

The following remediation plan has been approved by the Board of Education and, as mandated, being posted on the Board's website. This plan addresses the ESEA WAIVER that is predicated upon student performance in Language Arts Literacy and Mathematics. The Florence M. Gaudineer Middle School Progress Target Action Plan was approved by the Board with the caveat that the Board takes issue with the accuracy and efficacy of the data provided by the State as evidenced by the fact that the number of tested students reported by the State differ significantly from the total number of tests taken and reported by the State's testing company, Measurement, Inc.

The District has begun the process of filing an appeal with the State Department of Education and apprising the State of the Board's concern of posting incomplete and inaccurate data to the public.

The remediation plan will, however, address those students that have been accurately identified as in need of assistance in order to meet prescribed annual growth/performance targets.

2012 – 2013 Progress Targets Action Plan

County Code: 039	LEA Code: 5000
County Code: 039	LEA Name: Springfield

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)

- Has completed a Progress Targets Action Plan for each of its schools not meeting their 2012 Progress Targets for proficiency and/or graduation rate;
- Will post a copy of each school’s completed Progress Targets Action Plan on their district’s web site @ www.springfieldschools.com on or before March 15, 2013;
- Will hold a public meeting with its stakeholders to review each school’s 2012 ESEA *Waiver School Profile* and *ESEA Waiver Annual Progress Targets* located on the NJDOE’s web page at <http://www.state.nj.us/education/title1/accountability/progress/12/>.

(For Title I Schools only)

- Use Title I, Part A funds only for scientifically-based research (SBR) strategies and practices;
- Not use Title I, Part A funds to support district initiatives;

Chief School Administrator’s Name:	Michael A. Davino
Chief School Administrator’s Signature	
Date:	March 4, 2013
Board President’s Name:	Steven Wolcott
Board President’s Signature:	
Date:	March 4, 2013

2012 - 2013 Progress Targets Action Plan

SCHOOL CODE: 060	SCHOOL NAME: Florence M. Gaudineer Middle School
Content Area:	<input checked="" type="checkbox"/> <i>English Language Arts</i> <input type="checkbox"/> <i>Mathematics</i>
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 Asian <input type="checkbox"/> Two or More Races <input type="checkbox"/> Total Population <input type="checkbox"/> Students w/ Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input checked="" type="checkbox"/>
Intervention(s) to be implemented:	Attached 2012 - 2013 Goals
Subgroup(s) Targeted for Intervention:	Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian Asian <input type="checkbox"/> Two or More Races <input type="checkbox"/> Total Population <input type="checkbox"/> Students w/ 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)	\$2,834.24

Action Steps		Persons Responsible	Additional Resources Dedicated	Due Date-Timeline
1	Please see attached School Goals & Action Plan	Administration, Faculty & Staff	Attached	Ongoing
2				
3				
4				
5				

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

FLORENCE M. GAUDINEER MIDDLE SCHOOL
 75 SOUTH SPRINGFIELD AVENUE
 SPRINGFIELD, NEW JERSEY 07081
 (973) 376-1025

Mr. Timothy P. Kielty
 Principal

Mrs. Tiffany Boehm
 School Supervisor

Pupil Performance Objectives
 2012 -2013

Language Arts Literacy

- A. By June 2013, Florence M. Gaudineer Middle School's 6th grade population of economically disadvantaged students (n=12) will a scale score mean that exceeds the scale score mean of the state and meets the scale score mean of the relative District Factor Grouping on the NJASK Language Arts Literacy Assessment. These improvements will be a result of several targeted instructional practices. Administration, faculty, and staff will continue to implement the district curriculum. Classroom teachers will use specific student assessment data to deliver differentiated targeted skill lessons. Standardized assessment results and benchmark assessments will be used to deliver appropriate instruction to all students throughout the year. Academic Intervention classes were implemented to target specific deficiencies identified through assessment data analysis. Targeted intervention instruction and remedial programs are offered during and after the school day. In the weeks leading up to the 2013 NJASK assessments, identified students will be invited to weekend tutorial sessions to work on specific identified skills in need of improvement. Throughout the complete academic program, instructional methods will be employed to foster student growth including differentiated instruction, infusion of technology, problem based learning and data – driven instruction.

