

2014-2015 Progress Targets Action Plan

SCHOOL CODE: 29-0530-035	SCHOOL NAME: Emma Havens Young Elementary School
Content Area:	<input checked="" type="checkbox"/> English Language Arts Mathematics
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 X
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 the LLI program and Journeys resources.

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 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, ELA Practices, PARCC blueprint, PLCs	2014-2015 School Year
2	Professional Learning Communities:	EHY Administration &	NJASK 2014	2014-2015

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		Staff Committee Members	scores	School Year
	<ul style="list-style-type: none"> Utilize PLCs and hold meetings for the purpose of improving student achievement. Teams include: 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. 			
3	<p>Data Driven Decision Making:</p> <ul style="list-style-type: none"> Administer Journeys BOY, Benchmark Assessments and Weekly Assessments to identify students’ specific strengths and weaknesses and cluster areas in need of remediation. Provide target instruction based on data. Utilize the Performance Plus program to track progress of students through the data reports. 	BSI teachers, Special Ed. teachers, classroom teachers, EHY Administration	Journeys Benchmark Assessments, LLI, DRA2	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 Literacy 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 ELA for CCSS, PARCC Blueprints 	District Administration EHY Administration LAL Supervisor LAL Coaches EHY Teaching Staff	PD Academy, Faculty Meetings, presentations	2014-2015 School Year
	<ul style="list-style-type: none"> Implementation of Journeys Language Arts Literacy program including training in best practices such as, but not limited to: Effective use of centers (Read Aloud, Computer, Classroom Library, Leveled Readers, etc.) Effective use of appropriate instructional strategies 			

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5	<p>Assessment:</p> <ul style="list-style-type: none"> Implementation of <i>Developmental Reading Assessment</i>®, <i>DRA2</i> including training in best practices such as, but not limited to: 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>EHY Administration LAL Supervisor LAL Coaches EHY Teaching Staff</p>	<p>Common Assessments, Performance Plus, SGOs</p>	<p>2014-2015 School Year</p>
6	<p>BSI staff:</p> <ul style="list-style-type: none"> implementation of <i>Fountas & Pinnell Leveled Literacy Intervention System</i> (LLI) program, <i>LLI</i> including best practices such as, but not limited to: 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. Goal of <i>LLI</i> is to bring students to grade level achievement in reading. 	<p>EHY Administration LAL Supervisor LAL Coaches BSI Teaching Staff</p>	<p>LLD, DRA, Journeys resources</p>	<p>2014-2015 School Year</p>
7	<p>Extended Learning Opportunities:</p> <ul style="list-style-type: none"> Staff provides Before/After School Instruction Extended Day After School Program Limited English After-school Program (LEAP) 	<p>Extended Day Staff, LEAP Staff coordinators, administration and teachers</p>	<p>Common Core resources, PARCC resources</p>	<p>2014-2015 School Year</p>
8	<p>Interventions:</p> <ul style="list-style-type: none"> I & RS and CST Meetings – goal to optimize student achievement by targeting instruction and providing resources for students to gain greater school success. 	<p>EHY Administration, CST, I & RS Committee, Teaching Staff</p>	<p>Data, teacher, parent input</p>	<p>2014-2015 School Year</p>

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9	<p>Instruction:</p> <ul style="list-style-type: none"> • 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 • 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. 	Classroom teachers, BSI staff	Journeys resources	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.