

2013-2014 Progress Targets Action Plan

County Code: 2850

LEA Code: 05

LEA Name: Lumberton School District

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.

Chief School Administrator's Name: Joseph Langowski

Chief School Administrator's Signature

Date:

Board President's Name: Rachel Paulin

Board President's Signature

Date:

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2013-2014 Progress Targets Action Plan

SCHOOL CODE: 20	SCHOOL NAME: Bobby's Run School
Content Area:	<input checked="" type="checkbox"/> <i>English Language Arts</i> <input type="checkbox"/> <i>Mathematics</i>
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 checked="" type="checkbox"/>
Intervention(s) to be implemented:	Extended school day small group instruction for academically at-risk students
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 (at-risk) <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input checked="" type="checkbox"/>
Amount of Title I, Part A Funds Allocated for Intervention:*	\$6,728in instructor stipends and benefits

Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Evaluate effectiveness of previous guidelines for Extended Day Targeted Instruction, including process for identifying students, size of groups, length and number of sessions. Make appropriate revisions	principal, curriculum supervisor, District Administrative Team, reading specialist	N/A	November, 2013
2	Utilize building I&RS process to identify students to participate in program	principal, guidance counselor, , reading specialist, I&RS team, teachers	N/A	December, 2013
3	Obtain parental permission for student participation	student's I&RS case manager, principal	N/A	December, 2013
4	Design forms for setting of SMART goals and progress monitoring and identify assessments to be used to obtain baseline data	curriculum supervisor, reading specialist	N/A	December, 2013
5	Use baseline data to determine specific need(s) of each student and establish small groups of students with similar needs	I &RS Committee, principal, reading specialist	N/A	December, 2013

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6	Assign an instructor to each group, establish meeting dates, and communicate them to students and parents in writing.	principal, instructors	N/A	December, 2012
7	Conduct sessions and monitor growth, making adjustments as indicated by data	instructors, reading specialists Monitoring overseen by principal, curriculum supervisor	Instructors' stipends & benefits, instructional materials	Jan , -May 2014

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SCHOOL CODE: 20	SCHOOL NAME: Bobby's Run School
Content Area:	<input checked="" type="checkbox"/> <i>English Language Arts</i> <input type="checkbox"/> <i>Mathematics</i>
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 checked="" type="checkbox"/>
Intervention(s) to be implemented:	Provide relevant professional development to strengthen 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 (at-risk) <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input checked="" type="checkbox"/>
Amount of Title I, Part A Funds Allocated for Intervention:*	Summer Institute attendance for reading specialist: \$750 Other PD opportunities for reading specialist: \$300 Professional literature: \$100

Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Seek out and approve beneficial professional development opportunities for reading specialist.	curriculum supervisor	Attendance fees and travel reimbursement	Sept, 2013- June 2014
2	Purchase relevant professional literature	curriculum supervisor	Cost of materials	Sept, 2013- June 2014
3	Additional professional development for reading specialist through Columbia University Teachers College Reading and Writing Project Summer Institute on the Teaching of Reading	curriculum supervisor, principal, reading specialist	Attendance fees and travel reimbursement	August, 2014

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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 checked="" type="checkbox"/>
Intervention(s) to be implemented:	Provide data-driven 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 (at-risk) <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input checked="" type="checkbox"/>
Amount of Title I, Part A Funds Allocated for Intervention:*	Consultant fee \$3,750

Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Create pre-and post-assessments in reading literature, reading information, and the three types of writing, with progressions to be used to identify each student's current level of skill development and determine areas for growth	curriculum supervisor, reading specialist	Release time for reading specialist	Completed Sept, 2013
2	Assist teachers in using the assessments to write SGO's	principal	N/A	Sept- Oct, 2013
3	Continue work of Literacy Leadership Team (LLT), comprised of reading specialist and teacher volunteers, to study and turnkey effective use of pre-and post-assessments to plan instruction	curriculum supervisor, principal	Release time/subs for LLT	Sept-, 2013- June, 2014
4	LLT to work with literacy consultant to collect and analyze student learning data and share conclusions	curriculum supervisor, reading specialist, Literacy Leadership Team, principal	Release time/subs for LLT Consultant's fees	Sept-, 2013- June, 2014