2012 NJASK Grade 6 Language Arts Literacy	Florence M. Gaudineer Middle School	Statewide	Demographic Factor Grouping (G/H)
Scale Score Mean	215.5	208.7	214.9

- B. By June 2013, Florence M. Gaudineer Middle School's 7th grade population of economically disadvantaged students (n=14) will a scale score mean that exceeds the scale score mean of the state and meets the scale score mean of the relative District Factor Grouping on the NJASK Language Arts Literacy Assessment. These improvements will be a result of several targeted instructional practices. Administration, faculty, and staff will continue to

implement the district curriculum. Classroom teachers will use specific student assessment data to deliver differentiated targeted skill lessons. Standardized assessment results and benchmark assessments will be used to deliver appropriate instruction to all students throughout the year. Academic Intervention classes were implemented to target specific deficiencies identified through assessment data analysis. Targeted intervention instruction and remedial programs are offered during and after the school day. In the weeks leading up to the 2013 NJASK assessments, identified students will be invited to weekend tutorial sessions to work on specific identified skills in need of improvement. Throughout the complete academic program, instructional methods will be employed to foster student growth including differentiated instruction, infusion of technology, problem based learning and data - driven instruction.

2012 NJASK Grade 7 Language Arts Literacy	Florence M. Gaudineer Middle School	Statewide	Demographic Factor Grouping (G/H)
Scale Score Mean	205.5	207.9	216.5

- C. By June 2013, Florence M. Gaudineer Middle School's 8th grade population of economically disadvantaged students (n=25) will a scale score mean that exceeds the scale score mean of the state and meets the scale score mean of the relative District Factor Grouping on the NJASK Language Arts Literacy Assessment. These improvements will be a result of several targeted instructional practices. Administration, faculty, and staff will continue to implement the district curriculum. Classroom teachers will use specific student assessment data to deliver differentiated targeted skill lessons. Standardized assessment results and benchmark assessments will be used to deliver appropriate instruction to all students throughout the year. Academic Intervention classes were implemented to target specific deficiencies identified through assessment data analysis. Targeted intervention instruction and remedial programs are offered during and after the school day. In the weeks leading up to the 2013 NJASK assessments, identified students will be invited to weekend tutorial sessions to work on specific identified skills in need of improvement. Throughout the complete academic program, instructional methods will be employed to foster student growth including differentiated instruction, infusion of technology, problem based learning and data - driven instruction.

2012 NJASK Grade 7 Language Arts Literacy	Florence M. Gaudineer Middle School	Statewide	Demographic Factor Grouping (G/H)
Scale Score Mean	222.1	221.2	227.8

Action Plan

Language Arts Literacy

- **Web based benchmark and formative assessments for reading and writing instructional decision-making administered through Study Island.**
- **Identified students will receive targeted basic skills instruction via the Academic Intervention Services (AIS) program.**
- **NJASK Prep Program delivered through after school and Saturday sessions.**
- **Push-in writing and reading support provided across social studies and science content areas, with a specific focus on understanding, interpreting, and responding to non-fiction informational texts.**
- **Targeted test prep instruction for specific identified students during designated periods throughout the school day.**
- **Faculty administered tutorial program in school during Activity Period.**
- **Peer tutoring program.**
- **Guidance group for underperforming students that will focus on academic and social goal setting.**
- **On-line monitored remedial programs such as Ace Reader Pro.**
- **Push-in Resource Room for Special Education.**
- **On-going targeted skills lessons during the core content classes based on individual student assessment data.**
- **Three (3) week Summer Transition Program for at-risk student to remediate basic skills areas of concern.**

2012 - 2013 Progress Targets Action Plan

SCHOOL CODE: 060	SCHOOL NAME: Florence M. Gaudineer Middle School
Content Area:	<input 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:	Black <input type="checkbox"/> Hispanic <input checked="" type="checkbox"/> White <input type="checkbox"/> American Indian Asian <input type="checkbox"/> Two or More Races <input type="checkbox"/> Total Population <input checked="" type="checkbox"/> Students w/ Disabilities <input checked="" type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged <input checked="" type="checkbox"/>
Intervention(s) to be implemented:	Attached 2012 - 2013 Goals
Subgroup(s) Targeted for Intervention:	Black <input type="checkbox"/> Hispanic <input checked="" type="checkbox"/> White <input type="checkbox"/> American Indian Asian <input type="checkbox"/> Two or More Races <input type="checkbox"/> Total Population <input checked="" type="checkbox"/> Students w/ 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)	\$2,834.24

Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date-Timeline
1	Please see attached School Goals & Action Plan	Administration, Faculty & Staff	Attached
2			Ongoing
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Add additional forms as needed.

