

2012-2013 Progress Targets Action Plan

County Code: 35	LEA Code: 1610
County Code: 35	LEA Name: Franklin Township Schools

New Jersey's approved Elementary and Secondary Education Act (ESEA) Flexibility Request requires that the State implement an accountability system with differentiated recognitions, interventions and supports. Section 2F of the Application charges the New Jersey Department of Education (NJDOE) with providing incentives and supports to schools that are not classified as a Priority or Focus School. To appropriately identify the supports needed for schools that did not meet their 2012 Progress Targets, districts must develop a plan articulating how they will address the needs of student populations that did not meet their progress targets and other measures of student performance, such as graduation rate and Advanced Placement participation rates. If applicable, the district must indicate how it will align its Title I resources to support these students. The district should use the attached template to summarize their plans, but the district should draw upon any existing strategic planning that already addresses these specific issues. Use additional forms, as needed.

ASSURANCES

The district must review and sign the Progress Targets Action Plan assurances and fax a signed copy of this page to its local County Office of Education.

The signature of the district's Chief School Administrator and President of the Board of Education below assure that the district:

(For all schools)

- Has completed a Progress Targets Action Plan for each of its schools not meeting their 2012 Progress Targets for proficiency and/or graduation rate;
- Will post a copy of each school's completed Progress Targets Action Plan on the district's web site at [_____ (Insert hyperlink) _____] on or before March 15, 2013;
- Will hold a public meeting with its stakeholders to review each school's *2012 ESEA Waiver School Profile* and *ESEA Waiver Annual Progress Targets* located on the NJDOE's web page at <http://www.state.nj.us/education/title1/accountability/progress/12/>.

(For Title I Schools only)

- Use Title I, Part A funds only for scientifically-based research (SBR) strategies and practices;
- Not use Title I, Part A funds to support district initiatives;

Chief School Administrator's Name
Chief School Administrator's Signature
Date:

Board President's Name
Board President's Signature
Date:

2012-2013 Progress Targets Action Plan

SCHOOL CODE: 100	SCHOOL NAME: Hillcrest School
Content Area:	<i>X</i> English Language Arts <i>X</i> Mathematics
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	Black <input type="checkbox"/> Hispanic <input checked="" 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:	AM Title I Tutorial, case studies, AUSSIE PD, quarterly grade level data analysis meetings, I&RS reconfiguration, Teacher' s College (TC) PD, technology integration into small group lessons, Title I Day Program salaries, Title I Day Program & Tutorial software purchase, and ESL push-in instruction.
Subgroup(s) Targeted for Intervention:	Black <input type="checkbox"/> Hispanic <input checked="" 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)	Instructional Salaries Day Program \$12,840 / Instructional Salaries Tutorial \$22,182 / Instructional Supplies Day & Tutorial Programs \$23,518 / Administrative Supplies \$780 / Other Expenses \$150

Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Implemented AM Title I Tutorial, 1 hr. per day, 3 days per week, for a total of 19 weeks from January 8 to May 9, 2013.	Director Data, Assessment, Tutorial Teachers, and HC Principal	\$45,700 Title I A building funds	Jan 13-May 13
2	Case studies in targeted subgroups. Teachers wrote intervention plans. Student performance data analyzed. Smart goals implemented. Done for LAL & Math.	HC Principal & Title I Teaching Staff.	N/A	Jan 13-June13
3	Focused AUSSIE professional development on differentiated small group instruction in math. Time and frequency increase given to lowest academic students.	Principal, Math Coach, Teachers.	LEA PD Funds	Sept 12-Jun 13
4	Grade level data analysis meetings held for math & literacy quarterly benchmark assessments. Areas of strength and weakness identified school wide and for subgroups. Main focus areas identified in mathematics & literacy as a result.	Principal, Math/Literacy Coaches, Teachers.	N/A	Sept 12- Jun 13
5	I&RS process revamped, to include appointment of case coordinators to identify appropriate intervention strategies and SMART goals that	Principal, case coordinators, teachers.	N/A	Sept 12 Jun 13

