

2012-2013 Progress Targets Action Plan

SCHOOL CODE: 020	SCHOOL NAME: Calvin Coolidge Elementary School
Content Area:	<input checked="" type="checkbox"/> English Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input checked="" 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 <input type="checkbox"/>
Intervention(s) to be implemented:	See below
Subgroup(s) Targeted for Intervention:	<input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input checked="" 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 <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	- Students will continue to be assessed as a formative resource. Data are to be compiled and analyzed so that groups of students can be differentiated based upon their displayed strengths and needs. Instruction can then complement the targeted objective, such as support for open ended responses or particular skills that require reinforcement.	Building principal, reading specialist, classroom teachers		March 2013-June 2013
2	- Testing preparatory materials will be infused into classroom instruction. In this way, students will have exposure and practice with the testing format, such as timed responses, prompted assignments, etc. In a similar	Building principal, reading specialist, classroom teachers		March 2013-June 2013

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	<p>manner, testing lexicon will also be reinforced through classroom dialog, assignment and interface.</p>			
3	<ul style="list-style-type: none"> - Alongside this time of structured approach to test practice, pupils will have varied multiple opportunities to interact with grade level text, regardless of their individual reading level. Our Balanced Literacy approach to instruction encourages students to practice and apply strategies with literature that is appropriately matched with their ability. Students reading below grade level have the opportunity to practice and refine their abilities, however the added measure of including grade level material facilitates experiences that prepare pupils with strategies for attacking challenging text. 	Building principal, reading specialist, classroom teachers		March 2013-June 2013
4	<ul style="list-style-type: none"> - An increase in guided reading instruction will similarly allow students to rehearse and authenticate decoding and comprehension strategies in a developmentally appropriate manner. Specific teaching points and explicit instruction will benefit students at all reading levels. 	Building principal, reading specialist, classroom teachers		March 2013-June 2013
5	<ul style="list-style-type: none"> - As the aggregate data from last year's NJ ASK include all three grade levels and some students have already graduated from elementary school, the school and individual student reports provide some relevant information. As such, individual score reports of students not meeting proficiency levels on the NJ ASK will be reviewed. Additionally, students scoring just above proficiency levels will also be evaluated. These efforts will help determine particular areas in need of support or development. 	Building principal, reading specialist, classroom teachers		March 2013-June 2013

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SCHOOL CODE: 010	SCHOOL NAME: Abraham Lincoln Elementary School		
Content Area:	<input checked="" type="checkbox"/> English Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input checked="" 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 <input type="checkbox"/>		
Intervention(s) to be implemented:	See below		
Subgroup(s) Targeted for Intervention:	<input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input checked="" 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 <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	- Students will continue to be assessed as a formative resource. Data are to be compiled and analyzed so that groups of students can be differentiated based upon their displayed strengths and needs. Instruction can then complement the targeted objective, such as support for open ended responses or particular skills that require reinforcement.	Building principal, reading specialist, classroom teachers		March 2013-June 2013
2	- Testing preparatory materials will be infused into classroom instruction. In this way, students will have exposure and practice with the testing format, such as timed responses, prompted assignments, etc. In a similar	Building principal, reading specialist, classroom teachers		March 2013-June 2013

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SCHOOL CODE: 025	SCHOOL NAME: Eisenhower 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 checked="" 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 checked="" type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/>
Intervention(s) to be implemented:	See below
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 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	All students in 8th grade pre-algebra classes will take part in targeted NJASK math review by using the Buckle Down series which includes a pre-test and post-test to determine our students growth through using the test prep materials. Teachers will provide targeted instruction focusing on basic skills through their <i>Do Now</i> each day.	Building Principal Mathematics Teachers		September - June
2	A supplemental math class has been instituted on an every other day basis to work with students who were not proficient on last year's NJASK or have been deemed in danger of not passing this year's state assessment based on academic performance. A section of 10-15 students will be scheduled in grades 6-8 beginning in the first week in March.	Building Principal Mathematics Teachers		September - June
3	Using our ICS teachers, we will utilize our TIEE period for additional small group pull-outs to focus on basic skills review using NJASK Buckle Down	Building Principal		September - June

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	materials.	Mathematics Teachers In-Class Support Teachers		
4	All replacement math classes, which currently are using Saxon math, will supplement their instruction using NJASK Buckle Down materials.	Building Principal Mathematics Teachers In-Class Support Teachers		September - June
5				

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