

## 2014-2015 Progress Targets Action Plan Assurances\*

County Code: 17	LEA Code: 2060
County Code: Hudson	LEA Name: Harrison


New Jersey's Elementary and Secondary Education Act (*ESEA*) Flexibility Request requires that New Jersey implement an accountability system with differentiated recognitions, interventions and supports. Section 2F of the Request 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 2014 progress targets and/or graduation rate targets, districts must document their actions to address the needs of student populations that did not meet their proficiency targets. The district should use the attached template to summarize their schools' actions during the 2014-2015 school year to provide interventions that address the needs of the specific student populations. Use additional forms, as needed.

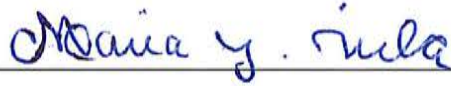
The district must review and sign the Progress Targets Action Plan assurances and fax a signed copy of this page to its local County Office of Education.

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

(For all schools)

- Documented each school's intervention efforts for student subpopulations that did not meet their 2014 progress targets and/or graduation rate targets in the Progress Targets Action Plan;
- Reviewed each school's 2014 *ESEA Waiver School Profile* and *ESEA Waiver Annual Progress Targets* located on the NJDOE's web page at <http://www.nj.gov/education/title1/accountability/progress/14/pw/> with the appropriate stakeholders.

Chief School Administrator's Name: Frederick G. Confessore, Assistant Superintendent of Schools
Chief School Administrator's Signature: 
Date: 12/23/14

Board President's Name: Maria J. Vila
Board President's Signature: 
Date: 12/23/14

\* This form must be faxed to the County Office of Education.

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<b>SCHOOL CODE:</b> 070	<b>SCHOOL NAME:</b> Washington School
<b>Content Area:</b>	<input checked="" type="checkbox"/> <i>English Language Arts</i> <input type="checkbox"/> <i>Mathematics</i>
<b>Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:</b>	<input type="checkbox"/> 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 checked="" type="checkbox"/> Total Population <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input checked="" type="checkbox"/> Economically Disadvantaged
<b>Intervention(s) to be implemented:</b>	A literacy consultant has been working closely with the staff to implement a balance literacy program that espouses close reading and focuses on reading and writing workshops. Achieve 3000, an electronic informational text reading program was implemented, which allows the teachers to track the students' lexile scores. All of the interventions for the English Languages Arts program will revolve around the use of data to inform instructional practices by using not only NJDOE assessments but district electronic benchmarks and classroom assessments. One-on-one computers will be implemented so that the students can coordinate their computer and thinking skills to prepare for the PARCC and become workplace ready. Additionally, all professional development will continue to be targeted to teachers' instructional areas of need and based upon qualitative and quantitative data as ascertained by the ScIP teams. The LoTi (Learning Opportunities Teaching Innovations) online lesson planner was infused so that the principals and teachers can monitor the standards being taught. Administrative walk-throughs are conducted regularly to assess the quality of instruction and the teachers receive immediate feedback.

<b>Subgroup(s) Not Meeting Graduation Rate Target</b>	<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
<b>Intervention(s) to be implemented:</b>	

<b>Amount of Title I, Part A Funds Allocated for Intervention:*</b> (Indicate "N/A" if school does not receive Title I funds)	
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	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date – Timeline
1	Infused of a new literacy program, Pearson's Common Core Literature	Principal, Director of Curriculum and Instruction, Language Arts Consultant and Teachers	\$65,000.00	September 2014
2	Hired an English Language Arts Consultant to model instruction for	Director of Curriculum and	\$15,000.00	September 2014

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	teachers	Instruction, Principal, Teachers		
3	Utilized onTRAC to monitor student data and create electronic benchmarks to collect data to inform instruction	Principal, Director of Curriculum , Leadership Team	\$19,000.00	September 2013-ongoing
4	Infused Achieve 3000 to infuse the close reading of informational text and to track and monitor student lexile scores	Principal, Director of Curriculum, Teachers	\$25,000.00	September 2014
5	Infused ongoing professional development based upon qualitative and quantitative data as determined by the ScIP Team	Director of Curriculum, Principal, Leadership/ScIP Team		September 2014
6	Infused LoTi Electronic Lesson Planner to track standards taught	Principal and teachers	\$1,875.00	September 2014
7	Implemented after school programs for language arts intervention and homework assistance.	Principal, Director of Special Services	\$45,000.00	September 2014
8	Added one special education teacher	Principal	\$45,000.00	September 2014
9	Reduced the class size in English Language Arts	Principal		September 2014
10	Conducted bi-monthly walk-throughs to monitor, assess and provide feedback to enable the teachers to improve instruction	District Administrators		October 2014
11	Began the infusion of one-to-one computers so students can master the technology skills needed for students to compose in preparation for the English Language Arts section of the PARCC	Director of Technology, Director of Curriculum and Instruction, Principal, Teachers	\$21,000.00	January 2015

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

**Add additional forms as needed.**