

## 2014-2015 Progress Targets Action Plan

<b>County Code: 17</b>	<b>LEA Code: 2060</b>
<b>County Code: Hudson</b>	<b>LEA Name: Harrison</b>

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.

### ASSURANCES

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 assure that the district:

(For all schools)

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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

## 2014-2015 Progress Targets Action Plan

<b>SCHOOL CODE: 061</b>	<b>SCHOOL NAME: Hamilton School</b>
<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>	Black <input type="checkbox"/> Hispanic <input checked="" 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 checked="" type="checkbox"/>
<b>Intervention(s) to be implemented:</b>	A literacy coach has been working closely with the staff to implement a balance literacy program, leveled libraries and Achieve 3000, which is an electronic informational text reading program which allows us 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 composing electronically for the ELA section of the PARCC and becoming 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) Targeted for Intervention:</b>	Black <input type="checkbox"/> Hispanic <input checked="" 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 checked="" 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)	\$218,515

Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date – Timeline
1	Infused a complete balanced literacy program, Pearson's GOOD HABITS, GREAT READERS	Administrator in Charge, Literacy Coach, Language Arts Consultant and Staff	\$49,020.00	September 2014
2	Added 2 additional inclusion classrooms in grades 4 and 5	Acting Superintendent, Administrator in charge, Director of Special Services	\$90,000.00	September 2014



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3	Hired an English Language Arts Consultant to model teaching strategies and assist the teachers in analyzing data to inform instructional practices.	Director of Curriculum and Instruction, Assistant Director of Curriculum and Instruction/Literacy Coach, Administrator in Charge, Teachers	\$15,000.00	September 2014
4	Expanded the after school and summer school programs to focus on students who have not met their progress targets	Superintendent, Administrator in charge, Director of Special Services	\$35,000.00	July 2014
5	Maintained the position of Literacy coach	Superintendent, Director of Curriculum, Administrator in Charge	\$133,000.00	September 2014
6	Utilized onTRAC to monitor student data and create electronic benchmarks to collect data to inform instruction	Administrator in charge, Literacy Coach, Director of Curriculum , Leadership Team	\$5,000.00	September 2013-ongoing
7	Used Achieve 3000 to infuse the close reading of informational text and to track and monitor student lexile scores	Administrator in charge, Literacy Coach, Director of Curriculum and Instruction , Leadership Team	\$25,000.00	September 2013-ongoing
8	Infused ongoing, targeted professional development based upon data as determined by the SciP Team	Director of Curriculum, Principal, Leadership Team		September 2014
9	Maintained a self-contained class for students with disabilities	Superintendent, Administrator in charge, Director of Special Services	\$49,518.50	September 2013-ongoing
10	Initiated a new electronic standards based report card	Director of Curriculum and Instruction, Supervisor of Information Technology, Principal, Teachers	\$2,500.00	September 2014
11	Infused LoTi Lesson Planner to track standards taught	Director of Curriculum and Instruction, Principal and Teachers	\$1,875.00	September 2014
12	Implemented leveled Libraries and continue to increase selections and monitor the students reading level	Principal, literacy coach, teachers	\$50,000.00	January 2014
13	Conduct bi-monthly walk-throughs to monitor, assess and provide feedback to enable the teachers to improve instruction	District Administrators		October 2014
14	Begin infusing the use of one-to-one computers so students can master the technology skills need for students to compose on the	Director of Curriculum and Instruction	\$26,250.00	January 2015

*2014-2015 Progress Targets Action Plan*

	computer in preparation of the PARCC			
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\*Title I funds must be used to supplement, and not supplant state and local funds.

**Add additional forms as needed.**