

2014-2015 Progress Targets Action Plan

SCHOOL CODE: 105-4011	SCHOOL NAME: MARTIN LUTHER KING INTERMEDIATE 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:	<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 checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged
Intervention(s) to be implemented:	Wilson Reading System; Reciprocal Teaching; Close Reading; Heinemann Comprehension Tool Kit; Targeted tutorial program, and Summer Academies for targeted and intensive interventions.

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:	

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	Strategic Plan – see attached/following documentation	Dr. Alex C. Gray, Principal		
2				
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4				
5				

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

**Piscataway Township Schools
Strategic Objective Worksheets**

Objective: -Evaluate K-5 Support Services to Sub-groups.

Measure: -70% Students in targeted subgroups will demonstrate growth in LAL and Math district assessments.

Project	Benchmarks	Persons Responsible	Measures of Success Student Output
<p>Support Specialists will provide Tier 3 interventions for identified students in Language Arts and Math.</p> <ul style="list-style-type: none"> • Utilize interventions in a push-in/pull-out support model that match students' areas of difficulty. • Create a "story" of at-risk students in Performance Plus (Performance Tracker) software. • Interventions include: <ul style="list-style-type: none"> – <i>Do the Math</i> – <i>Go Math</i> – Wilson Reading System – Reciprocal Teaching – Close Reading – Comprehension Tool Kit 	<p style="text-align: center;">2014-2015</p> <ul style="list-style-type: none"> • Running Records (3x/year) • W.A.D.E. (Sept., June) • <i>Do the Math</i> module assessments • Teacher-made Assessments • Mathercise Marking Period Average 	<p style="text-align: center;">Support Specialists</p>	<p>Seventy-five percent (70%) of students in targeted subgroups will demonstrate growth of at least one independent reading level on DRA2 by April 2014.</p> <p>Seventy-five percent (75%) of Wilson students will successfully decode 80% of nonsense words on the W.A.D.E.</p> <p><i>Do the Math</i> students will score 70% on the post assessment module.</p> <p>Seventy-five percent (75%) of fifth grade students (in targeted subgroups) being serviced in WIN5 Tier 3 will demonstrate growth up to 75% on the teacher-made skills based assessment.</p>

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<p>The Behaviorist will deliver the comprehensive K-12 school counseling curriculum via monthly counseling lessons to all students in support of personal, social, and academic development.</p> <p>The Behaviorist will implement school-wide positive behavior support/character education program to promote positive school climate.</p>	<ul style="list-style-type: none"> Counseling lessons Student participation 	<p>Behaviorist</p> <p>Behaviorist; School Staff Members</p>	<p>Discipline referrals H.I. B. Reports</p> <p>Earned "Caught Being Kind" tickets</p>
<p>Integrate Language Arts (Reading and Writing) and Math skills involving critical thinking into <u>all</u> non-content area subjects.</p> <ul style="list-style-type: none"> Physical Education – Use fractions to record nutritional values on "my plate" and compare performance on the Pacer Test. Visual Art- Writing- all students will discuss and write thoughtful responses to the essential questions: what is art and what makes your art great? Visual Art-Math- fourth grade students will be designing and creating a Kaleidoscope Name Design while learning about symmetry and radial symmetry in art. Fifth grade students will learn about form and 3dimensional qualities of an object in visual art. World Language – Social Studies – Weather Project will include map skills. Writing – Students will write a report on their chosen country. Math – Use of data. Music – Students will describe and perform rhythms containing fractional counts (Math). Technology – Students will advance in keyboarding and tech proficiencies to prepare for the PARCC assessment. 	<p>MP 2 and 4</p> <p>MP 1 and 2</p> <p>December – 3-4 weeks</p> <p>MP 2, 3 and 4 (January/May)</p> <p>Sept. 2014 – June 2015</p>	<p>P.E. Teachers</p> <p>Art Teacher</p> <p>World Lang. Teacher</p> <p>Vocal Music Teacher; Band Director Tech Teacher</p>	<ul style="list-style-type: none"> Score of proficient or above on teacher-created rubric (75% of students). Score of proficient or above on project rubric (75% of students). Score of proficient or above on project rubric (75% of students). Score of proficient or above on teacher-created rubric (75% of students). Score of 70% or above on teacher-made assessments.

Piscataway Township Schools
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Measure: -70% Students in targeted subgroups will demonstrate growth in LAL and Math district assessments.

