

Montclair Public Schools
2012 – 2013 Progress Targets Action Plan

SCHOOL CODE: 13-3310-165	SCHOOL NAME: Renaissance Middle School at Rand
Content Area:	<input checked="" type="checkbox"/> <i>English language Arts</i> <input checked="" type="checkbox"/> <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"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Two or More Races <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficiency Students <input type="checkbox"/> Economically Disadvantaged <input checked="" type="checkbox"/> School-wide
Goal	By June 2013 Renaissance at Rand Middle School will meet its proficiency targets for Math (84.2 %) and English Language Arts (88.3 %).
Intervention(s) to be implemented:	<ul style="list-style-type: none"> • Increase common planning time by grade level / content area to share best practices and design lessons aligned with the CCSS. • Increased common planning time for data analysis of CCSS-aligned interim assessments. • Increased common planning time for planning and monitoring of individualized interventions. • Increased scheduled intervention time to address student needs as identified by interim assessments. • Increased staff availability during the school day to provide interventions to identified students. • Implementation of research-based intervention tools, such as Fastt Math, Fraction Nation, Fountas and Pinnel Leveled Literacy Intervention, Read 180, and others as needed. • Delivery of targeted professional development for staff on intervention strategies and tools. • Delivery of targeted professional development for staff on data analysis and planning for interventions.
Subgroups Targeted for Intervention:	<input checked="" type="checkbox"/> Black <input checked="" type="checkbox"/> Hispanic <input checked="" type="checkbox"/> American Indian <input checked="" type="checkbox"/> Asian <input checked="" type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficiency Students <input checked="" type="checkbox"/> Economically Disadvantaged <input checked="" type="checkbox"/> School-wide
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	Develop school schedule for 2013-2014 to accommodate a minimum of 240 min. of instruction weekly in English Language Arts and Mathematics.	Principal	Scheduling Consultant Director of Pupil Services	April 30, 2013
2	Develop school schedule for 2013-2014 to provide a period weekly for data analysis and common planning by grade and by content area.	Principal	Scheduling Consultant Director of Pupil Services	April 30, 2013
3	Develop school schedule for 2013-2014 to provide an acceleration period at least bi-weekly for each grade level to allow for flexible grouping to address individual students' needs.	Principal	Scheduling Consultant Director of Pupil Services	April 30, 2013
4	Purchase and implement research-based intervention tools and resources to provide individualized, targeted instruction that meets student needs.	Principal	Building Budget funds Director of Pupil Services	September 1, 2013
5	Deliver professional development to teachers on intervention strategies and effective use of tools in Step 3.	Principal	Building Budget funds	April 30, 2013
6	Deliver professional development to teachers on data analysis and planning for individualized interventions.	Principal	Building Budget funds	June 15, 2013
7	Deliver professional development to teachers on monitoring the implementation of interventions and evaluate their effectiveness on a regular basis.	Principal	Building Budget funds	June 15, 2013