

2014-2015 Progress Targets Action Plan Assurances

County Code: 15	LEA Code: 2070
County Name: Gloucester	LEA Name: Harrison Township

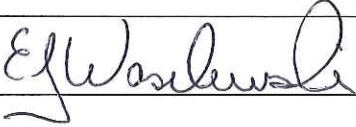
New Jersey's Elementary and Secondary Education Act (*ESEA*) Flexibility Request requires that New Jersey implement an accountability system with differentiated recognitions, interventions and supports. Section 2F of the Request charges the New Jersey Department of Education (NJDOE) with providing incentives 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	Edward Wasilewski
Chief School Administrator's Signature	
Date:	November 24, 2014

Board President's Name	Barbara Beske
Board President's Signature	
Date:	November 24, 2014

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

2014-2015 Progress Targets Action Plan

SCHOOL CODE: 050	SCHOOL NAME: Harrison Township Elementary 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 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 type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged
Intervention(s) to be implemented:	<p>The district administration and math curriculum committee are currently reviewing the NJ ASK and NWEA MAP data to determine the areas of deficiency. We made a concerted effort to focus on the CCSS mathematics at all grade levels. For example, we excluded measures of central tendency since this is no longer a grade 3 skill. We wonder what impact our alignment had on our student scores.</p> <p>For the 2014-15 school year we have two certificated staff members to provide math interventions within the classrooms. The full-time and part-time faculty members spend a majority of their time in our grade 3 classrooms. These math interventionists focus on on-, below-, and above grade level content and skills. Their presence assists with class-size reduction, increased student-teacher contact time, and student specific interventions.</p> <p>We offer a 6 week extended school year program for identified Title I students in mathematics (Grades K through 4).</p> <p>Specific interventions for our third grade students include below grade level content and skill reinforcement, pre-teaching, deeper on grade level CCSS exploration, fact fluency work (e.g. Reflex Math), Touch Math[®], Destination Math, and Mega Math.</p>
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:	Not Applicable – Kindergarten through Sixth Grade Regional District
Amount of Title I, Part A Funds Allocated for Intervention:* (Indicate "N/A" if school does not receive Title I funds)	100% \$47,140 for ESD & ESY teachers \$9,467 for ESD & ESY Supports – Nursing and Transportation \$1,548 for Trainings for Tiered interventions \$3,600 differentiated/tiered curriculum resources for identified Title I students \$1650 technology for data analysis and instruction for support staff working with identified Title I students

2014-2015 Progress Targets Action Plan

	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Student assignment to heterogeneous co-teaching classrooms.	Principals, Supervisor of Student Services, and Director of Curriculum & Instruction.	Staffing Support – Interventionists and Guidance Counselors	July 14, 2015
2	Invitation to ESD/ESY when appropriate.	Director of Curriculum & Instruction and Supervisor of Student Services	Teacher Feedback – SE/GE	May 13, 2015
3	Review of NJ ASK (PARCC) data.	Administration & Classroom Teachers (GE & SE)	District Data Base	August 2015 September 2015 October 2015
4	Identification of NWEA MAP strengths and weaknesses.	Administration (global) and Classroom Teachers (GE & SE)	NWEA MAP License	October 2015
5	Identification of Math (Math Expressions) formative and summative assessment data.	Administration (global) and Classroom Teachers (GE & SE)	SuccessNet ThinkCentral	On-going.
6	Sustained job-embedded professional development.	Administration Professional Development Committee	Local and NCLB Monies	On-going
7	HTWP Math curriculum development as related to the CCSS and PARCC, e.g. Math Expressions, EngageNY, Reflex Math, etc. Cross-curricular connections to science and social studies (measurement and data)	Director of Curriculum & Instruction and Math Committee	National Consultants	On-going
8	One-on-One device initiative.	Director of Curriculum & Instruction & Technology Representatives	Technology Budget	On-going
9	Refinement of Professional Learning Committees and the Response to Intervention Process	Building Principals & Supervisor of Student Services	Outside Consultants	On-going
10	District website development including parent portal to student data base.	Technology Coordinator and Director of Curriculum & Instruction	Realtime Blackboard School Messenger	On-going
11	Parent Trainings	Director of Curriculum & Instruction & Supervisor of Student Services		On-going

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

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SCHOOL CODE: 080	SCHOOL NAME: Pleasant Valley Elementary School
Content Area:	X <i>English Language Arts</i> X <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"/> 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 The district administration as well as the ELA and math curriculum committee continue to review the NJ ASK/PARCC, NWEA MAP, and district curriculum assessment results in order to pinpoint the needs for identified SE/504 students. Specific interventions for our identified students include but are not limited to: <ul style="list-style-type: none"> • Modifications in time of instruction (increased frequency and duration) • Exposure to grade level content and skills while pre- and re-teaching • Math fact fluency, (e.g. Reflex Math) • Touch Math • Destination Math • Lindamood Phoneme Sequencing Program • Reading ASSIST • Great Leaps Reading Fluency • Phonics First • Visualizing and Verbalizing • Below grade level supports (Reading Street readers, My Sidewalks, Rigby, Math Expressions, etc) We currently service identified students through a co-teaching model. This provides the students with the opportunity to participate in grade level content and skills while being instructed at their level as well.
Intervention(s) to be implemented:	
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:	Not Applicable – Kindergarten through Sixth Grade Regional District
Amount of Title I, Part A Funds Allocated for Intervention:* (Indicate "N/A") if school does not receive	Not fully applicable. Identified SE students benefit from in-class support and reduced class-size as a result of the push-in delivery model of BSI instruction as well as ESD/ESY when appropriate.