2012-2013 Progress Targets Action Plan

	are required to have been completed prior to student referral into I&RS.			
6	Teacher's College (TC) professional consultants trained staff on raising the level of rigor with regards to student writing based upon best practices from TC.	Principal, coaches, teaching staff.	LEA PD funds.	Sept 12 Jun 13
7	Teaching staff integrated the use of technology to meet the individual needs of students as evidenced by small group, targeted needs, technology based instruction.	Teaching staff, LAL & Math coaches.	N/A	Jan 13 Jun 13
8	The salaries of 3.5 full time staff members during the regular school day was partially paid using Title I funds.	Director of Data, Assessment.	\$12,840 Title I A building funds	Sept 12 Jun 13
9	Instructional technology software ordered for Title I students as an above and beyond measure. Professional development provided for teachers and parents.	Director of Data, Assessment.	\$64,000 Title I A building funds	Sept 12 Jun 13
10	Three ESLs conducted push-in support for ESL students in grades K, 1, and 3 in the LAL & Math content areas.	ESL teachers.	N/A	Sept 12 Jun 13

Title I Day Program

In September 2012, students at Hillcrest School were tiered into three levels of academic need for both language arts and math. Using the Title I selection criteria stipulated below, students were identified as Title I students in both language arts and math. Three and one half Title I teachers had a portion of their salary funded through Title I A funds and were assigned on a permanent basis to the Hillcrest School. These teachers created schedules for the Title I students in the area of mathematics and language arts. A total of 97 students were serviced in 2012-2013 for Title I services during the course of the school day in language arts and/or math. Of these 97 students, 41 students were Hispanic.

Title I students at Hillcrest School receive greater time and frequency than other academically at risk students during the course of the regular school day by receiving additional services in the areas of math & language arts as follows:

1st grade –up to daily 30 min blocks

2nd grade- Min 3x, up to 4-6 times a cycle w/ min 30 min blocks

3rd-4^h grade-Min 3x, up to 4-5 times a cycle w/ min 30 min blocks

The **selection criteria** to be considered a Title I student is as follows:

2012-2013 Progress Targets Action Plan

The students considered to be Title 1 need to meet 4 of the 5 following criteria:

1. A Tier 3 student as per Guidelines for Tiering in Title I Program Plan.
2. An AIS student for 2+ years showing little or no progress.
3. In lowest 50% of student cohort in language arts and/or math as measured by state assessment (or internal leading data for current grade 3 or lower).
4. Partially proficient in both language arts and math.
5. Teacher recommendation.

Title I Tutorial

An AM Title I tutorial program was established at Hillcrest School during the 2012-2013 school year. The program ran for 19 weeks for students from Jan 8 2013 to May 9 2013. The Title I tutorial program ran 3 days per week, 1 hour per day. Students who were identified as Title I tutorial students received greater time and frequency than other students at the school as the result of the tutorial program. In addition, teachers in the tutorial program held meetings for two weeks prior to the start of the program so they could analyze student performance data, data map utilizing a traffic light system, and design student groupings and SLOs, which addressed the specific needs of small groups of students.

Technology

Innovative technology has been made available to students in both the Title I Day Program and Title I Tutorial. These computer-based technologies are available only to Title I students as “above and beyond” interventions. The software is as follows:

Language Arts Technology

iReady: Adaptive software that allows students to be assessed and also receive direct instruction in language arts via an interactive multimedia platform. The program can be accessed 24/7 at home or at school. This software includes progress monitoring reporting that can be accessed by teachers, students, and parents, in order to track student progress versus the NJ Common Core Standards.

myONreader: This software allows students to read thousands of digital, on line books, according to their Lexile reading level. The program assesses students and conducts an interest inventory. Where their interest inventory screening and Lexile levels overlap, the program recommends reading materials to students, which they are allowed to self-select. This software includes progress monitoring reporting that can be accessed by teachers, students, and parents, which monitors both student usage time, and creates a Lexile level trajectory for the student. The program can be accessed 24/7 at home or at school.

Mathematics Technology

2012-2013 Progress Targets Action Plan

iReady: Adaptive software that allows students to be assessed and also receive direct instruction in language arts via an interactive multimedia platform. The program can be accessed 24/7 at home or at school. This software includes progress monitoring reporting that can be accessed by teachers, students, and parents, in order to track student progress versus the NJ Common Core Standards.

IXL: This is a web-based site where students can practice independently in the area of mathematics at home or school via an interactive interface.