

2014-2015 Progress Targets Action Plan

SCHOOL CODE:	SCHOOL NAME: Veterans Memorial Middle School
Content Area:	<input type="checkbox"/> <i>English Language Arts</i> X <input checked="" type="checkbox"/> <i>Mathematics</i>
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	<input type="checkbox"/> Black x <input type="checkbox"/> Hispanic x <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 x <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students x <input type="checkbox"/> Economically Disadvantaged
Intervention(s) to be implemented:	Professional development, data driven decision making, targeted interventions, 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)	N/A
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Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Targeted Interventions and Extended Learning Opportunities: <ul style="list-style-type: none"> • Use publisher's online resources to provide tutorials and virtual manipulatives to identified struggling students • 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). 	Administration, Math & SE teachers, technology teachers, CST & guidance	PARCC resources, website	September 2014 through May 2015

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	<ul style="list-style-type: none"> • Provide extended learning opportunities. DTI small group instruction Invite lowest performing students to attend afterschool program (College and Peer tutoring. • Increase use of the co-teaching and parallel teaching model to provide targeted interventions. <p>Implement PARCC accessibility features and accommodations in the classroom.</p>			
2	<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, Wowzers, Smarter Balance, Illustrated Mathematics <p>Inservice special education teachers on the PARCC Accessibility Features and Accommodations</p>	Administration, math & SE teachers, CST, team leaders	Online resources	September 2014 through May 2015
3	<p>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.</p>	Administration, math & SE teachers, CST, team leaders	PARCC sample test, weekly core time meetings, PARCC website, math department meetings	September 2014 through June 2015
4	<p>Data Driven Interventions</p> <p>Analysis and evaluation of NJASK scores to develop DTI intervention groups</p> <p>Weekly PLC meetings to analyze student data , address math initiatives , ongoing review of PBA and EOY clusters and tasks review available resources</p> <p>Provide small group /individual support for identified struggling students</p>	Administration, math & SE teachers, CST, team leaders	Math connects PBA and EOY frameworks Model curriculum	September 2014 through June 2015

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5	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 teachers, administration	Model Curriculum Oncourse curriculum unit map	September 2014 through June 2015
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*Title I funds must be used to supplement, and not supplant state and local funds.

Add additional forms as needed.