

2014-2015 Progress Targets Action Plan

SCHOOL CODE: 29-0530-035	SCHOOL NAME: Emma Havens Young Elementary School
Content Area:	English Language Arts <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/>
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	Black <input type="checkbox"/> Hispanic X White X American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Two or More Races <input type="checkbox"/> Total Population X Students with Disabilities X Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged
Intervention(s) to be implemented:	

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-\$1919- Title I Parent Nights-October, February, and April Extended Day Instruction-\$7938-One coordinator and 6 staff member. The program runs 2 X per week from December through the end of February. BSI Staff-\$144,708-Instructors provide small group instruction using Math Expressions resources

Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Curriculum Alignment: Provide in-service and support for the implementation of the new Curriculum Map aligned to the CCS, Model Curriculum, and the PARCC blueprint	EHY Administration & relevant staff	OnCourse Curriculum Builder Workshop, Mathematical Practices, PARCC blueprint, PLCs	2014-2015 School Year
2	Professional Learning Communities: Utilize PLCs and hold meetings for the purpose of improving	EHY Administration & Staff Committee Members, ,	NJASK 2014 scores	2014-2015 School Year

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	<p>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. 	teachers, and Coaches		
3	<p>Data Driven Decision Making:</p> <ul style="list-style-type: none"> Administer Math Expressions BOY, Benchmark Assessments and additional assessments provided by the program to identify students’ specific strengths and weaknesses and cluster areas in need of remediation. Provide target instruction based on data. 	BSI teachers, Special Ed. teachers, classroom teachers	Math Expressions Benchmark Assessments	2014-2015 School Year
4	<p>Professional Development aligned to PARCC:</p> <ul style="list-style-type: none"> Academy workshops offered to provide best practices training to staff members Provide training from District coaches in Math Expressions Implement online resources and provide basic typing lessons in preparation of keyboarding skill usage Utilize District Coaches – model lessons in classrooms, attend faculty meeting to share information on Math for CCSS, PARCC Blueprints 	District Administration EHY Administration Math Supervisor Math Coaches EHY Teaching Staff	PD Academy, Faculty Meetings, presentations	2014-2015 School Year
5	<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 	Administration/Teacher Cohort staff	Common Assessments, Performance Plus, SGO	2014-2015 School Year

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	<p>student assessment and target deficiencies at the standards level focused on the beginning and end of the year assessments.</p> <ul style="list-style-type: none"> • Provide target instruction based on data 			
6	<p>Extended Learning Opportunities aligned to PARCC:</p> <ul style="list-style-type: none"> • Invite lowest performing students to attend afterschool program • Staff provides Before/After School Instruction • Extended Day After School Program • Limited English After-school Program (LEAP) • Provide extended learning opportunities for Mathematics instruction (November to March) 	Administration/Teacher Cohort staff	Title I Funding	2014-2015 School Year
7	<p>Use of Mathematics Program to increase Proficiency</p> <ul style="list-style-type: none"> • Implementation of Math Expressions mathematics program including training in best practices such as effective use of appropriate instructional strategies. • Administer Math Expressions BOY, Benchmark Assessments and additional assessments provided by the program to identify students' specific strengths and weaknesses and cluster areas in need of remediation. • Provide target instruction based on data. • Work with students to increase students' mathematics score on all assessments. Provide focused lessons on instructional strategies to increase student success and understanding. 	EHY Administration LAL Supervisor LAL Coaches EHY Teaching Staff	Math Expressions	2014-2015 School Year
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	2014-2015 School Year

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

Add additional forms as needed.