

2014-2015 Progress Targets Action Plan

SCHOOL CODE: 040	SCHOOL NAME: Herbertsville 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:	<input type="checkbox"/> Black <input 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 type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged
Intervention(s) to be implemented:	<ol style="list-style-type: none"> 1. Developmental Reading Assessment (DRA2) 2. Journeys Reading Program 3. Marzano’s Teaching Model Domains 1, 2, 3 & 4 4. Computerized Assessment Tracking System

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)	N/A
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Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Administer DRA2 in Grades K-3 identify students’ independent reading level, document progress over time, plan focus instruction into daily lesson plans	Classroom teachers, BSI, resource teachers	none	2014-2015 SY
2	Continue with implementation of Journeys Reading Program (year 2)	Classroom teachers, BSI, resource teachers	none	2014-2015 SY
3	Administer Journeys Benchmark Assessments and Weekly Assessments to identify students’ specific strengths and weaknesses	Teaching Staff	none	2014-2015 SY
4	Invite ELA Supervisor and Coaches to provide PARCC Overview	Mrs. Giles, ELA Supervisor, and	none	October 2014

2014-2015 Progress Targets Action Plan

	at Faculty Meeting	Coaches		
5	Utilize ELA Coach to assist teachers with DRA2	Bonnie Giles ELA Coach	none	2014-2015 SY
5.	Utilize ELA Coach to assist teaching staff with post-DRA2 strategies, ELA PARCC preparation, and to assist with Journeys Reading Program during Common Planning Times	Bonnie Giles ELA Coach	none	2014-2015 SY
6.	Implement Marzano's Teaching Model Domains 1, 2,3 & 4	Bonnie Giles, Elementary Supervisors	none	2014-2015 SY
7.	Utilize the Performance Plus Assessment Tracking System to effectively track student assessment and target deficiencies	Bonnie Giles, Teaching Staff	none	2014-2015 SY
8.	Data Assessment and ScIP Teams to review NJASK, make recommendations for improvement/Professional Development	Bonnie Giles Committee Staff Members	none	2014-2015 SY
9.	Targeted assistance intervention periods for identified students	BSI Teaching Staff Special Education Teaching Staff Bonnie Giles	none	2014-2015 SY
10	School-wide Reading Incentive Programs Book-it Program/Monthly Reading Incentives Summer Reading Program	Bonnie Giles PTA Teaching Staff	none	2014-2015 SY
11.	Literacy Family Night	Bonnie Giles Grade Two Staff Members	none	2014-2015 SY
12.	Provide before /after school instruction to target skills in need of remediation	Teaching Staff	none	2014-2015
13.	Review Lesson Plans in OnCourse –Alignment with State Standards	Bonnie Giles	none	2014-2015
14.	I & RS and CST Meetings – Goal to optimize student achievement	Bonnie Giles, I & RS and CST Committee Members, Teaching Staff	none	2014-2015
15.	CPT Meetings to ensure vision for learning, review student data, share best practices	Bonnie Giles Teaching Staff	none	2014-2015

2014-2015 Progress Targets Action Plan

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

Add additional forms as needed.