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5	Conduct mid-year evaluation of SGO's and help teachers in making adjustments	principal, curriculum supervisor	N/A	Feb, 2014
6	Present an in-service workshop on the PARCC assessment for LA in order to facilitate a clearer understanding of the skills students must develop.	curriculum supervisor	N/A	Feb. 14, 2014
7	Provide ongoing professional development to support teachers in executing the curriculum, making instructional decisions based on student data	curriculum supervisor, principal, reading specialist, Literacy Leadership Team, literacy consultant	In-service time, PLC time, release time/subs, consultant fees	Ongoing through 2012-2013
8	Evaluate achievement of SGO's based on pre- and post-assessments	principal	N/A	May- June, 2014

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SCHOOL CODE: 20	SCHOOL NAME: Bobby's Run School
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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 checked="" type="checkbox"/>
Intervention(s) to be implemented:	Offer a Summer Reading Club and provide at-risk students who are also economically disadvantaged with free books for summer reading
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 checked="" type="checkbox"/>
Amount of Title I, Part A Funds Allocated for Intervention:*	\$0 All supplies donated

Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Create a cross-referenced list of students who are reading below level and are also economically disadvantaged.	curriculum supervisor	N/A	April, 2013
2	Collect free books through Bridge of Books, a non-profit organization that distributes gently used books to needy children. Also work with PTA to host a book drive in each school.	curriculum supervisor with help of PTA	N/A	April- June, 2013
3	Sort books by levels and distribute to reading specialists in each school	curriculum supervisor	N/A	June, 2013
4	Reading specialists invite selected students to "shop" for free books.	reading specialist	N/A	June, 2013
5	Issue invitation to join the Summer Reading Club to identified students	curriculum supervisor, principal	N/A	May, 2013
6	Summer Reading Club meets four times across the summer. Students meet in the school's library to discuss their reading and choose new books from the library.	principal	N/A	June- Aug, 2013

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7	Host a summer reading blog for students in the Summer Reading Club to post comments and book recommendations	curriculum supervisor	N/A	June- Aug, 2013
8	Students who return all borrowed library books choose a book from the Scholastic catalog, which is ordered for them using PTA funding	principal, curriculum supervisor, PTA	PTA funds	Sept, 2013

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Intervention(s) to be implemented:	Professional development to strengthen instruction, partnering with parents
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 checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input checked="" type="checkbox"/>
Amount of Title I, Part A Funds Allocated for Intervention:*	Title II and district funds utilized

Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Survey staff to identified perceived areas of need for professional development	curriculum supervisor	N/A	Sept, 2013
2	Obtain math consultant to provide small group and individual staff development	curriculum supervisor	N/A	Oct, 2013
3	Consultant presents workshop on Common Core and math instructional strategies	curriculum supervisor math consultant	Title II funds	Feb. 14, 2014
4	Present workshop on PARCC math assessment to deepen teacher understanding of skills required	superintendent	N/A	Feb. 14, 2014
5	Consultant provides mentoring of individual teachers	curriculum supervisor math consultant principal	Title II funds	March- April, 2014

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6	Survey teachers who participated in mentoring to assess effectiveness	curriculum supervisor	N/A	April, 2014
7	Conduct post-survey of all staff to assess teacher learning and identify needs for the following year's professional development	curriculum supervisor	N/A	May, 2014
8	Offer Family Math Night to provide parents with ideas for ways to reinforce math skills at home	curriculum supervisor teachers	Title II funds	April 1, 2014

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Amount of Title I, Part A Funds Allocated for Intervention:*	\$6,728in instructor stipends and benefits

Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Evaluate effectiveness of previous guidelines for Extended Day Targeted Instruction, including process for identifying students, size of groups, length and number of sessions and make appropriate revisions	principal, curriculum supervisor, District Administrative Team, reading specialist	N/A	November, 2013
2	Utilize building I&RS process to identify students to participate in program	principal, guidance counselor, , reading specialist, I&RS team, teachers	N/A	December, 2013
3	Obtain parental permission for student participation	student's I&RS case manager, Principal	N/A	December, 2013
4	Design forms for setting of SMART goals and progress monitoring and identify assessments to be used to obtain baseline data	curriculum supervisor, reading specialist	N/A	December, 2013

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5	Use baseline data to determine specific need(s) of each student and establish small groups of students with similar needs	I &RS Committee, principal, reading specialist	N/A	December, 2013
6	Assign an instructor to each group, establish meeting dates, and communicate them to students and parents in writing.	principal, instructors	N/A	December, 2012
7	Conduct sessions and monitor growth, making adjustments as indicated by data	instructors, reading specialists Monitoring overseen by principal, curriculum supervisor	Instructors' stipends & benefits, instructional materials	Jan , -May 2014

