

2012-2013 Progress Targets Action Plan

SCHOOL CODE: 150	SCHOOL NAME: Jefferson Elementary School
CONTENT Area:	<input checked="" type="checkbox"/> English Language Arts <input type="checkbox"/> Mathematics
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	Black <input checked="" type="checkbox"/> Hispanic <input checked="" 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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Limited English Proficient Students <input checked="" type="checkbox"/> Economically Disadvantaged <input checked="" type="checkbox"/>
Intervention(s) to be implemented:	<ul style="list-style-type: none"> • Students will, based on their NJASK ELA test scores and DRA assessment and screening to be conducted, be assigned to intervention cohorts to receive additional support. • For our tier one students, the school will be placed on the NJ Model Curriculum and specific professional development will be scheduled to improve classroom based instructional strategies and differentiated planning skills. • Supplemental teachers, instructional programs, and intervention programs will make up our tiered intervention services for students who continue to be at risk in literacy achievement.
Subgroup(s) Targeted for Intervention:	Black <input checked="" type="checkbox"/> Hispanic <input checked="" type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Two or More Race <input type="checkbox"/> s Total Population <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Limited English Proficient Students <input checked="" type="checkbox"/> Economically Disadvantaged <input checked="" type="checkbox"/>
Amount of Title 1, Part A Funds Allocated for intervention:* (Indicate "N/A" if school does not receive Title I funds)	\$53,181 to be spent on targeted professional development consistent with our SPDC's needs assessment, a parent academy, the Saturday Academy, instructional materials, and a K-3 Ramp up Academy.

Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date- Timeline
1	Data Review of NJASK, DRA, and supplemental assessments (including the district DIA's and formative classroom assessments).	Teachers and Leadership Team	Data Binders provided and standardized for all staff members.	Data Review – NJASK September Sept – Nov. Collection
2	After students are assessed, students in serious need of academic support will be placed on Individual Learning Plans and placed on the I&RS academic watch list. Students will be assigned to the FFC after school program if they have not met NJASK proficiency for two years in a row. Students who are struggling will be referred to the educational for all tutoring program. **This will also include an IEP review with SPED teachers to	All Instructional Staff I&RS Team Principal / District Staff	Program resources and sign up forms.	Programs slated to begin end of October / Beginning of Nov.

	ensure modifications are made for these students consistent with IDEA.			
3	Students who are significantly at risk will also be placed with Ms. Colton in the ELA Supplemental Support Program.	Math Department	NA	Nov - June
4	Provide professional development to staff on Implementing the common core and the NJ Model Curriculum / Unit Planning Expectations.	Principal – PD Teachers - Implementation	Professional Development time: Grade levels	September 2012
5	Conduct a needs assessment of all staff to assess current capacity to deliver research based, differentiated instruction according to the common core.	SPDC	Needs Assessment Survey Development	September
6	Study Island, Reading Eggs, Aleks (for ELL students) and other RTI & Diagnostic educational support implementation training with teachers – All students to be enrolled in the programs based on their individual academic levels.	Principal – PD Teachers - Implementation	Title One Funds and Existing School Budget	September – June
7	Develop instructional PLC's that review standards, instructional practices and research based instructional programs in Literacy, Math, Student Support, and STEM.	Principal and All Staff	Staff Meeting Time Provided	Math PLC implemented in Oct (will run through June)
8	Grade level meeting to review content covered and student progress through the end of unit assessment number 2 - IFC's developed. Students who are at risk are assigned to the I&RS process and packets will be filled out.	Instructional Staff	Grade Level	Projected: Feb 2013
9	District Professional Development - ELA: The use of curriculum maps and unit planning to establish learning goals that are rigorous and relevant. Writing "Good" Objectives using the CCSS to drive instruction.	ELA Content Supervisor	Staff release time and turnkey to be scheduled.	TBD
10	Standard Solutions will provide a five part series on helping our student sub groups meet proficiency goals in the following areas: Mathematical practices, Reading and Writing Informational Text, Helping students with special needs meet the expectations of the common core in ELA and Math, Helping ELL students, and helping all students apply Scientific Thought to word problems.	Principal, SPDC, and Professional Vendor	Staff PD time and Title One funds	Feb – May
11	Launch of Aleks Afterschool Program for ELL students in grades 3-5 who are struggling in Mathematical and ELA	Bilingual Teachers	District Funds	Jan – May

	assessments (both benchmarked and formative).			
12	Launch of Saturday Success Academy for students in grades 3-5 who are struggling in LAL assessments (both benchmarked and formative).	Selected Teachers and Principal	Title One Funds	March - May
13	Launch of K-3 Ramp Up Academy for students in grades K-3 who are struggling in LAL assessments (both benchmarked, district screening, and formative).	Selected Teachers and Principal	Title One Funds	March - May
14	Launch of Parent Academy to help parents acquire the skills to help their kids in math, literacy, technology and to offer conversational Spanish and English	Selected Teachers and Principal	Title One Funds	March - May
15	Review of Content Covered to date, student progress, and instructional strategies and planning for Unit Three. Meeting with teachers to discuss students who continue to be at risks despite I&RS and tiered program intervention.	All instructional Staff	Grade Levels	Mid-March
16	Meeting with Parents to refer students for additional assistance or CST referral. Also to notify parents of danger of failing.	All instructional Staff	Parent Teacher Conferences	Late March
17	Final Referrals to Summer Programs / CST / Retention / etc and final review of all instructional programs. Also, all students eligible for second annual Jefferson Virtual Summer School.	Instructional Staff I&RS Principal	Grade Levels	May
18	Data Review of DRA and NJASK Scores - plan and review	Leadership Team and Principal	Stipends	July
19	Develop instructional Plan and Data Binders for 2013-14	Leadership Team and Principal	Stipends	July-Aug
20	Staff Summer College – either through TC or Standards Solutions to evaluate 2012-13 data and plan for instructional improvement.	Leadership Team, SPDC, and Principal	Stipends Title One Funds	Aug-Sept

*Title 1 funds must be used to supplement, and not supplant state and local funds.

Add additional forms as needed.

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	ensure modifications are made for these students consistent with IDEA.			
3	Students who are significantly at risk will also be placed with Mrs. Williams in the Math Supplemental Support Program.	Math Department	NA	Nov - June
4	Provide professional development to staff on Implementing the common core and the NJ Model Curriculum / Unit Planning Expectations.	Principal – PD Teachers - Implementation	Professional Development time: Grade levels	September 2012
5	Conduct a needs assessment of all staff to assess current capacity to deliver research based, differentiated instruction according to the common core.	SPDC	Needs Assessment Survey Development	September
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9	District Professional Development - Math: The use of Formative Assessment Strategies to establish learning goals that are rigorous and relevant. Writing "Good" Objectives using the CCSS to drive instruction. This will include lab sites from Dr. Eric Milou.	Math Content Supervisor	Staff release time and turnkey to be scheduled.	TBD
10	Standard Solutions will provide a five part series on helping our student sub groups meet proficiency goals in the following areas: Mathematical practices, Reading and Writing Informational Text, Helping students with special needs meet the expectations of the common core in ELA and Math, Helping ELL students, and helping all students apply Scientific Thought to word problems.	Principal, SPDC, and Professional Vendor	Staff PD time and Title One funds	Feb – May
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