

Ditri, Pat

From: Lishak, Noreen
Sent: Monday, March 04, 2013 10:31 AM
To: Ditri, Pat
Subject: For the March Board Agenda
Attachments: njdoeactionplans.pdf; bms action plan.pdf; kms action plan.pdf; uhs action plan.pdf

Pat,

Please add the following Academic Action Plans for approval by the board of education for Hannah Caldwell Elementary School, Battle Hill Elementary School, Connecticut Farms Elementary Farms, Kawameeh Middle School, Burnet Middle School and Union High School for the school year 2012-2013. These action plans are required by the NJDOE as a result of the target scores of the identified sub-groups during state standardized testing.

(Please add them as one document to the agenda)

Noreen

Noreen Lishak, Ed.D.

Assistant Superintendent of Schools
Ph: (908)851-3020

2012-2013 Progress Targets Action Plan

SCHOOL CODE:	080	SCHOOL NAME:	Battle Hill
Content Area:	<input checked="" type="checkbox"/> English Language Arts <input type="checkbox"/> Mathematics		
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	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 type="checkbox"/>		
Intervention(s) to be implemented:	Please see attached		
Subgroup(s) Targeted for Intervention:	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 type="checkbox"/>		
Amount of Title I, Part A Funds Allocated for Intervention: (Indicate "N/A" if school does not receive Title I funds)	n/a		

1	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Please see attached	District Edm Staff & Faculty	Attached	on going
2				
3				
4				
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*Title I funds must be used to supplement, and not supplant state and local funds. Add additional forms as needed.

**Township of Union Public Schools
Battle Hill Elementary School**

2600 Killian Place
Union, New Jersey 07083
(908) 851-6480
Fax (908) 851-4414

Michelle C. Osborne-Warren
Principal
mwarren@twpunionschools.org
<http://www.twpunionschools.org>

Pupil Performance Objectives

2012-2013

English Language Arts (ELA)

Grades 3rd & 4th

- A.** By June 2013, Battle Hill Elementary School's Grades 3 and 4 Total Population students will meet or exceed the yearly performance target increment of 3% on the English Language Arts (ELA) NJASK Assessment. These improvements will be made as a result of continued targeted instruction in this area. All 3rd and 4th grade students will be administered the District Benchmark Assessments twice a year and monthly mirrored assessments. This data will drive instruction throughout the 2012-2013 to identify areas of weakness and strengthens. Throughout the school year, the following instruction intervention will be utilized; Push-in and pull out AAP instruction, Before the Bell Instructional Program, Success Maker, After-school enrichment program, learning centers, differentiate instruction, and tiered lessons. The teaching staff will also collaborate twice a month during common prep times to discuss best practices (Professional Learning Communities) to insure every student's learning needs are met.
- B.** By June 2013, Battle Hill Elementary School's Grades 3rd and 4th Hispanic Population students will meet or exceed the yearly performance target increment of 3% on the English Language Arts (ELA) NJASK Assessment. These improvements will be made as a result of continued targeted instruction in this area. All Grades 3 and 4 students will be administered the Benchmark Assessments three times a year and monthly mirrored assessments. This data will drive instruction through the 2012-2013 to identify areas of weakness and strengthens. Throughout the school year, the following instruction intervention will be utilized; Push-in and pull out AAP instruction, Before the Bell Instructional

Program, Success Maker, After school Enrichment Program, learning centers, differentiate instruction, and tiered lessons. The teaching staff will also collaborate twice a month during common prep times to discuss best practices (Professional Learning Communities) to insure every student's learning needs are met.

- C. By June 2013, Battle Hill Elementary School's Grades 3rd and 4th Students with Disabilities Population students will meet or exceed the yearly performance target increment of 6% on the English Language Arts (ELA) NJASK Assessment. These improvements will be made as a result of continued targeted instruction in this area. All Grades 3 and 4 students will be administered the Benchmark Assessments three times a year and monthly mirrored assessments. This data will drive instruction throughout the 2012-2013 to identify areas of weakness and strengthens. Throughout the school year the following instructional interventions will be utilized; learning centers, differentiate instruction, and tiered lessons, IEP goals and objectives, supplemental materials based on each student's individual learning styles and needs. The teaching staff will also collaborate twice a month during common prep times to discuss best practices (Professional Learning Communities) to insure every student's learning needs are met.

