

2014-2015 Progress Targets Action Plan

SCHOOL CODE: 29-0530-030	SCHOOL NAME: Drum Point Elementary School
Content Area:	<input checked="" type="checkbox"/> <i>English Language Arts</i> <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 checked="" 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 type="checkbox"/> Economically Disadvantaged <input checked="" type="checkbox"/>
Intervention(s) to be implemented:	Professional Development and Professional Learning Communities, Common Core State Standards Based Curriculum, Assessments Utilized to Drive Instruction, Targeted Assistance and Intervention Extended Learning Opportunities (Extended Day Program), Parent Involvement

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)	Parent Involvement – Family Literacy Night \$1,090 Extended School Day - Target Assistance and Intervention for specific students \$7,938 1 coordinator and 6 teachers for 25 sessions BSI Instruction for students in Grades K-5 - \$26,110 Supplies – Leveled Literacy Intervention System \$39,871.95
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Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Curriculum Alignment <ul style="list-style-type: none"> • Provide in-service and support for implementation of the new Curriculum Map aligned to the Common Core Standards, the Model Curriculum, and the PARCC blueprint. • Establishing Shared Vision of the Common Core Standards. 	DP Administration & Instructional staff	OnCourse Curriculum Builder Workshop, Common Core Standards; Best Practice Models; PLCs	September 2014 through June 2015

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2	<p>Professional Learning Communities Form PLCs and hold meetings for the purpose of improving student achievement. Teams include:</p> <ul style="list-style-type: none"> • Data Assessment Teams (DAT) - Review, analyze, and summarize assessment data and make recommendations to the School Improvement Teams. • School Improvement Teams (SCIP) – Take recommendations of the DATs and formulate, implement, and monitor action plans for improvement. 	DP Administration & Staff Committee Members	NJASK 2014 scores	September 2014 through June 2015
3	<p>Assessment</p> <ul style="list-style-type: none"> • Administer district common assessments to identify students' specific strengths / weaknesses and cluster areas in need of remediation. • Utilize Performance Plus to identify weak cluster/standard areas for the development of SGOs. • Utilization of Performance Plus to effectively track student assessment and target deficiencies at the standards level focused on the beginning and end of the year assessments. • Provide target instruction based on data. 	BSI teachers, Special Education teachers, classroom teachers	Common Assessments, Performance Plus, SGO	September 2014 through June 2015
4	<p>Use of Literacy Program to increase Proficiency Implementation of Journeys Language Arts Literacy program including training in best practices such as, but not limited to:</p> <ul style="list-style-type: none"> • Effective use of centers (Read Aloud, Computer, Classroom Library, Leveled Readers, etc.). • Effective use of appropriate instructional strategies. • Targeted assistance intervention periods for Language Arts Literacy for identified at risk students. • Utilize District Coaches – model lessons in classrooms for Language Arts Literacy. • Work with students to increase students' reading levels on the Journeys Running Records as measured by the BOY, MOY & EOY assessments. Target instruction for 	DP Administration LAL Supervisor LAL Coaches DP Teaching Staff	Professional Development on Best Practices in ELA	September 2014 through June 2015

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	<p>students not making adequate progress.</p> <ul style="list-style-type: none"> • Work with students to increase students' total writing score on the Journeys Writing Rubric as measured by the BOY and EOY writing prompt. Provide students focused mini lessons on writing, and specific feedback on writing assignments. • Model written responses from reading passages for open ended questions that require evidence from text. Provide students opportunities to practice skill and provide teacher feedback. 			
5	<p>Use of DRA2 to Focus Instruction</p> <p>Implementation of <i>Developmental Reading Assessment</i>®, <i>DRA2</i> including training in best practices such as, but not limited to:</p> <ul style="list-style-type: none"> • Identify a student's independent reading level and document progress over time. • Integrate Focus for Instruction into daily lesson planning. • Identify each student's progress in reading over time. 	<p>DP Administration LAL Supervisor LAL Coaches DP Teaching Staff</p>	<p>Professional Development on Best Practices in DRA2</p>	<p>September 2014 through June 2015</p>
6	<p>Increase interventions and remediation via the Basic Skills Teachers</p> <p>BSI staff implementation of <i>Fountas & Pinnell Leveled Literacy Intervention System</i> (LLI) program, <i>LLI</i> including best practices such as, but not limited to:</p> <ul style="list-style-type: none"> • Small-group, supplementary literacy intervention designed to provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. • Systematically designed lessons and original, engaging leveled books, <i>LLI</i> supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. 	<p>DP Administration LAL Supervisor LAL Coaches BSI Teaching Staff</p>	<p>Professional Development on Best Practices in LLI</p>	<p>September 2014 through June 2015</p>

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	<ul style="list-style-type: none"> • Goal of <i>LLI</i> is to bring students to grade level achievement in reading. • BSI Back to School Night held for parental involvement. 			
7	<p>Extended Learning Opportunities aligned to PARCC</p> <ul style="list-style-type: none"> • Provide extended learning opportunities for ELA instruction (November to March) • Invite lowest performing students to attend afterschool program. • Supplementary interventions designed to provide powerful, small-group instruction for students who have not met proficiency on the NJASK test, benchmark testing, and or have not met grade level success on their report cards. 	Extended Day Staff	Title I funding	November 2014 through March 2015
8	<p>Evaluate Action Plan</p> <ul style="list-style-type: none"> • Present action plan to the staff for feedback. • School Improvement Committee will monitor and adjust as needed. • Determine achievement of Annual Progress Targets. 	Administration, School Improvement Committee, Data Team	Data, Staff feedback, Relevant research articles, PARCC 2015 scores	September 2014 through September 2015

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

Add additional forms as needed.