Project	Timeline	Who	Measures of Success Student Output
<p>Continue a targeted tutorial program.</p> <ul style="list-style-type: none"> • Identify students performing below 70% on report cards. • Utilize instructional practices that present a different approach to instruction. • Determine “hot spots” of skill deficiency through item analysis and provide re-teaching and reinforcement of those skills. 	<ul style="list-style-type: none"> • January 2015 	<p>Principals</p> <p>General and Special Education Teachers</p> <p>Support Specialists</p>	<p>Seventy percent (70%) of students in targeted subgroups who attend the afterschool Tutorial Program will achieve 70% and above on report card grades.</p>

**Piscataway Township Schools
Strategic Objective Worksheets**

Objective: -Offer a Rigorous Districtwide Curriculum.
Measure: -Increase student enrollment in targeted LEAP initiatives.

Project	Timeline	Who	Measures of Success Student Output
<p style="text-align: center;"><u>Enrichment Opportunities</u></p> <ul style="list-style-type: none"> • <u>What I Need (WIN) Period</u> - schedule WIN sessions that challenge students' who have above grade-level skills • LEAP programs in Science/Technology/Engineering/Math, Literacy and Visual and Performing Arts - Students who meet district criteria will be invited to participate in LEAP. These programs provide an opportunity for students to experience problem-based learning using critical thinking skills. • Mock Trial – Grade 5 students, who are selected, will be given an opportunity to integrate their academic success with content knowledge about American government and law. • Essay Writing Recognition • Technology Club • Science Club 	<p>Sept. 2014- June 2015</p> <p>Oct. 2014 – June 2015</p> <p>Jan. 2014 – June 2015</p> <p>Gr. 4 – May Gr. 5 – Feb./May</p> <p>Oct. 2013 – June 2015</p> <p>Oct. 2013 – June 2015</p>	<p>General and Special Education Teachers</p> <p>Special Area Teachers</p> <p>Teachers Principals</p> <p>Teachers Principals</p>	<p>Pre/Post Assessments</p> <p>Number of students participating in targeted LEAP programs.</p> <p>Culminating performance of a “mock” trial presentation.</p> <p>Student presentations at grade-level assemblies.</p> <p>Student projects</p> <p>Pre/post Assessments</p>

Piscataway Township Schools
Strategic Objective Worksheets

Objective: - Develop High Expectations for All Students.

Measure: - Math: 70% of identified students will earn a score of 15 or higher on their final Mathercise.

-Literacy: 70% of identified students will demonstrate a reading level of PQR (4th) and TUV (5th).

Project	Benchmarks	Persons Responsible	Measures of Success Student Output
<p><u>Language Arts</u></p> <ul style="list-style-type: none"> • Increase students' ability to work with and analyze text. <ul style="list-style-type: none"> - Implement Reader's Workshop - Expose below-grade level readers to on-grade level text. • Increase students' narrative and expository writing ability <ul style="list-style-type: none"> - Implement Writer's Workshop - Utilize the Teacher's College Units of Study 	<ul style="list-style-type: none"> • Running Records • Processed Writing Piece 	<p>General and Special Education Teachers</p> <p>Support Specialists</p> <p>General and Special Education Teachers</p> <p>Support Specialists</p>	<p>Seventy percent (70%) of students who are reading on or below grade level will increase by at least 2 levels as indicated by Running Records.</p> <p>Seventy percent (70%) of students scoring a 1 or 2 on a MP #1 processed writing piece will increase by at least one point on a MP #3 processed writing piece.</p>

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Project	Benchmarks	Persons Responsible	Measures of Success Student Output
<ul style="list-style-type: none"> • Utilize intervention programs with Tier 3 students including Special Education – <ul style="list-style-type: none"> – Seeing Stars – program used to increase students’ ability to utilize phonetic skills to decode new vocabulary – Visualizing and Verbalizing – program to develop students’ ability to make text to text, text to self and text to world connections (improve comprehension) – Write Outloud – program that allows students to “see” their verbalized thoughts in written text (improve writing skills) – <i>Go Math</i> – <i>Do the Math</i> – Orton – Gillingham – Read 180 	<ul style="list-style-type: none"> • Assessment and tracking as per each program 	<p>Support Specialists</p> <p>Special Education Staff</p> <p>Classroom Teachers</p>	<p>Students will increase Running Record level by two levels.</p> <p>ICR students will improve writing score on Universal Screener by at least one rubric point.</p> <p>IEP goals: IEP goals that have been in place for at least two marking periods will show progress or mastery (75% of goals).</p>