May 2012 Scores

Subgroups	Performance Target %	Battle Hill %
School Wide Population	69	46.4
Hispanic	64.3	32.4
Students w/Disabilities	34.9	14.3

2012-2013 Progress Targets Action Plan

SCHOOL CODE: 080	SCHOOL NAME: Battle Hill
Content Area:	<input type="checkbox"/> English Language Arts <input checked="" type="checkbox"/> Mathematics
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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input checked="" type="checkbox"/>
Intervention(s) to be implemented:	Please see attached
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 checked="" 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: (Indicate "N/A" if school does not receive Title I funds)	n/a

	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Please see attached	District Adm/Staff	Attached	on going
2		Faculty		
3				
4				
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Add additional forms as needed.

**Township of Union Public Schools
Battle Hill Elementary School**

**2600 Killian Pl
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**Michelle C. Osborne-Warren
Principal
mwarren@twpunionschools.org
<http://www.twpunionschools.org>**

Pupil Performance Objectives

2012-2013

Mathematics

Grade 3rd & 4th

- A.** By June 2013, Battle Hill Elementary School's Grades 3 and 4 Total Population students will meet or exceed the yearly performance target increment of 1.5% on the Mathematics NJASK Assessment. These improvements will be made as a result of continued targeted instruction in this area. All Grades 3 and 4 students will be administered the Benchmark Assessments three times a year and monthly mirrored assessments. This data will drive instruction throughout the 2012-2013 to identify areas of weakness and strengthens. Throughout the school year, the following instruction Intervention will be utilized; Pull out AAP instruction, Performance Based Assessments, Math basic fact drills, Success Maker, learning centers, differentiate instruction, and tiered lessons. The teaching staff will also collaborate twice a month during common prep times to discuss best practices (Professional Learning Communities) to insure every student's learning needs are met.
- B.** By June 2013, Battle Hill Elementary School's Grades 3 and 4 Black Population students will meet or exceed the yearly performance target increment of 1.5% on the Mathematics NJASK Assessment. These improvements will be made as a result of continued targeted instruction in this area. All Grades 3 and 4 students will be administered the Benchmark Assessments three times a year and monthly mirrored assessments. This data will drive instruction throughout the 2012-2013 to identify areas of weakness and strengthens. Throughout the school year, the following instruction intervention will be utilized; Pull out AAP instruction, Performance Based Assessments, Success Maker, learning centers, differentiate

instruction, and tiered lessons. The teaching staff will also collaborate twice a month during common prep times to discuss best practices (Professional Learning Communities) to insure every student's learning needs are met.

- C.** By June 2013, Battle Hill Elementary School's Grades 3 and 4 Economically Disadvantage Population students will meet or exceed the yearly performance target increment of 1.6% on the Mathematics NJASK Assessment. These improvements will be made as a result of continued targeted instruction in this area. All Grades 3 and 4 students will be administered the Benchmark Assessments three times a year and monthly mirrored assessments. This data will drive instruction throughout the 2012-2013 to identify areas of weakness and strengthens. Throughout the school year, the following instruction intervention will be utilized; Pull out AAP instruction, Success Maker, learning centers, differentiate instruction, and tiered lessons. The teaching staff will also collaborate twice a month during common prep times to discuss best practices (Professional Learning Communities) to insure every student's learning needs are met.
- D.** By June 2013, Battle Hill Elementary School's Grades 3 and 4 Students with Disabilities will meet or exceed the yearly performance target increase of 4.4% on the Mathematics NJASK Assessment. These improvements will be made as a result of continued targeted instruction in this area. All Grades 3 and 4 students will be administered the Benchmark Assessments three times a year and monthly mirrored assessments. This data will drive instruction throughout the 2012-2013 to identify areas of weakness and strengthens. Throughout the school year, the following instruction intervention will be utilized; learning centers, differentiate instruction, and tiered lessons, IEP goals and objectives, supplemental materials based on each student's individual learning styles and needs. The teaching staff will also collaborate twice a month during common prep times to discuss best practices (Professional Learning Communities) to insure every student's learning needs are met.

