SCHOOL DISTRICT OF SOUTH ORANGE AND MAPLEWOOD, NJ PUBLIC BOARD MEETING February 25, 2013

FOR ACTION

RESOLUTION 2997

SUBJECT: Approval of 2012-2013 Progress Target Action Plans

BE IT RESOLVED, that the Board of Education hereby approves the 2012-2013 Progress Target Action Plans for Jefferson Elementary School, South Mountain Elementary Annex and Tuscan Elementary School.

BACKGROUND INFORMATION

The NJ Department of Education requires the Board of Education approve an Action Plan following guidelines released in October 2012 for the 2012 Progress Targets Profile for all participating schools in the state's assessment system. The Profile indicates that one or more student populations within the district did not meet the 2012 Progress Targets, defined as Annual Measurable Objectives in the state's ESEA Flexibility Waiver Request.

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SCHOOL CODE: 13-4900-090	SCHOOL NAME: Jefferson Elementary School
Content Area:	∑ English Language Arts ☐ Mathematics
Subgroup(s) Not Meeting Progress Targets	Black 区 Hispanic □ White □ American Indian □ Asian □ Two or More Races □ Total Population
for proficiency and/or other measures:	Students with Disabilities 🗹 Limited English Proficient Students 🛘 Economically Disadvantaged 🗅
Intervention(s) to be implemented:	Diagnostic and Formative Assessments, Academic Interventions
Substitutes Targeted for Intercention	Black ☐ Hispanic ☐ White ☐ American Indian ☐ Asian ☐ Two or More Races ☐ Total Population ☐
	Students with Disabilities 🔲 Limited English Proficient Students 🔲 Economically Disadvantaged 🛚
Amount of Title I, Part A Funds Allocated for Intervention: (indicate "N/A) if school does not receive Title I funds)	N/A

1 please see attached 2 3 4 4	tteps Additional Due Date - Resources Timeline Dedicated	 		
	Action Steps	please see attached		

*Title I funds must be used to supplement, and not supplant state and local funds. Add additional forms as needed.



Jefferson Elementary School 518 Ridgewood Road Maplewood NJ 07040

School Code 13-4900-090

2012-2013 Progress Targets Action Plan

English Language Arts

- 1. Teacher's college reading assessments for all students to determine their instructional and independent reading levels to drive individualized instruction. Students will be assessed three times yearly to monitor individual progress.
- 2. Specialized reading interventions programs for small group instruction. The Sonday program is used for students who have decoding and encoding deficits. The Fountaas and Pinnell Reading Intervention Program is used for students who have deficits in reading comprehension and fluency.
- 3. Academic intervention teachers work with small groups of identified students who are performing below grade level in reading or writing.
- 4. After school reading and writing intervention program is designed to provide students with extra time to meet grade level standards. The program meets twice a week after school from December to May.
- 5. ACHIEVE tutors work with individual students after school one day a week to provide extra support with homework assignments and classwork.
- 6. A three week long summer intervention program was designed to provide identified students entering grades 4 and 5 additional instruction in reading, writing and math. Each day provided students with 3 hours of instruction.
- Identified students are being provided with fifty minutes of additional instruction each week during the school day in order to reinforcement weekly skills and strategies to increase mastery.

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SCHOOL CODE: 13-4900-090	SCHOOL NAME: Jefferson Elementary School
Content Area:	□ English Language Arts ⊠Mathematics
Subgroup(s) Not Meeting Progress Targets	Black 图 Hispanic □ White □ American Indian □ Asian □ Two or More Races □ Total Population 図
for proficiency and/or other measures:	Students with Disabilities (Limited English Proficient Students (Economically Disadvantaged (
Intervention(s) to be implemented:	Diagnostic and Formative Assessments, Academic Interventions
Subgraph for international	Black ☐ Hispanic ☐ White ☐ American Indian ☐ Asian ☐ Two or More Races ☐ Total Population ☐
	Students with Disabilities 🔲 Limited English Proficient Students 🛚 Economically Disadvantaged 🗀
Amount of Title I. Part A Funds Allocated for Intervention:	N/A
(Indicate "N/A) if school does not receive Title I funds)	

	Action Steps Action Steps Persons Responsible Resources Timeline Dedicated					
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^{*}Title I funds must be used to supplement, and not supplant state and local funds. Add additional forms as needed.



Jefferson Elementary School 518 Ridgewood Road Maplewood NJ 07040

School Code 13-4900-090

2012-2013 Progress Targets Action Plan

Mathematics

- 1. K-5 students with math learning deficits receive 30 minutes daily of instruction that targets students' gaps in foundational math concepts (concepts that are prerequisites for building future math learning): number sense, numeracy, and computational fluency. Homework for students with math learning deficits should practice and reinforce these targeted concepts.
- 2. Academic intervention teachers work with small groups of identified students who are performing below grade level in mathematics.
- 3. A three week long summer intervention program was designed to provide identified students entering 4 and 5 additional instruction in math. Each day provided students with 3 hours of instruction.

