2014-2015 Progress Targets Action Plan

SCHOOL CODE: 29-0530-043	SCHOOL NAME: Lake Riviera Middle School
Content Area:	**X** *English Language Arts* □ *Mathematics*
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	□ Black □ Hispanic **X** White □ American Indian □ Asian □ Two or More Races **X** Total Population **X** Students with Disabilities □ Limited English Proficient Students □ Economically Disadvantaged
Intervention(s) to be implemented:	Analysis of Text: Curriculum Alignment; Use of Leveled Text to Increase Lexile Levels; Focus Areas: Text Structure; Multiple Sources in Citing Textual Evidence; Extended Learning Opportunities (LEAP, Laker Pride, Grade 8 BSI model)

Subgroup(s) Not Meeting Graduation Rate Target	□ Black □ Hispanic □ White □ American Indian □ Asian □ Two or More Races □ Total Population □ Students with Disabilities □ Limited English Proficient Students □ 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)	Parental Involvement: $2026; Extended School Day: $11,613; BSI Instructors: $130,118- 2 instructors to provide in-class support and lab services to students in grades 6 and 7; Parental Involvement: $2026; 3 Title I Parent nights November 19 ($632), February 11 ($632), April 22 ($762) Extended School Day: $11,613- 1 coordinator (16 hours) and 6 teachers for 25 sessions (37.5 hours)

	Action Steps	Persons Responsible	*Additional Resources Dedicated*	Due Date - Timeline
1	**Curriculum Alignment**- 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.	ELA, SE, BSI staff	Common Core Standards; Best Practice Models; PLC Workshops	September 2014 through June 2015
2	**Use of Leveled Text to increase Lexile levels** • Utilize the 5 step lesson plan to incorporate Achieve 3000 twice weekly through leveled articles (ELA), stretch articles (ELA), and Bonus articles (SS). Use E-Science weekly to have students analyze leveled science content. • Track lexile progress using the College and Career Readiness Report and Standards Report to provide targeted interventions. • Develop an Achieve 3000 incentive program to increase usage and accuracy. Reward students monthly for meeting or	ELA & SS Staff Data Team	Chromebooks; Achieve 3000	September 2014 through June 2015

	exceeding the standard.			
3	**Professional development aligned to PARCC** • Administer the PARCC assessment to all teachers (including PE/Elective areas) so programs can be adjusted to meet the rigor and format of the new test. • Facilitate weekly PLC meetings to provide professional development for PARCC resources, updates, and administration. • Evaluate PARCC online assessments and Model Curriculum to incorporate format into all curricular areas including PE/Electives. • Implement PARCC aligned online resources and provide basic typing instruction for all students to build test literacy and enhance keyboarding skills.	Administration, ELA teachers, Technology teachers	Chromebooks, PARCC PBA, online resources	September 2014 through May 2015
4	**Common Assessments:** • Revise common assessments to align to PARCC's rigor and format • 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.	ELA, SS, Science, SE and BSI teachers	Common Assessments, Performance Plus, SGO	September 2014 & April 2015
5	**Data Driven Decision-making** • Evaluate ELA program (grades 6-8) based on students' scores and alignment of the Common Core Standards. Teacher will evaluate program needs based on analysis of outgoing student growth and cluster data to adjust their pacing and program focus. • Create class profile based on NASK 2014 scores for grades 5, 6,& 7. Monitor subgroups who met performance targets within confidence interval; Hispanic and Economically Disadvantaged.	LRMS Administration; Data Team; ELA teachers	NJASK 2014 scores	September 2014
6	**Increase interventions and remediation via the Basic Skills and Special Education teacher** • Using data obtained through common end-of-chapter assessments, item analysis, benchmark testing, and NJASK cluster scores, SE teacher will provide intervention and remediation. • Facilitate monthly meetings for special education teachers to	Content Area, Basic Skills and Special Education teachers	Common Assessments, Professional Development on Best Practices in ELA	September 2014 through June 2015

	share strategies to increase level of rigor through effective scaffolding for all SE levels (ICS, POR, LLD). • Provide targeted interventions for the weakest ELA cluster areas: grade 7 Reading and Informational Text • Provide professional development for explicit ELA strategies to BSI and SE teachers • In-service ICS teachers on Performance Plus in order to make data-driven decisions • Increase use of the co-teaching and parallel teaching model to provide targeted interventions within the ICS setting. (BSI and SE teachers) • Implement PARCC accessibility features and accommodations in the classroom.			
7	**Extended Learning Opportunities** aligned to PARCC • Provide extended learning opportunities for ELA instruction (December to April) – Invite lowest performing students to attend afterschool program. • Extend BSI model to grade 8 students • Laker Pride – Lowest performing students grades 6-8 in ELA • LEAP – Hispanic students grades 6-8 • Tut-R-Us – turnstile log-in to track student attendance; OCC tutors available for individual assistance	Laker Pride, LEAP and BSI staff; LRMS teachers covering Tut-R-Us; OCC tutors	Title I and Title III funding	September 2014 through June 2015 November 2014 through May 2015 (Laker Pride & LEAP)
8	**Evaluate Action Plan** • 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.