

**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

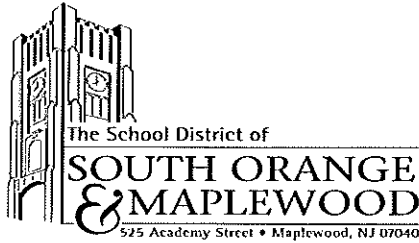
The NJ Department of Education requires the Board of Education approve an Action Plan following guidelines released in October 2012 for the 2012 Progress Targets Profile for all participating schools in the state's assessment system. The Profile indicates that one or more student populations within the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

2012-2013 Progress Targets Action Plan

SCHOOL CODE: 13-4900-090	SCHOOL NAME: Jefferson Elementary School	
Content Area:	<input checked="" type="checkbox"/> English Language Arts <input type="checkbox"/> Mathematics	
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	Black <input checked="" 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 checked="" type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/>	
Intervention(s) to be implemented:	Diagnostic and Formative Assessments, Academic Interventions	
Subgroup(s) Targeted for Intervention:	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 <input type="checkbox"/>	
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		Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	please see attached			
2				
3				
4				
5				

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



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Jefferson Elementary School
518 Ridgewood Road
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School Code 13-4900-090

2012-2013 Progress Targets Action Plan

English Language Arts

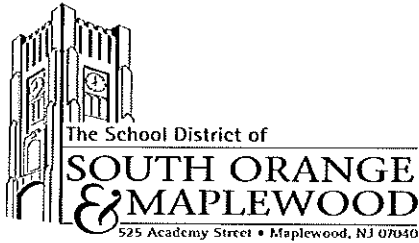
1. Teacher's college reading assessments for all students to determine their instructional and independent reading levels to drive individualized instruction. Students will be assessed three times yearly to monitor individual progress.
2. Specialized reading interventions programs for small group instruction. 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.
7. 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.

2012-2013 Progress Targets Action Plan

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Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	Black <input checked="" 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 checked="" type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/>		
Intervention(s) to be implemented:	Diagnostic and Formative Assessments, Academic Interventions		
Subgroup(s) Targeted for Intervention:	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 <input type="checkbox"/>		
Amount of Title I, Part A Funds Allocated for Intervention:- (Indicate "N/A" if school does not receive Title I funds)	N/A		

Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
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Jefferson Elementary School
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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.

2012-2013 Progress Targets Action Plan

SCHOOL CODE: 13-4900-140	SCHOOL NAME: South Mountain/ Annex Elementary School	
Content Area:	<input type="checkbox"/> English Language Arts <input checked="" type="checkbox"/> Mathematics	
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	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 <input type="checkbox"/>	
Intervention(s) to be implemented:	See attached	
Subgroup(s) Targeted for Intervention:	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 checked="" type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/>	
Amount of Title I, Part A Funds Allocated for Intervention: (Indicate "N/A" if school does not receive Title I funds)	N/A	

	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	See attached			
2				
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Add additional forms as needed.



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South Mountain School
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School Code: 13-4900-140

2012-2013 Progress Targets Action Plan

Math Interventions

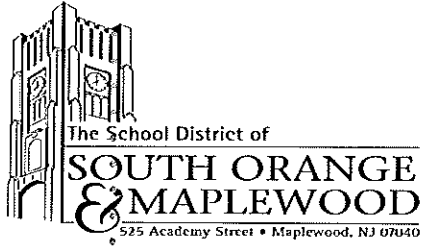
- Students with math learning deficits receive 30 minutes daily of instruction that targets students' gaps in foundational math concepts (concepts that are prerequisites for building future math learning): number sense, numeracy, and computational fluency.
- Homework for students with math learning deficits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

Grade 3 targeted instruction schedule:

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

Grade 4 targeted instruction schedule:

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



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

Grade 5 targeted instruction schedule:

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

2012-2013 Progress Targets Action Plan

SCHOOL CODE: 13-4900-150	SCHOOL NAME: Tuscan
Content Area:	<input checked="" type="checkbox"/> English Language Arts <input type="checkbox"/> Mathematics
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	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 checked="" type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/>
Intervention(s) to be implemented:	Diagnostic Assessments, Early Identification & Differentiated Targeted Instruction
Subgroup(s) Targeted for Intervention:	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 checked="" type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/>
Amount of Title I, Part A Funds Allocated for Intervention: (Indicate "N/A" if school does not receive Title I funds)	N/A

	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	K-2 Reading Diagnostic Assessment for Reading Intervention	School/District Educators	Reading Program	Ongoing
2	TC Assessments for Targeted & Specific Reading Instruction	School/District Educators	TC Assessment	2xs per year
3	Differentiated Small Group Reading & Writing Instruction	School/District Educators		Ongoing
4	Analyze data for high impact opportunities for literacy growth & development	School/District Educators		Ongoing
5	Increase students' independent engagement with grade level ELA tasks	Special Education Teachers		Ongoing

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