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SCHOOL CODE: 13-4900-140	SCHOOL NAME: South Mountain/ Annex Elementary School
Content Area:	□ English Language Arts ⊠ Mathematics
Subgroup(s) Not Meeting Progress Targets	Black ☐ Hispanic ☐ White ☐ American Indian ☐ Asian ☐ Two or More Races ☐ Total Population ☐
ncy and/or other measures:	Students with Disabilities 🗌 Limited English Proficient Students 🛭 Economically Disadvantaged 📋
Intervention(s) to be implemented:	See attached
Siburation Target for Internation	Black ☐ Hispanic ☐ White ☐ American Indian ☐ Asian ☐ Two or More Races ☐ Total Population ☐
	Students with Disabilities 図 Limited English Proficient Students 口 Economically Disadvantaged 口
Amount of Title I, Part A Funds Allocated for Intervention:* (Indicate "N/A] if school does not receive Title I funds)	N/A

Due Date -					
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Additional Resources Dedicated				منورا سرجران والمستحدد والمستحد والمستحدد والمستحدد والمستحدد والمستحدد والمستحدد والمستحدد والمستحدد والمستحدد والم	
Persons Responsible					
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Action Steps				•	
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^{*}Title I funds must be used to supplement, and not supplant state and local funds. Add additional forms as needed.



South Mountain School 112 Glenview Road South Orange NJ 07079

School Code: 13-4900-140

2012-2013 Progress Targets Action Plan

Math Interventions

- Students with math learning deficits receive 30 minutes daily of instruction that targets students' gaps in foundational math concepts (concepts that are prerequisites for building future math learning): number sense, numeracy, and computational fluency.
- Homework for students with math learning deficits should practice and reinforce these targeted concepts.

Grade 3 targeted instruction schedule:

- September-December 2012
 - o Place Value to 4-digits (9,999)
 - o Composing and decomposing Numbers to 20
 - o Multi-digit addition and subtraction
- January-March 2013
 - Reinforcement of concepts from Sept.-Dec. 2012
 - o Multiplication tables 2, 3, 5, and 10
 - o Division as inverse of multiplication
- April-June 2013
 - Reinforcement of concepts from Sept.-March 2012-2013
 - Area models for multiplication
 - o Fractions of whole
 - Comparing fractions (denominators 2, 3, and 4)

Grade 4 targeted instruction schedule:

- September-December 2012
 - o Whole number place value
 - o Multi-digit addition and subtraction
 - o Factors and multiples (Facts)



South Mountain School 112 Glenview Road South Orange NJ 07079

(Page 2)

- January-March 2013
 - o Reinforcement of concepts from Sept.-Dec. 2012
 - Comparing fractions
 - Equivalent fractions
 - o Multi-digit multiplication and division
- April-June 2013
 - o Reinforcement of concepts from Sept.-March 2012-2013
 - o Decimal place value
 - o Decimal addition and subtraction
 - o Area models

Grade 5 targeted instruction schedule:

- September-December 2012
 - o Whole number place value
 - o Factors and multiples (Facts)
 - Whole number computation
- January-March 2013
 - o Reinforcement of concepts from Sept.-Dec. 2012
 - o Equivalent fractions and mixed numbers
 - o Decimal place value and percent
- April-June 2013
 - o Reinforcement of concepts from Sept.-March 2012-2013
 - o Decimal computation
 - Fraction computation
 - Volume

2012-2013 Progress Targets Action Plan

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Content Areas	English Language Arts Mathematics
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or productive and/orother measures	Students with Disabilities M Limited English Proficient Students T Connaming Section 2
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Intervention(s) to be implemented:	Diagnostic Assessments, Early Identification & Differentiated Targeted Instruction
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Subgroup(s) Targeted for Intervention:	Black ☐ Hispanic ☐ White ☐ American Indian ☐ Asian ☐ Two or More Races ☐ Total Population ☐
	Students with Disabilities 🖾 Limited English Proficient Students 🗔 Fronzanically Disabilities 🗷
Amount of Title I. Part A Funds Allocated	N/A
for Intervention:	
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	Action Steps	Persons Responsible	Additional Resources	Due Date -
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	N-2 Reading Diagnostic Assessment for Reading Intervention	School/District Educators	Reading Program	Ongoing
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	1 C Assessments for Largeted & Specific Reading Instruction	School/District Educators		
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	Differentiated Small Group Reading & Writing Instruction	School/District Educators		Oncoing
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	and the state of the state opportunities for literacy growth & developm School/District Educators	school/District Educators		Ondoing
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	Increase students' independent engagement with grade level ELA tasks Special Education Teachers	Special Education Teachers		
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^{*}Titje I funds must be used to supplement, and not supplant state and local funds. Add additional forms as needed.