

2014-2015 Progress Targets Action Plan

SCHOOL CODE: 060	SCHOOL NAME: Thomas Jefferson Middle School		
Content Area:	<input type="checkbox"/> English Language Arts <input checked="" type="checkbox"/> Mathematics		
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	<input type="checkbox"/> 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 checked="" type="checkbox"/> Economically Disadvantaged		
Intervention(s) to be implemented:			
Subgroup(s) Targeted for Intervention:	<input type="checkbox"/> 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 checked="" type="checkbox"/> Economically Disadvantaged		
Amount of Title I, Part A Funds Allocated for Intervention:* <small>(Indicate "N/A" if school does not receive Title I funds)</small>	N/A		

	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date -- Timeline
1	To create a remedial PARCC mathematics course targeted for intervention for economically disadvantaged.	School administration/Math teachers	Local Funds	Dec. 2014 – May 2015
2	Guidance counselors will create an Excel sheet examining student achievement data and construct further academic interventions to support economically disadvantaged students. The principal will distribute a spreadsheet of all students instructing teachers to target those whose proficiency scores on the NJ Ask remain proficient but dropped. Discussions on interventions and strategies will be held with the mathematics supervisor and building administrators as well as with teachers during their PLC period.	Interdisciplinary teams/mathematics supervisor/building administrators	PLC time	Nov. 2014 – May 2015

	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date – Timeline
3	Partially proficient students will be scheduled into Dynamic Math prior to the administration of the PARCC test. This class will provide instruction that supports the mastery of common core standards for economically disadvantaged students.	Math teachers/school administration	PLC time	Feb. 2015 – May 2015
4	After school mandatory Mathematics schedule	Guidance counselor/Math Teacher	Not applicable	Dec. 2014 – June 2015
5	National Honor Society – peer tutoring	Building Administration	Not applicable	Dec. 2014 – June 2015

2014-2015 Progress Targets Action Plan

SCHOOL CODE: 03-1450-070 **SCHOOL NAME:** MEMORIAL MIDDLE SCHOOL

Content Area: 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:
 Remediation program prior to and after regular school hours and other interventions identified below.

Subgroup(s) Not Meeting Graduation Rate Target
 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:

Amount of Title I, Part A Funds Allocated for Intervention:* (Indicate "N/A" if school does not receive Title I funds)
 \$5,514.00 (shared expense for total population and students with disabilities).

Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date -- Timeline
1 Identify students who score Partially Proficient and schedule into Academic Level Language Arts, LD Language Arts and Literacy Connections sections.	Principal, Asst. Principal, Guidance & Child Study Team		September 2014
2 Language Arts teachers meet with PLC and department to review data and discuss, develop, and implement best practices.	Language Arts Teacher/Literature Connections Teachers, Language Arts Supervisor		September 2014 -- June 2015

Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date – Timeline
<p>3 Enroll identified students (those scoring 205 and below) into remediation academy (meets for 30 sessions). Students will be enrolled in Achieve 3000, a newly adopted software-based intervention program. So as to maximize instructional time, these sessions will meet either prior to or immediately following the regular school day.</p>	Principal, Asst. Principal, Guidance, Child Study Team	Title 1 Funding	November 2014 – May 2015
<p>4 Students will be afforded study hall during lunch (M.A.P.).</p>	Principal/Asst. Principal		September 2014 – June 2015
<p>5 Continue double block of literacy. All students will be scheduled for one period of Language Arts and one period of Literacy Connections each day.</p>	Principal		September 2014 – June 2015
<p>6 Integrate one double-period ACHIEVE 3000 lesson per week into LBLD literacy instruction.</p>	Language Arts Supervisor Principal		October 2014 – June 2015
<p>7 Integrate Interactive Reader strategy-based workbooks as a differentiated resource for grade-level text-based instruction.</p>	Language Arts Supervisor		September 2014 – June 2015
<p>8 Common Planning Time (department, PLC, and district in-service) for Common Core-based lessons, unit, assessments, and benchmark planning.</p>	Language Arts Supervisor Principal		September 2014 – June 2015
<p>9 Students whose NJ ASK scores decreased will be identified; students whose scores decreased significantly will receive in-class remedial instruction.</p>	Language Arts Supervisor Principal Guidance English Language Arts Teachers		September 2014 – June 2015

