

Montclair Public Schools
2012 – 2013 Northeast Progress Targets Action Plan

SCHOOL CODE: 13-3310-140	SCHOOL NAME: Northeast Elementary
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:	<input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input checked="" type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Limited English Proficiency Students <input checked="" type="checkbox"/> Economically Disadvantaged <input checked="" type="checkbox"/> School-wide
Goal	<ul style="list-style-type: none"> By June 2013 Northeast School will meet its target for English Language Arts (78.7 %) proficiency.
Intervention(s) to be implemented:	<ul style="list-style-type: none"> Increase common planning time by grade level / content area to share best practices and design lessons aligned with the CCSS. Increased common planning time for data analysis of CCSS-aligned interim assessments. Increased common planning time for planning of individualized interventions. Increased scheduled intervention time to address student needs as identified by interim assessments. Increased staff availability during the school day to provide interventions to identified students. Implementation of research-based intervention tools, such as Fountas and Pinnel Leveled Literacy Intervention, Read 180, and others as needed. Delivery of targeted professional development for staff on intervention strategies and tools. Increased use of Study Island both during the school day and at home for all students in grades 3-5.
Subgroups Targeted for Intervention:	<input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input checked="" type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Limited English Proficiency Students <input checked="" type="checkbox"/> Economically Disadvantaged <input checked="" type="checkbox"/> School-wide
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
1	Conduct parent workshops on Writing Workshop and Reading Workshop.	Principal	Northeast Teachers	Complete
2	Ensure access to and implementation of Study Island in grades 3-5 for both school and home use.	Principal	Northeast Technology Teacher	Complete
3	Establish funding, scheduling and implementation of Northeast After-School Writing Lab.	Principal	Northeast Teachers and PTA	Complete
4	Develop school schedule for 2013-2014 to accommodate Response to Intervention instruction. This will include maximizing availability of existing staff to provide focused intervention in small groups.	Principal	Scheduling Consultant	April 30, 2013
5	Develop school schedule for 2013-2014 to provide time for data analysis and common planning by grade and by content area.	Principal	Scheduling Consultant	April 30, 2013
6	Deliver professional development to teachers on intervention strategies, and using tools provided effectively for interventions.	Principal	Central Support Guidance	April 30, 2013
7	Deliver professional development to teachers on data analysis and planning for individualized interventions.	Principal	Central Support Guidance	June 15, 2013
8	Deliver professional development to teachers on monitoring the implementation of interventions and evaluate their effectiveness on a regular basis.	Principal	Central Support Guidance	June 15, 2013
9	Delivery of targeted instruction during the after-school Northeast Writing Lab for students identified as needing Tier II or Tier III interventions (as defined by RTI) and who need support in writing mechanics for students in grades 3-5.	Principal	Central Support Guidance	June 15, 2013

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Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
10	Increased push-in support by all interventionists for students in grades K-5 identified as needing Tier II or Tier III interventions (as defined by RTI) in reading and writing.	Principal	Central Support Guidance	June 15, 2013
11	Scheduled parent trainings (tri-annual) on the topics of Writing Workshop, Reading Workshop and Instructional Strategies for the Home.	Principal	Central Support Guidance	June 15, 2013
12	Delivery of targeted, small group instruction for students identified as needing Tier II or Tier III interventions (as defined by RTI) with Northeast literacy coach throughout the school day.	Principal	Central Support Guidance	June 15, 2013

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