May 2012 Scores

Subgroups	Performance Target %	Battle Hill %
School Wide	85.7%	71%
Blacks	85.3%	58.1%
Economic Disadvantage	83.9%	63.4%
Students w/Disabilities	55.7%	28.8%

2012-2013 Progress Targets Action Plan

SCHOOL CODE:	083	SCHOOL NAME: Hannah Caldwell
Content Area:	<input checked="" type="checkbox"/> English Language Arts <input type="checkbox"/> Mathematics	
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	<input checked="" 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 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"/>	
Intervention(s) to be implemented:	Please see attached	
Subgroup(s) Targeted for Intervention:	<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 <input type="checkbox"/>	
Amount of Title I, Part A Funds Allocated for Intervention: (Indicate "N/A" if school does not receive Title I funds)	\$71,300.00	

1	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Please see attached	District Adm/Staff Faculty	Attached	on going
2				
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Add additional forms as needed.

**Township of Union Public Schools
Hannah Caldwell Elementary School**

**1120 Commerce Avenue
Union, New Jersey 07083
(908) 206-6101
Fax – (908) 206-9282**

**Dr. Anthony Lentine
Principal
alentine@twpunionschools.org
<http://www.twpunionschools.org>**

Pupil Performance Objectives

2012-2013

English Language Arts (ELA)

Grade 3-5

- A. By June 2013, Hannah Caldwell Elementary School's Grades 3, 4, and 5 School-wide Population students will meet or exceed the yearly performance target increment of 2.8% on the English Language Arts (ELA) NJASK Assessment. These improvements will be made as a result of continued targeted instruction in this area. All Grades 3, 4, and 5 students will be administered the Benchmark Assessments three times a year and monthly mirrored assessments. This data will drive instruction throughout the 2012-2013 to identify areas of weakness and strengths. The following instruction intervention will be utilized: push-in and pull out AAP instruction, weekly targeted skill focus groups, After-school Instructional Program, SuccessMaker, learning centers, differentiated instruction, and tiered lessons. The teaching staff will also collaborate twice a month during common prep times to discuss best practices (Professional Learning Communities) to ensure every student's learning needs are met.
- B. By June 2013, Hannah Caldwell Elementary School's Grades 3, 4, and 5 Black Population students will meet or exceed the yearly performance target increment of 3.1% on the English Language Arts (ELA) NJASK Assessment. These improvements will be made as a result of continued targeted instruction in this area. All Grades 3, 4, and 5 students will be administered the Benchmark Assessments three times a year and monthly mirrored assessments. This data will drive instruction throughout the 2012-2013 to identify areas of weakness and strengths. The following instruction intervention will be utilized: push-in and pull out AAP instruction, weekly targeted skill focus groups, After-school Instructional Program, SuccessMaker, learning centers, differentiated instruction, and tiered lessons. The teaching staff will also collaborate twice a month during common

prep times to discuss best practices (Professional Learning Communities) to ensure every student's learning needs are met.

- C. By June 2013, Hannah Caldwell Elementary School's Grades 3, 4, and 5 Hispanic Population students will meet or exceed the yearly performance target increment of 2.2% on the English Language Arts (ELA) NJASK Assessment. These improvements will be made as a result of continued targeted instruction in this area. All Grades 3, 4, and 5 students will be administered the Benchmark Assessments three times a year and monthly mirrored assessments. This data will drive instruction throughout the 2012-2013 to identify areas of weakness and strengths. The following instruction intervention will be utilized: push-in and pull out AAP instruction, weekly targeted skill focus groups, After-school Instructional Program, SuccessMaker, learning centers, differentiated instruction, and tiered lessons. The teaching staff will also collaborate twice a month during common prep times to discuss best practices (Professional Learning Communities) to ensure every student's learning needs are met.
- D. By June 2013, Hannah Caldwell Elementary School's Grades 3, 4, and 5 Economically Disadvantage Population students will meet or exceed the yearly performance target increment of 3.4% on the English Language Arts (ELA) NJASK Assessment. These improvements will be made as a result of continued targeted instruction in this area. All Grades 3, 4, and 5 students will be administered the Benchmark Assessments three times a year and monthly mirrored assessments. This data will drive instruction throughout the 2012-2013 to identify areas of weakness and strengths. The following instruction intervention will be utilized: push-in and pull out AAP instruction, weekly targeted skill focus groups, After-school Instructional Program, SuccessMaker, learning centers, differentiated instruction, and tiered lessons. The teaching staff will also collaborate twice a month during common prep times to discuss best practices (Professional Learning Communities) to ensure every student's learning needs are met.