2014-2015 Progress Targets Action Plan

Title I funds

	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Student assignment to heterogeneous co-teaching classrooms.	Supervisor of Student Services, Principals, and Director of Curriculum & Instruction.	Staffing Support – Interventionists and Guidance Counselors	July 14, 2015
2	Invitation to ESD/ESY when appropriate.	Director of Curriculum & Instruction and Supervisor of Student Services	Teacher Feedback – SE/GE	May 13, 2015
3	Review of NJ ASK (PARCC) data.	Administration & Classroom Teachers (GE & SE)	District Data Base	August 2015 September 2015 October 2015
4	Identification of NWEA MAP strengths and weaknesses.	Administration (global) and Classroom Teachers (GE & SE)	NWEA MAP License	October 2015
5	Identification of ELA (Reading Street and Writing) and Math (Math Expressions) formative and summative assessment data.	Administration (global) and Classroom Teachers (GE & SE)	SuccessNet ThinkCentral	On-going.
6	NJCCCS/CCSS IEP driven curriculum.	Classroom Teachers (GE & SE)		On-going
7	Sustained job-embedded professional development.	Administration Professional Development Committee	Local and NCLB Monies	On-going
8	HTWP Math curriculum development as related to the CCSS and PARCC.	Director of Curriculum & Instruction and Math Committee	National Consultants	On-going
9	One-on-One device initiative.	Director of Curriculum & Instruction & Technology Representatives	Technology Budget	On-going
10	Refinement of Professional Learning Committees and the Response to Intervention Process	Building Principals & Supervisor of Student Services	Outside Consultants	On-going
11	District website development including parent portal to student data base.	Technology Coordinator and Director of Curriculum & Instruction	Realtime Blackboard School Messenger	On-going
12	Parent Trainings	Instruction & Supervisor of Student Services and Director of		On-going

2014-2015 Progress Targets Action Plan

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

Harrison Township Elementary School – ELA Progress Targets – 2013-14			
Subgroup	2013-14 Scores	2013-14 Target	Met Performance Target
Schoolwide (213)	71.0	75.4	YES
White (174)	75.2	77.6	YES

Harrison Township Elementary School – Mathematics Progress Targets – 2013-14			
Subgroup	2013-14 Scores	2013-14 Target	Met Performance Target
Schoolwide (213)	79.2	88.7	NO
White (174)	75.2	90.0	NO

Released NJ ASK Proficiency Rates (Partial-Proficient-Advanced Proficient) & Cluster Trends (Grade 3 Total Population)

2013-14 Grade 3 NJ ASK Math				
	Partially Proficient	Proficient	Advanced Proficient	Total Proficiency
State	24.5	35.8	39.7	75.5
HTSD	21.3	43.7	35.5	79.2
DFG-GH	15.2	34.5	50.2	84.7

NJ ASK Cluster Means

At or Above State Mean

- Operations & Algebraic Thinking
- Numbers and Operations in Base Ten
- Geometry

Below State Mean

- Number and Operations – Fractions
- Measurement and Data

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Pleasant Valley Elementary School – ELA Progress Targets – 2013-14			
Subgroup	2013-14 Scores	2013-14 Target	Met Performance Target
Schoolwide	73.0	76.6	YES
White	74.7	77.3	YES
Black	48.6	60.1	YES
Students with Disabilities	9.4	49.4	NO
Economically Disadvantaged	47.2	59.2	YES

Pleasant Valley Elementary School – Mathematics Progress Targets – 2013-14			
Subgroup	2013-14 Scores	2013-14 Target	Met Performance Target
Schoolwide	86.2	88.8	YES
White	87.1	90.0	YES
Black	70.2	64.8	YES
Students with Disabilities	36.4	62.6	NO
Economically Disadvantaged	75.9	69.2	YES

Released SGP Data – Low-High-Typical Growth (Students with Disabilities)

NJ ASK SGP Data 13-14	ELA			Math		
	Low	Typical	High	Low	Typical	High
Grade 4	1	3	3	3	0	4
Grade 5	0	5	2	2	4	2
Grade 6	4	6	2	6	3	3
Total	5	14	7	11	7	9

HARRISON TOWNSHIP BOARD OF EDUCATION

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Mullica Hill, New Jersey 08062
(856) 478-2016
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*Dr. Missy Peretti
Superintendent*

*Robert E. Scharlé
School Bus. Admin/Board Sec.*

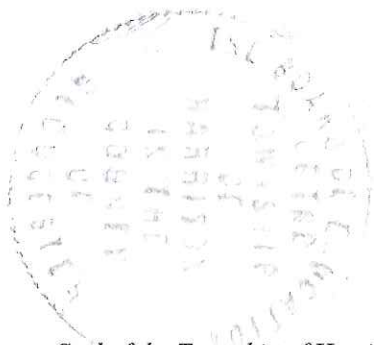
Certification of Minutes

November 25, 2014

**State of New Jersey
County of Gloucester**

I, Robert E. Scharlé, Secretary of the Board of Education of the Township of Harrison in the County of Gloucester, State of New Jersey, hereby certify that the foregoing extract is from the Minutes of the Meeting of the Township of Harrison Board of Education held on November 24, 2014.


Robert E. Scharlé, Board Secretary



*Seal of the Township of Harrison
Board of Education*

Motion: Approval of the 2014-15 Progress targets Action Plan, as presented.

Motion: Mr. Sindoni
Vote: Roll Call (8-0-1)
Absent: Mr. Duffey

2nd Mrs. Muscarella
Carried: Yes