

2014-2015 Progress Targets Action Plan

SCHOOL CODE: 050	SCHOOL NAME: Sandman Consolidated School
Content Area:	<input 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:	<input type="checkbox"/> 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
Intervention(s) to be implemented:	<ul style="list-style-type: none"> • Small group, targeted instruction • Supplemental resources • Curriculum revision • Professional Development • Intervention based on progress monitoring/formative assessment

Subgroup(s) Not Meeting Graduation Rate Target	<input type="checkbox"/> 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
Intervention(s) to be implemented:	N/A

Amount of Title I, Part A Funds Allocated for Intervention:* (Indicate "N/A" if school does not receive Title I funds)	N/A
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	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
ENGLISH LANGUAGE ARTS				
1	Analyze NJASK results to determine student eligibility for small group English Language Arts instruction/intervention	Curriculum Supervisors, Principal		September 2014
2	Provide teachers with ongoing training/support in the revised writing curriculum	Curriculum Supervisors, Principals		September 2014-June 2015
3	Develop an instructional pacing guide to ensure that tested genre are presented prior to PARCC assessment	Supervisors, Teachers		September 2014