Subgroups	Performance Target %	Hannah Caldwell %
School-wide	72.7	62.8
Black	68.7	57.2
Hispanic	78.6	54.2
Economically Disadvantage	65.7	51.4

2012-2013 Progress Targets Action Plan

SCHOOL CODE:	090	SCHOOL NAME:	Connecticut Farms
Content Area:	<input checked="" type="checkbox"/> English Language Arts <input type="checkbox"/> Mathematics		
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 checked="" 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:	Please see attached		
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: (Indicate "N/A" if school does not receive Title I funds)	n/a		

	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Please see attached	District Staff & Faculty	Attached	on going
2				
3				
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Add additional forms as needed.

**Township of Union Public Schools
Connecticut Farms Elementary School**

**875 Stuyvesant Avenue
Union, New Jersey 07083
(908) 851-6471
Fax – (908) 687-7332**

**Annie Moses
Principal
amoses@twpunionschools.org
<http://www.twpunionschools.org>**

Pupil Performance Objectives

2012-2013

English Language Arts (ELA)

Grade 3-5

- A.** By June 2013, Connecticut Farms Elementary School's Grades 3, 4, and 5 Total Population students will meet or exceed the yearly performance target increment of 3% on the English Language Arts (ELA) NJASK Assessment. These improvements will be made as a result of continued targeted instruction in this area. All Grades 3, 4, and 5 students will be administered the Benchmark Assessments three times a year and monthly mirrored assessments. This data will drive instruction throughout the 2012-2013 to identify areas of weakness and strengthens. Thought the school year the following instruction intervention will be utilized; Push-in and pull out AAP instruction, Early Morning Instructional Program, SuccessMaker, learning centers, differentiate instruction, and tiered lessons. The teaching staff will also collaborate twice a month during common prep times to discuss best practices (Professional Learning Communities) to insure every student's learning needs are met.
- B.** By June 2013, Connecticut Farms Elementary School's Grades 3, 4, and 5 Black Population students will meet or exceed the yearly performance target increment of 3% on the English Language Arts (ELA) NJASK Assessment. These improvements will be made as a result of continued targeted instruction in this area. All Grades 3, 4, and 5 students will be administered the Benchmark Assessments three times a year and monthly mirrored assessments. This data

will drive instruction throughout the 2012-2013 to identify areas of weakness and strengthens. Throughout the school year the following instruction intervention will be utilized; Push-in and pull out AAP instruction, Early Morning Instructional Program, SuccessMaker, learning centers, differentiate instruction, and tiered lessons. The teaching staff will also collaborate twice a month during common prep times to discuss best practices (Professional Learning Communities) to insure every student's learning needs are met.

May 2012 Scores

Subgroups	Performance Target %	Connecticut Farms %
School-Wide	66.6	57.4
Black	67.6	56.1

2012-2013 Progress Targets Action Plan

SCHOOL CODE:	090	SCHOOL NAME: Connecticut Farms
Content Area:	<input type="checkbox"/> English Language Arts <input checked="" type="checkbox"/> Mathematics	
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input checked="" 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"/>	
Intervention(s) to be implemented:	Please see attached	
Subgroup(s) Targeted for Intervention:	Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input checked="" 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: (Indicate "N/A" if school does not receive Title I funds)	n/a	

1	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
2	Please see attached	District Adm/Staff Faculty	Attached	on going
3				
4				
5				

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Add additional forms as needed.

