.</i>
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 Races <input type="checkbox"/> Total Population <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> <u>Economically Disadvantaged X</u>
Amount of Title I, Part A Funds Allocated for Intervention:* (Indicate "N/A" if school does not receive Title I funds)	<u>N/A</u>

Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Evening events that offer free computer access to parents to utilize the genesis grading system and all of its features. At these events also offer parents assistance with understanding our curricula	Principal and Teacher Volunteers	Various math websites	In place by 9-1-13
2	Students who are recognized as economically disadvantaged will be invited to attend after school tutoring three times a week. Group tutoring will be held by a teacher who is highly qualified in math.	Principal, Guidance Counselor, I&RS and CST Case Managers, and Math Teachers	Computer lab will be used to interact with math sites.	In place by 9-1-13
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Add additional forms as needed.