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Intervention(s) to be implemented:	Curriculum revision
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 checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input checked="" type="checkbox"/>
Amount of Title I, Part A Funds Allocated for Intervention:*	District funds used

Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Assemble curriculum revision committee with representatives from every grade level	curriculum supervisor	N/A	May, 2014
2	Consult with an expert in Common Core Math instruction from the non-profit Achieve the Core organization	curriculum supervisor	N/A	May 30, 2014
3	Prepare and present professional development to committee on the shifts in focus in the Common Core and the Standards for Math Practice	curriculum supervisor	N/A	June 6, 2014
4	Use documents listing focus areas to analyze curriculum at each grade for appropriate coverage of the grade level standards and the Standards for Math Practice	curriculum supervisor, Curriculum Committee	N/A	June-July, 2014
5	Provide professional resources (eg: <i>Putting the Standards into Practice</i>) to support work.	curriculum supervisor	Title II funds to purchase books	June, 2014

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6	Revise curriculum and pacing guides according to results of analysis and supplement where necessary.	curriculum supervisor, Curriculum Committee	District-funded stipends	June-July, 2014
7	Committee to meet with consultant from Achieve the Core for one full day during revision work	curriculum supervisor, Curriculum Committee	District-funded stipends	July 9, 2014
8	Prepare professional development for 2014-2015	curriculum supervisor, Curriculum Committee	Release time for team	September, 2014

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SCHOOL CODE: 60	SCHOOL NAME: Lumberton Middle School
Content Area:	<input checked="" type="checkbox"/> <i>English Language Arts</i> <input type="checkbox"/> <i>Mathematics</i>
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 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:	Provide data-driven 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 checked="" 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:*	Consultant fee \$3,750

Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Create pre-and post-assessments in reading literature, reading information, and the three types of writing, with progressions to be used to identify each student's current level of skill development and determine areas for growth	curriculum supervisor, reading specialist	Release time for reading specialist	Completed Sept, 2013
2	Assist teachers in using the assessments to write SGO's	principal	N/A	Sept- Oct, 2013
3	Continue work of Literacy Leadership Team (LLT), comprised of reading specialist and teacher volunteers, to study and turnkey effective use of pre-and post-assessments to plan instruction	curriculum supervisor, principal	Release time/subs for LLT	Sept-, 2013- June, 2014
4	LLT to work with literacy consultant to collect and analyze student learning data and share conclusions. Special education teacher added to the team for this year.	curriculum supervisor, reading specialist, Literacy Leadership Team, principal	Release time/subs for LLT Consultant's fees	Sept-, 2013- June, 2014
5	Conduct mid-year evaluation of SGO's and help teachers in making adjustments	principal, curriculum supervisor	N/A	Feb, 2014
6	Present an in-service workshop on the PARCC assessment for LA in order to facilitate a clearer understanding of the skills students must	curriculum supervisor	N/A	Feb. 14, 2014

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	develop.			
7	Hold professional meeting with special education teachers to review effective approaches and curricular implementation and modifications, based on student data, to optimize student growth and support achievement of the grade level Common Core standards	Supervisor of Personnel Support Services, curriculum supervisor	N/A	April 24, 2014
8	Provide ongoing professional development to support teachers in executing the curriculum, making instructional decisions based on student data	curriculum supervisor, principal, reading specialist, Literacy Leadership Team, literacy consultant	In-service time, PLC time, release time/subs, consultant fees	Ongoing through 2012-2013
9	Evaluate achievement of SGO's based on pre- and post-assessments	principal	N/A	May- June, 2014

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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 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:	Extended school day small group instruction for academically at-risk students
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 (academically at-risk) <input checked="" 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:*	\$6,728 for stipends and benefits

Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Evaluate effectiveness of previous guidelines for Extended Day Targeted Instruction, including process for identifying students, size of groups, length and number of sessions and make appropriate revisions	principal, curriculum supervisor, District Administrative Team, reading specialist	N/A	November, 2013
2	Utilize building I&RS process to identify students to participate in program	principal, guidance counselor, , reading specialist, I&RS team, teachers	N/A	December, 2013
3	Obtain parental permission for student participation	student's I&RS case manager, principal	N/A	December, 2013
4	Design forms for setting of SMART goals ad progress monitoring and identify assessments to be used to obtain baseline data	curriculum supervisor, reading specialist	N/A	December, 2013
5	Use baseline data to determine specific need(s) of each student and establish small groups of students with similar needs	I &RS Committee, principal, reading specialist	N/A	December, 2013