**Township of Union Public Schools
Connecticut Farms Elementary School**

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Fax – (908) 687-7332**

**Annie Moses
Principal
amoses@twpunionschools.org
<http://www.twpunionschools.org>**

Pupil Performance Objectives

2012-2013

Mathematics

Grade 3-5

- A.** By June 2013, Connecticut Farms Elementary School's Grades 3, 4, and 5 Total Population students will meet or exceed the yearly performance target increment of 1.3% on the Mathematics NJASK Assessment. These improvements will be made as a result of continued targeted instruction in this area. All Grades 3, 4, and 5 students will be administered the Benchmark Assessments three times a year and monthly mirrored assessments. This data will drive instruction throughout the 2012-2013 to identify areas of weakness and strengthens. Thought the school year the following instruction intervention will be utilized; Push-in and pull out AAP instruction, Early Morning Instructional Program, SuccessMaker, learning centers, differentiate instruction, and tiered lessons. The teaching staff will also collaborate twice a month during common prep times to discuss best practices (Professional Learning Communities) to insure every student's learning needs are met.
- B.** By June 2013, Connecticut Farms Elementary School's Grades 3, 4, and 5 White Population students will meet or exceed the yearly performance target increment of 1% on the Mathematics NJASK Assessment. These improvements will be made as a result of continued targeted instruction in this area. All Grades 3, 4, and 5 students will be administered the Benchmark Assessments three times a year and monthly mirrored assessments. This data will drive instruction throughout

the 2012-2013 to identify areas of weakness and strengthens. Throughout the school year the following instruction intervention will be utilized; Push-in and pull out AAP instruction, Early Morning Instructional Program, SuccessMaker, learning centers, differentiate instruction, and tiered lessons. The teaching staff will also collaborate twice a month during common prep times to discuss best practices (Professional Learning Communities) to insure every student's learning needs are met.

- C. By June 2013, Connecticut Farms Elementary School's Grades 3, 4, and 5 Economically Disadvantage Population students will meet or exceed the yearly performance target increment of 1.5% on the Mathematics NJASK Assessment. These improvements will be made as a result of continued targeted instruction in this area. All Grades 3, 4, and 5 students will be administered the Benchmark Assessments three times a year and monthly mirrored assessments. This data will drive instruction throughout the 2012-2013 to identify areas of weakness and strengthens. Throughout the school year the following instruction intervention will be utilized; Push-in and pull out AAP instruction, Early Morning Instructional Program, SuccessMaker, learning centers, differentiate instruction, and tiered lessons. The teaching staff will also collaborate twice a month during common prep times to discuss best practices (Professional Learning Communities) to insure every student's learning needs are met.

May 2012 Scores

Subgroups	Performance Target %	Connecticut Farms %
School-Wide	85.6	79.4
White	89.4	78.6
Economically Disadvantaged	84	73.7

2012-2013 Progress Targets Action Plan

SCHOOL CODE:	060	SCHOOL NAME:	Burnet Middle School
Content Area:		<input type="checkbox"/> English Language Arts	<input checked="" type="checkbox"/> Mathematics
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"/> <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input checked="" type="checkbox"/>	
Intervention(s) to be implemented:		Please see attached	
Subgroup(s) Targeted for Intervention:		<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"/> <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: (Indicate "N/A" if school does not receive Title I funds)		N/A	

Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Please see attached	District Administration attached	Ongoing
2			
3	Staff and Faculty		
4			
5			

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math

**Township of Union Public Schools
Burnet Middle School**

Pupil Performance Objectives

2012-2013

Mathematics

Grade 6-8

- A. By June 2013, Burnet Middle School's 6th, 7th, and 8th grade special education population will meet or exceed the state annual measurable objective target of reducing the number of partially proficient students on the NJASK Math assessment by 6.9%. These improvements will be the result of continued targeted instruction in mathematics. Administration, faculty, and staff will effectively continue to implement the district approved mathematics curriculum. Further, data from pre-tested benchmark assessments will be used to guide instruction throughout the academic year. A post-test benchmark assessment will be administered in an attempt to identify student progress and further identify mathematical weaknesses. Instructional methods and interventions to be utilized throughout the 2012-2013 school year include: IEP goals and objectives, differentiated instructional strategies, supplemental materials based on their individual learning styles and needs, and homogenous grouping.
- B. By June 2013, Burnet Middle School's 6th, 7th, and 8th economically disadvantaged population will meet or exceed the state annual measurable objective target of reducing the number of partially proficient students on the NJASK Math assessment by 3.0%. These improvements will be the result of continued targeted instruction in mathematics. Administration, faculty, and staff will effectively continue to implement the district approved mathematics curriculum. Further, data from pre-tested benchmark assessments will be used to guide instruction throughout the academic year. A post-test benchmark assessment will be administered in an attempt to identify student progress and further identify mathematical weakness. Instructional methods and interventions to be utilized throughout the 2012-2013 school year include using benchmark and sample NJASK assessments to drive instruction and using differentiated and tiered lessons to meet the needs of all learners.

