

2012-2013 Progress Targets Action Plan

<b>SCHOOL CODE: 080</b>	<b>SCHOOL NAME: Wayside Elementary School</b>
<b>Content Area:</b>	<input type="checkbox"/> English Language Arts <input checked="" type="checkbox"/> Mathematics
<b>Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:</b>	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"/>
<b>Intervention(s) to be implemented:</b>	As indicated by NJ ASK3 and NJ ASK4 2012 test administration data in the area of Mathematics for meeting target performance goals in the subgroup of Students with Disabilities, connecting math concepts and skills initiatives are warranted for this population. <b>By June 2013</b> , as a result of direct instruction and specific interventions aligned with the Common Core State Standards, 91.5% of students in the Students with Disabilities subgroup will achieve proficient scores on the NJ ASK3 and NJ ASK4.
<b>Subgroup(s) Targeted for Intervention:</b>	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"/>
<b>Amount of Title I, Part A Funds Allocated for Intervention:*</b> (Indicate "N/A" if school does not receive Title I funds)	As part of the LEA's 12-13 SY NCLB Title I total allocation, \$136,641 was allocated to fund intervention services at the Wayside Elementary School.

Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Purchase, train teachers in, and implement new Math curriculum (Tier 1) aligned with Common Core State Standards (CCSS) intended for all students in grades 3 and 4 including Students with Disabilities.	Assistant Superintendent of Curriculum & Instruction, Assistant Superintendent of Special Services, Supervisor of Math, Supervisor of Special Education, Principal	Pearson Education Group Trainers, In-service opportunities, instructional release time, PLC meetings, Grade level meetings	Summer 2012 through Spring 2013

*2012-2013 Progress Targets Action Plan*

2	Distribute and implement Math Diagnostic & Intervention System (Tier II) RTI Component of new math program aligned with CCSS intended for all students experiencing difficulty in grades 3 and 4, including Students with Disabilities.	Supervisor of Math, Supervisor of Special Education, Principal	Pearson Education Group Trainers, PLC meetings, release time	September 2012- June 2013
3	Distribute and implement Focus Math Intensive Intervention Component (Tier III) RTI Component of new math program aligned with CCSS intended for all students not responding to Tier I and Tier II interventions in grades 3 and 4, including Students with Disabilities.	Supervisor of Math, Supervisor of Special Education, Principal	Pearson Education Group Trainers, PLC meetings, release time	September 2012- June 2013
4	Intensively train Teachers of Students with Disabilities (TSWD) in intervention instruction methodology and diagnostic use of assessment resources associated with Tier II and Tier III of CCSS aligned math program.	Supervisor of Math, Supervisor of Special Education, Principal	Pearson Education Group Trainers, Brookdale Math & Science Consortium workshops, AMTNJ Math & Special Education 2013 Conference attendance	Summer 2012 through Spring 2013
5	Teachers will administer Diagnostic Test from Tier II component of CCSS aligned math program to all Students with Disabilities using results to work with Child Study Team (CST) to begin to align IEP goals to CCSS for demonstrated weak math areas.	Assistant Superintendent of Special Services , Supervisor of Math, Supervisor of Special Education, CST, TSWD, Principal	PLC meetings, Special Education department meetings, In-service opportunities, release time	Fall 2012 through Spring 2013

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

**Add additional forms as needed.**