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

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SCHOOL CODE: 03-1450-070	SCHOOL NAME: MEMORIAL MIDDLE SCHOOL
Content Area:	<input type="checkbox"/> English Language Arts <input type="checkbox"/> Mathematics
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	<input type="checkbox"/> 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"/> Economically Disadvantaged
Intervention(s) to be implemented:	Remediation program prior to and after regular school hours and other interventions identified below.

Subgroup(s) Not Meeting Graduation Rate Target	<input type="checkbox"/> 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"/> Economically Disadvantaged
Intervention(s) to be implemented:	

Amount of Title I, Part A Funds Allocated for Intervention:* (Indicate "N/A" if school does not receive Title I funds)	\$5,514.00 (shared expense for total population and students with disabilities).
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Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date -- Timeline
1 Identify students who scored Partially Proficient and schedule into Academic Level Language Arts, LD Language Arts and Literacy Connections sections.	Principal Asst. Principal Guidance Child Study Team		September 2014
2 Special Education Teacher specifically assigned to teach students with disabilities who have a concentration in the discipline of Language Arts. This teacher attends all English/Language Arts related district in-services and workshops as a participating member of the ELA department.	Principal		Summer 2014

Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date – Timeline
3 Special Education Language Arts teacher meets with PLC and Language Arts department to review data and discuss, develop, implement best practices.	Special Education Language Arts Teacher Literature Connections Teacher Language Arts Supervisor		September 2014 – June 2015
4 Enroll identified students (students scoring 205 and below) in Remediation Academy (meets once per week). Students will be enrolled in Achieve 3000, a newly adopted software-based intervention program for the purpose of targeting students in need of intervention and remediation. So as to maximize instruction time, these remediation sessions meet either prior to or immediately following the regular school day.	Principal Asst. Principal Guidance Child Study Team	Title I Funding	November 2014 – May 2015
5 Teachers working with Achieve 3000 have received in-depth training from Achieve 3000 representatives. In addition, through PLC, they work together to develop lessons and further their working knowledge of the software to improve student outcomes.	Language Arts Supervisor Teachers Principal	Title I Funding	October 2014 – June 2015
6 Students will be afforded study hall during lunch (M.A.P.).	Principal		September 2014 – June 2015
7 Continue double block of literacy. All students will be scheduled for one period of Language Arts and one period of Literacy Connections each day.	Principal		September 2014 – June 2015
8 Integrate one double-period of ACHIEVE 3000 lesson per week into LBLD Literacy instruction.	Language Arts Supervisor		October 2014 – June 2015
9 Integrate Interactive Reader strategy-based workbooks as a differentiated resource for grade-level text-based instruction.	Language Arts Supervisor		September 2014 – June 2015
10 Common planning time (department, PLC, and district in-service) for Common Core based lessons, units, assessments and benchmark planning.	Principal Language Arts Supervisor		September 2014 – June 2015

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

2014-2015 Progress Targets Action Plan

SCHOOL CODE: 03-1450-070 **SCHOOL NAME: MEMORIAL MIDDLE SCHOOL**

Content Area: 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: Remediation programs prior to and after regular school hours and other interventions.