May 2012 Burnet NJASK Math Scores

Subgroups	Performance Target %	Burnet Middle School %
Students with Disabilities	24.8	17.6
Economically Disadvantaged	66.9	61.6

ACTION PLAN

- Continue with daily double math periods to increase time in the classroom
- Start the transition to CCSS
- Continue to implement cross-curricular math and writing in all content areas
- Use benchmark proficiency assessments and sample NJASK data to drive instruction
- Continue and expand the use of tiered lessons and differentiation
- Increase use of performance tasks as assessment tools
- Infusion of Smartboard and ELMO technology into the math curriculum
- Best Practices in the PLC meetings
- More use of hands on activities and manipulatives in the math classes
- Application of math in all content areas i.e. science, social studies, and elective programs
- More teacher contact with parents through email and phone calls home
- Implementation of class website for all teachers
- E-Path will be used for pre and post assessment for NJASK readiness
- Teachers will complete reflections and make action plans based on the results of their mirrored assessments
- At-risk students will participate in an in-school tutoring program
- Use of common rubrics to evaluate assessments

2012-2013 Progress Targets Action Plan

SCHOOL CODE:	070	SCHOOL NAME:	Kawameeh Middle School
Content Area:		<input checked="" type="checkbox"/> English Language Arts	<input type="checkbox"/> Mathematics
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:		Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input checked="" type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Two or More Races <input type="checkbox"/> Total Population <input type="checkbox"/>	Economically Disadvantaged <input type="checkbox"/>
Intervention(s) to be implemented:		Please see attached	
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"/>	Economically Disadvantaged <input type="checkbox"/>
Amount of Title I, Part A Funds Allocated for Intervention: (Indicate 'N/A' if school does not receive Title I funds)		N/A	

	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Please see attached	District Administration and Faculty		ongoing
2				
3				
4				
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Add additional forms as needed.

**Township of Union Public Schools
Kawameeh Middle School**

Pupil Performance Objectives

2012-2013

English Language Arts (ELA)

Grade 6-8

- A. By June 2013, Kawameeh Middle School's Grades 6, 7, and 8 White Population subgroup will meet or exceed the yearly target increment of 3% on the English Language Arts (ELA) NJASK. The administration, faculty, and staff will continue to implement the district approved ELA curriculum. They will target instruction on expository, explanatory, speculative, and persuasive writing. In addition, they will continue to employ various teaching strategies for multiple choice and open ended responses. NJASK data, including cluster breakdowns and released student writing responses, will be used to drive instruction. Data from district benchmark assessments, which include quarterly exams, midterms, and finals, will also be analyzed and used to tailor instruction to meet students' individual needs. Instructional methods and interventions to be utilized throughout the 2012-2013 school year include: tiered and differentiated lesson planning and instruction, departmental and grade level Professional Learning Communities (PLCs) to assist with data driven instruction and for teacher reflection and collaboration, a supplemental reading program to enhance students' ability to read independently, and pre and post marking period assessments that mirror the question types and format of the NJASK. This objective has been developed based upon a distinct district-wide need to reinforce the overall language arts literacy skills of our students. While students demonstrate proficiency in areas of ELA, each student has specific areas in need of improvement. Through a committed school-wide approach, these skills will be strengthened and increased in all middle school students.
- B. By June 2013, Kawameeh Middle School's Grades 6, 7, and 8 Special Education Population subgroup will meet or exceed the yearly target increment of 3% on the English Language Arts (ELA) NJASK. The administration, faculty, and staff will continue to implement the district approved ELA curriculum. They will target instruction on expository, explanatory, speculative, and persuasive writing. In addition, they will

continue to employ various teaching strategies for multiple choice and open ended responses. NJASK data, including cluster breakdowns and released student writing responses, will be used to drive instruction. Data from district benchmark assessments, which include quarterly exams, midterms, and finals, will also be analyzed and used to tailor instruction to meet students' individual needs. Instructional methods and interventions to be utilized throughout the 2012-2013 school year include: tiered and differentiated lesson planning and instruction, departmental and grade level Professional Learning Communities (PLCs) to assist with data driven instruction and for teacher reflection and collaboration, a supplemental reading program to enhance students' ability to read independently, and pre and post marking period assessments that mirror the question types and format of the NJASK. This objective has been developed based upon a distinct district-wide need to reinforce the overall language arts literacy skills of our students. While students demonstrate proficiency in areas of ELA, each student has specific areas in need of improvement. Through a committed school-wide approach, these skills will be strengthened and increased in all middle school students.

