

2014-2015 Progress Targets Action Plan

SCHOOL CODE: 290530043	SCHOOL NAME: Lake Riviera Middle School
Content Area:	<input type="checkbox"/> <i>English Language Arts</i> <input checked="" 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 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 checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged
Intervention(s) to be implemented:	Curriculum alignment, professional development, data driven decision-making, targeted interventions, and extended learning opportunities

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)	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)
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Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Curriculum Alignment- Provide inservice and support for the new Oncourse Curriculum Map aligned to the Common Core Standards, the 8 Mathematical Practices, and the PARCC blueprint.	Math and SE staff	Oncourse Curriculum Builder Workshop, Updated Color Coded Pacing Guide, Mathematical Practices, PARCC blueprint, PLC Workshops	September 2014 through June 2015
2	Professional development for PARCC – Administer the PARCC assessment to teachers so programs can be adjusted to meet the rigor and format of the new test. Weekly unit meetings will focus on providing professional development for PARCC updates and administration. Provide professional development for math concepts and best practices so special education teachers can provide explicit content area instruction.	Math and SE staff	PARCC sample test, Time allocated for weekly Unit Meetings, PARCC website, Math Department Meetings	September 2014- May 2015
3	Data Driven Decision-making <ul style="list-style-type: none"> Evaluate programs based on students' scores and alignment of the Common Core Standards. Teachers will evaluate program needs based on analysis of outgoing student growth and cluster data to adjust their pacing and program 	LRMS Admin., Math Department, SE staff, Data Analysis Team; Relevant Staff	NJASK 2014 Scores, Common Assessments, Performance Plus	September 2014 through May 2015

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	<p>focus.</p> <ul style="list-style-type: none"> • Create class profile based on NJASK 2014 scores for grades 5, 6, 7 – Identification of SE students within the 185-205 range for differentiated support in the classroom, during HR, or at lunch. • Administer revised district common assessments aligned to PARCC to identify students' specific strengths / weaknesses and cluster areas in need of remediation. • Develop and monitor SGOs that target weak cluster areas. • Use Performance Plus to analyze NJASK and common assessment data by strand/cluster to plan targeted interventions. 			
4	<p>Professional development: Technology, PARCC aligned online resources, and PARCC Accessibility Features and Accommodations</p> <ul style="list-style-type: none"> • Facilitate Grade level PLCs to evaluate and align curricular materials to CCSS • Coordinate teacher-leader presentations at PLCs to share PARCC aligned math websites, i.e. Tenmarks, Math Map Shell, Learn Zillion, IXL, Lumos, Smarter Balance, Illustrated Mathematics • Inservice special education teachers on the PARCC Accessibility Features and Accommodations 	SE, Math, Technology teachers, IT Department	Online resources, Professional Development for PARCC, Math / SE teachers	September 2014 through May 2015
5	<p>Targeted Interventions and Extended Learning Opportunities:</p> <ul style="list-style-type: none"> • Use data obtained through common end-of-chapter tests, item analysis, and NJ ASK cluster scores to provide targeted interventions for remediation of concepts and skills. • Facilitate monthly meetings for special education teachers to share strategies to increase level of rigor through effective scaffolding for all SE levels (ICS, POR, LLD). • Provide extended learning opportunities (December to April)– Invite lowest performing students to attend afterschool program (LEAP, Laker Pride). • Increase use of the co-teaching and parallel teaching model to provide targeted interventions. • Implement PARCC accessibility features and accommodations in the classroom. 	Administration, Math / SE teachers; Relevant Staff	Common assessment data, The 8 Practices for Math Instruction, Title I and Title III resources, Relevant research regarding co-teach models, PARCC Accessibility Features and Accommodations Manual	October 2014 – May 2015
6	Present the plan to the staff for feedback. Monitor the action plan via the School Improvement Committee and adjust as needed	Administration and Teacher Committee	Data, Staff Feedback	November 2014 – May 2015
7	Evaluate the action plan to determine achievement of Progress Target Indicators	LRMS Data Analysis Team	PARCC 2015 Scores	September 2015

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

Add additional forms as needed.