Subgroup(s) Not Meeting Graduation Rate Target

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:

Amount of Title I, Part A Funds Allocated for Intervention.* (Indicate "N/A" if school does not receive Title I funds) \$4,135.50

	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date -- Timeline
1	Identify students who scored Partially Proficient and schedule into Dynamic Math Connections for marking Periods 2 and 3. These marking periods align with the state standardized testing schedule and provide students additional support prior to, and in preparation for, testing.	Principal Asst. Principal Guidance Child Study Team		September 2014
2	Special Education teacher specifically assigned to teach students with disabilities. She has a concentration in the discipline of math.	Principal		Summer 2014
3	Special Education Math teacher meets with PLC and Math department to review data and discuss, develop, implement best practices. This teacher attends all math related district in-services and workshops as a participating member of the math department.	Special Education Math Teacher Math Supervisor		September 2014 – June 2015

Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date – Timeline
4 Students from Fair Lawn High School National Math Honor Society come to Memorial Middle School to offer tutoring services after school.	Principal Asst. Principal Guidance		November 2014 – May 2015
5 Enroll identified students in Remediation Academy (meets once per week). So as to maximize instructional time, these remediation sessions meet either prior to or immediately following the regular school day.	Child Study Team	Title I Funding	
6 Students will be afforded study hall during lunch (M.A.P.).	Principal		September 2014 – June 2015

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

2014-2015 Progress Targets Action Plan

SCHOOL CODE: 03-1450-085

SCHOOL NAME: John A. Forrest Elementary School (Fair Lawn, NJ)

Content Area: 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 to be implemented: remedial after-school instruction

Subgroup(s) Not Meeting Graduation Rate Target

Black Hispanic White American Indian Asian Two or More Races

Total Population Students with Disabilities Limited English Proficient Students

Economically Disadvantaged

Amount of Title I, Part A funds allocated for intervention: \$5,500 (shared expense with ELA/total population)

Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date – Timeline
<p>1 Teachers meet with PLCs, administration and literacy supervisor/coach to review data and plan professional development: focus reading volume tied to how many texts students are carrying and how using strategy group instruction can allow students to use one text in multiple ways, using video to support content work (in place all texts), and using short texts (that can be finished in one sitting) for small group.</p>	<ul style="list-style-type: none"> - Principal - Classroom teachers - Child Study Team - Literacy Supervisor - Literacy Coach 		September 2014 – June 2015
<p>2 Modify class placement procedures to ensure heterogeneous groupings are created with an expectation that classes will be balanced, considering but not limited to: gender; race/ethnicity; language diversity; academic, social, and emotional needs, strengths and weaknesses; and parental involvement.</p>	<ul style="list-style-type: none"> - Principal - Classroom teachers - Child Study Team 		March 2014 – June 2015
<p>3 Continue with an uninterrupted 70 minute reading and 45 minute writing block, as the volume of a student's reading during school is one of the most important differences between children's experiences in more and less effective teachers classrooms . . . Lower-achieving readers simply read less during the school day than their high achieving peers, spending more instructional time on other activities. In addition, students who receive ancillary support and/or special services will have those times scheduled outside of the</p>	<ul style="list-style-type: none"> - Principal - Classroom teachers 		September 2014 – June 2015

	literacy block.				Due Date – Timeline
	Action Steps	Persons Responsible	Additional Resources Dedicated		
4	<p>Identify students who have scored 'partially proficient' and/or demonstrated a 5%-10% drop in raw proficiency score and schedule for writing support both during the school day and after the regular school day has ended, as there is a well-established relationship between reading and writing opportunities – particularly the link between comprehension and composing.</p>	<ul style="list-style-type: none"> - Principal - Classroom teachers - Child Study Team 	Title 1 funds		September 2014 – June 2015
5	<p>Identify students who are presenting with difficulties associated with dyslexia and incorporate Wilson instruction into their learning day: a systematic phonics and study of word structure; skills taught explicitly and systematically; instruction is cumulative and scaffolds presented skills; teachers models and directs students to repeat sounds, words, and sentences; assessments monitor students throughout the program; extensive practice provides multiple opportunities for skills application.</p>	<ul style="list-style-type: none"> - Principal - Classroom teachers - Child Study Team 			September 2014 – June 2015
6	<p>Provide common planning time (grade level, PLC and district in-service) for review of common-core based lessons, units of study, assessments and benchmarks, as closing the achievement gap requires that teachers participate in regularly scheduled meetings to collaborate on lesson planning, plan common assessments, and data review (DuFour & DuFour, 2004). This is accomplished by establishing a time in the school day for all members of a department/team/grade share to meet. Our master schedule provides all teams with a minimum of 90 minutes during the school day/week to accomplish this work.</p>	<ul style="list-style-type: none"> - Central Office Administration - Principal - Classroom teachers - Child Study Team 			September 2014 – June 2015