- C. By June 2013, Kawameeh Middle School's Grades 6, 7, and 8 Schoolwide Population subgroup will meet or exceed the yearly target increment of 3% on the English Language Arts (ELA) NJASK. The administration, faculty, and staff will continue to implement the district approved ELA curriculum. They will target instruction on expository, explanatory, speculative, and persuasive writing. In addition, they will continue to employ various teaching strategies for multiple choice and open ended responses. NJASK data, including cluster breakdowns and released student writing responses, will be used to drive instruction. Data from district benchmark assessments, which include quarterly exams, midterms, and finals, will also be analyzed and used to tailor instruction to meet students' individual needs. Instructional methods and interventions to be utilized throughout the 2012-2013 school year include: tiered and differentiated lesson planning and instruction, departmental and grade level Professional Learning Communities (PLCs) to assist with data driven instruction and for teacher reflection and collaboration, a supplemental reading program to enhance students' ability to read independently, and pre and post marking period assessments that mirror the question types and format of the NJASK. This objective has been developed based upon a distinct district-wide need to reinforce the overall language arts literacy skills of our students. While students demonstrate proficiency in areas of ELA, each student has specific areas in need of improvement. Through a committed school-wide approach, these skills will be strengthened and increased in all middle school students.

May 2012 Kawameeh NJASK Language Arts Scores

Subgroups	Performance Target %	Kawameeh Middle School %
School-Wide	73.3	68.1
White	80.3	69.4
Students with Disabilities	35.9	27.1

ACTION PLAN

- Departmental and Building-Based Professional Learning Communities will continue meet to increase teacher collaboration, reflection, and execution of best practices in the classroom.
- PLC members will continue to use results of data analysis for data driven instruction through the school year.
- Supplemental English courses, called AAP, will continue to be implemented for every grade level to address students at risk for failing the NJPASS and NJASK. These courses will reinforce students' basic skills and will increase their level of awareness about materials presented on standardized tests.
- Teachers will continue to tier lessons to increase and improve differentiated instruction in the classroom.
- Grade level and course specific proficiencies will continue to be used to drive instruction and increase students' foundational skills.
- A supplemental reading program will continue to promote independent and continuous reading.
- Students will be assessed with a midterm, final, and two quarterly exams that focus on their reading and writing skills as outlined in the grade level and course specific proficiencies.
- Teachers will analyze student test scores and class performance in Professional Learning Communities to aid and increase data driven instruction.
- Writing assessments will be given through cross curricular activities in addition to content specific activities.
- Pre – NJASK sample assessments, in-class benchmark assessments, and NJASK data will be used to drive instruction.

2012-2013 Progress Targets Action Plan

SCHOOL CODE:	070	SCHOOL NAME:	Kawameeh Middle School
Content Area:		<input type="checkbox"/> English Language Arts	<input checked="" type="checkbox"/> Mathematics
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:		Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input checked="" 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 type="checkbox"/>
Intervention(s) to be implemented:		Please see attached	
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 type="checkbox"/>
Amount of Title I, Part A Funds Allocated for Intervention: (Indicate "N/A" if school does not receive Title I funds)		N/A	

	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Please see attached	District Administration	attached	ongoing
2		and Faculty		
3				
4				
5				

*Title I funds must be used to supplement, and not supplant state and local funds.
Add additional forms as needed.