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6	Assign an instructor to each group, establish meeting dates, and communicate them to students and parents in writing.	principal, instructors	N/A	December, 2012
7	Conduct sessions and monitor growth, making adjustments as indicated by data	instructors, reading specialists Monitoring overseen by principal, curriculum supervisor	Instructors' stipends & benefits, instructional materials	Jan , -May 2014

2013-2014 Progress Targets Action Plan

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Content Area:	<input type="checkbox"/> <i>English Language Arts</i> <input checked="" type="checkbox"/> <i>Mathematics</i>
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 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:	Closing the Achievement Gap
Subgroup(s) Targeted for Intervention:	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 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:*	Title II funds

Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Team of teachers attending meetings of the New Jersey Network for Closing the Achievement Gap	curriculum supervisor assistant principal, teachers	Membership fee for NJNCAG	Sept, 2013- June, 2014
2	PLC focused on closing the achievement gap; information turn-keyed by those attending the NJNCAG	principal, assistant principal, teachers	Meeting time	Sept, 2013- June, 2014
3	Meetings of parental involvement committee to brainstorm methods to enhance communication and partnership between home and school	curriculum supervisor, members of Parental Involvement Committee	N/A	Sept, 2013- June, 2014
4	Unity Day: a day of team building to increase students' feelings of connectedness to school. With a focus on tolerance and diversity.	Principal, assistant principal, teachers, 8 th grade students (running break-out sessions)	N/A	March 25, 2014

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Intervention(s) to be implemented:	Extended school day small group instruction for academically at-risk students
Subgroup(s) Targeted for Intervention:	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 (academically at-risk) <input checked="" 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:*	\$6,728 in instructor stipends and benefits for Title I students

Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Evaluate effectiveness of previous guidelines for Extended Day Targeted Instruction, including process for identifying students, size of groups, length and number of sessions and make appropriate revisions	principal, curriculum supervisor, District Administrative Team, reading specialist	N/A	November, 2013
2	Utilize building I&RS process to identify students to participate in program	principal, guidance counselor, , reading specialist, I&RS team, teachers	N/A	December, 2013
3	Obtain parental permission for student participation	student's I&RS case manager, principal	N/A	December, 2013

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4	Design forms for setting of SMART goals and progress monitoring and identify assessments to be used to obtain baseline data	curriculum supervisor, reading specialist	N/A	December, 2013
5	Use baseline data to determine specific need(s) of each student and establish small groups of students with similar needs	I &RS Committee, principal, reading specialist	N/A	December, 2013
6	Assign an instructor to each group, establish meeting dates, and communicate them to students and parents in writing.	principal, instructors	N/A	December, 2012
7	Conduct sessions and monitor growth, making adjustments as indicated by data	instructors, reading specialists		

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Intervention(s) to be implemented:	Revise curriculum
Subgroup(s) Targeted for Intervention:	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 type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/>
Amount of Title I, Part A Funds Allocated for Intervention:*	District funds

Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Assemble curriculum revision committee with representatives from every grade level	curriculum supervisor	N/A	May, 2014
2	Consult with an expert in Common Core Math instruction from the non-profit Achieve the Core organization	curriculum supervisor	N/A	May 30, 2014
3	Prepare and present professional development to committee on the shifts in focus in the Common Core and the Standards for Math Practice	curriculum supervisor	N/A	June 17, 2014
4	Use documents listing focus areas to analyze curriculum at each grade for appropriate coverage of the grade level standards and the Standards for Math Practice	curriculum supervisor, Curriculum Committee	N/A	June-July, 2014
5	Provide professional resources (eg: Putting the Standards into Practice) to support work.	curriculum supervisor	Title II funds to purchase books	June, 2014

2013-2014 Progress Targets Action Plan

6	Revise curriculum and pacing guides according to results of analysis and supplement where necessary.	curriculum supervisor, Curriculum Committee	District-funded stipends	June-July, 2014
7	Committee to meet with consultant from Achieve the Core for one full day during revision work	curriculum supervisor, Curriculum Committee	District-funded stipends	July 9, 2014
8	Prepare professional development for 2014-2015	curriculum supervisor, Curriculum Committee	Release time for team	September, 2014