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2014-2015 Progress Targets Action Plan

SCHOOL CODE: 03-1450-085

SCHOOL NAME: John A. Forrest Elementary School (Fair Lawn, NJ)

Content Area: 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 to be implemented: remedial after-school instruction

Subgroup(s) Not Meeting Graduation Rate Target

Black Hispanic White American Indian Asian Two or More Races

Total Population Students with Disabilities Limited English Proficient Students

Economically Disadvantaged

Amount of Title I, Part A funds allocated for intervention: \$5,500 (shared expense with ELA/students with disabilities)

	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date – Timeline
1	<p>Teachers meet with PLCs, administration and literacy supervisor/coach to review data and plan professional development: focus reading volume tied to how many texts students are carrying and how using strategy group instruction can allow students to use one text in multiple ways, using video to support content work (in place all texts), and using short texts (that can be finished in one sitting) for small group.</p>	<ul style="list-style-type: none"> - Principal - Classroom teachers - Child Study Team - Literacy Supervisor - Literacy Coach 		September 2014 – June 2015
2	<p>Modify class placement procedures to ensure heterogeneous groupings are created with an expectation that classes will be balanced, considering but not limited to: gender; race/ethnicity; language diversity; academic, social, and emotional needs, strengths and weaknesses; and parental involvement.</p>	<ul style="list-style-type: none"> - Principal - Classroom teachers - Child Study Team 		March 2014 – June 2015
3	<p>Continue with an uninterrupted 70 minute reading and 45 minute writing block, as the volume of a student's reading during school is one of the most important differences between children's experiences in more and less effective teachers classrooms . . . Lower-achieving readers simply read less during the school day than their high achieving peers, spending more instructional time on other activities. In addition, students who receive ancillary support and/or special services will have those times scheduled outside of the literacy block.</p>	<ul style="list-style-type: none"> - Principal - Classroom teachers 		September 2014 – June 2015

	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date -- Timeline
4	<p><i>Identify students who have scored 'partially proficient' and/or demonstrated a 5%-10% drop in raw proficiency score and schedule for writing support both during the school day and after the regular school day has ended, as there is a well-established relationship between reading and writing opportunities – particularly the link between comprehension and composing.</i></p>	<ul style="list-style-type: none"> - Principal - Classroom teachers - Child Study Team 	<p>Title 1 funds</p>	<p>September 2014 – June 2015</p>
5	<p><i>Identify students who are presenting with difficulties associated with dyslexia and incorporate Wilson instruction into their learning day: a systematic phonics and study of word structure; skills taught explicitly and systematically; instruction is cumulative and scaffolds presented skills; teachers models and directs students to repeat sounds, words, and sentences; assessments monitor students throughout the program; extensive practice provides multiple opportunities for skills application.</i></p>	<ul style="list-style-type: none"> - Principal - Classroom teachers - Child Study Team 		<p>September 2014 – June 2015</p>
6	<p><i>Provide common planning time (grade level, PLC and district in-service) for review of common-core based lessons, units of study, assessments and benchmarks, as closing the achievement gap requires that teachers participate in regularly scheduled meetings to collaborate on lesson planning, plan common assessments, and data review (DuFour & DuFour, 2004). This is accomplished by establishing a time in the school day for all members of a department/team/grade share to meet. Our master schedule provides all teams with a minimum of 90 minutes during the school day/week to accomplish this work.</i></p>	<ul style="list-style-type: none"> - Central Office Administration - Principal - Classroom teachers - Child Study Team 		<p>September 2014 – June 2015</p>

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