Math

**Township of Union Public Schools
Kawameeh Middle School**

Pupil Performance Objectives

2012-2013

Mathematics

Grade 6-8

By June 2013, Kawameeh Middle School's 6th, 7th, and 8th grade special education population will meet or exceed the state annual measurable objective target of reducing the number of partially proficient students on the NJASK Math assessment by 6.4%. These improvements will be the result of continued targeted instruction in mathematics. Administration, faculty, and staff will effectively continue to implement the district approved mathematics curriculum. Further, data from pretested benchmark assessments will be used to guide instruction throughout the academic year. A post-test benchmark assessment will be administered in an attempt to identify student progress and further identify mathematical weakness. Instructional methods and interventions to be utilized throughout the 2012-2013 school year include: IEP goals and objectives, differentiated instructional strategies, supplemental materials based on their individual learning styles and needs, and homogenous grouping.

May 2012 Kawameeh NJASK Math Scores

Subgroups	Performance Target %	Kawameeh Middle School%
Students with Disabilities	29.3	20.6

ACTION PLAN

- Continue with daily double math periods to increase time in the classroom
- Start the transition to CCSS
- Continue to implement cross-curricular math and writing in all content areas
- Use benchmark proficiency assessments and sample NJASK data to drive instruction
- Continue and expand the use of tiered lessons and differentiation
- Increase use of performance tasks as assessment tools
- Infusion of Smartboard and ELMO technology into the math curriculum
- Best Practices in the PLC meetings
- More use of hands on activities and manipulatives in the math classes
- Application of math in all content areas i.e. science, social studies, and elective programs
- More teacher contact with parents through email and phone calls home
- Implementation of class website for all teachers
- E-Path will be used for pre and post assessment for NJASK readiness
- Teachers will complete reflections and make action plans based on the results of their mirrored assessments
- Use of common rubrics to evaluate assessments
- Pre-NJASK sample tests

2012-2013 Progress Targets Action Plan

SCHOOL CODE: 050	SCHOOL NAME: Union Senior High School
Content Area:	<input type="checkbox"/> English Language Arts <input checked="" type="checkbox"/> Mathematics
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 checked="" type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/>
Intervention(s) to be implemented:	Please see attached
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 type="checkbox"/>
Amount of Title I, Part A Funds Allocated for Intervention: (Indicate "N/A" if school does not receive Title I funds)	N/A

	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Please see attached	District Administration	attached	ongoing
2		Staff and Faculty		
3				
4				
5				

*Title I funds must be used to supplement, and not supplant state and local funds.
Add additional forms as needed.

**Township of Union Public Schools
Union High School**

Pupil Performance Objectives

2012-2013

Mathematics

Grade 9-11

By June 2013, Union High School's 9th, 10th, and 11th grade special education population will meet or exceed the state annual measurable objective target of reducing the number of partially proficient students on the NJPASS and HSPA Math assessment by 6.4%. All students will take assessments at quarterly and mid-year intervals using assessments developed by the math department. All Grade 11 special education students will take a practice HSPA in December. The results of the assessments will be used to identify deficiencies, and instruction will be designed to ameliorate the weaknesses. During the school year, teachers will meet in PLC's for the purpose of generating instructional strategies designed to improve student performance. All special education mathematics teachers will attend the math department PLC meetings. Students taking Algebra I will have a double period of instruction each day. The number of students scheduled for ICR/ICS programs will be increased in order to increase exposure to the general education curriculum. Professional development on co-teaching will be scheduled. The school will continue to increase the infusion of technology into all ICR/ICS math courses. Web based instructional programs, such as Compass Learning and Pearson Success Net, will be utilized. Students identified as at-risk will participate in an in-school tutoring program. Administration, faculty and staff will continue to effectively implement the district approved mathematics curriculum.

March 2012 Union High School Math Scores

Subgroups	Performance Target %	Union High School %
Students with Disabilities	30.2	19.5

ACTION PLAN

- Continue to increase number of students in ICR/ICS programs to increase exposure to the general education curriculum
- Professional development on co-teaching to increase collaborative teaching between general and special education teachers
- Alignment of resource mathematics programs to the general education programs, specifically Grade 9 Algebra I
- Special education mathematics teachers attend PLC meetings and department meetings with general education teachers to increase knowledge of mathematic curriculums
- Increased infusion of technology in ICR/ICS (Smartboards) to support a multi-sensory approach to teaching
- Teachers will complete reflections and make action plans based on the results of their mirrored assessments
- Compass Learning and Pearson Success Net will be utilized
- Continue the use of differentiation in the classroom
- Algebra I will be extended to a double period
- At-risk students will participate in an in-school tutoring program