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(973) 376-1025

Mr. Timothy P. Kielty
Principal

Mrs. Tiffany Boehm
School Supervisor

Pupil Performance Objectives
2012 -2013

Mathematics –

1. Grade 6 Goals:

- A.** By June 2013, Florence M. Gaudineer Middle School's total population of 6th grade students (n=137) will a scale score mean that exceeds the scale score mean of the state and meets the scale score mean of the relative District Factor Grouping on the NJASK Math Assessment. These improvements will be a result of several targeted instructional practices. Administration, faculty, and staff will continue to implement the district curriculum. Classroom teachers will use specific student assessment data to deliver differentiated targeted skill lessons. Standardized assessment results and benchmark assessments will be used to deliver appropriate instruction to all students throughout the year. Academic Intervention classes were implemented to target specific deficiencies identified through assessment data analysis. Targeted intervention instruction and remedial programs are offered during and after the school day. In the weeks leading up to the 2013 NJASK assessments, identified students will be invited to weekend tutorial sessions to work on specific identified skills in need of improvement. Throughout the complete academic program, instructional methods will be employed to foster student growth including differentiated instruction, infusion of technology, problem based learning and data – driven instruction.
- B.** By June 2013, Florence M. Gaudineer Middle School's 6th grade Hispanic or Latino population of students (n=9) will a scale score mean that exceeds the scale score mean of the state and meets the scale score mean of the relative District Factor Grouping on the NJASK Math Assessment. These improvements will be a result of several targeted instructional practices. Administration, faculty, and staff will continue to implement the district curriculum. Classroom teachers will use specific student assessment data to deliver differentiated targeted skill lessons. Standardized assessment results and benchmark assessments will be used to deliver appropriate instruction to all students throughout the year. Academic Intervention classes were implemented to target specific deficiencies identified through assessment data analysis. Targeted intervention instruction and remedial programs are

offered during and after the school day. In the weeks leading up to the 2013 NJASK assessments, identified students will be invited to weekend tutorial sessions to work on specific identified skills in need of improvement. Throughout the complete academic program, instructional methods will be employed to foster student growth including differentiated instruction, infusion of technology, problem based learning and data – driven instruction.

- C. By June 2013, Florence M. Gaudineer Middle School's 6th grade population of students with disabilities (n=19) will a scale score mean that exceeds the scale score mean of the state and meets the scale score mean of the relative District Factor Grouping on the NJASK Math Assessment These improvements will be a result of several targeted instructional practices. Administration, faculty, and staff will continue to implement the district curriculum. Classroom teachers will use specific student assessment data to deliver differentiated targeted skill lessons. Standardized assessment results and benchmark assessments will be used to deliver appropriate instruction to all students throughout the year. Academic Intervention classes were implemented to target specific deficiencies identified through assessment data analysis. Targeted intervention instruction and remedial programs are offered during and after the school day. In the weeks leading up to the 2013 NJASK assessments, identified students will be invited to weekend tutorial sessions to work on specific identified skills in need of improvement. Throughout the complete academic program, instructional methods will be employed to foster student growth including differentiated instruction, infusion of technology, problem based learning and data – driven instruction.
- D. By June 2013, Florence M. Gaudineer Middle School's 6th grade population of economically disadvantaged students (n=12) will a scale score mean that exceeds the scale score mean of the state and meets the scale score mean of the relative District Factor Grouping on the NJASK Math Assessment. These improvements will be a result of several targeted instructional practices. Administration, faculty, and staff will continue to implement the district curriculum. Classroom teachers will use specific student assessment data to deliver differentiated targeted skill lessons. Standardized assessment results and benchmark assessments will be used to deliver appropriate instruction to all students throughout the year. Academic Intervention classes were implemented to target specific deficiencies identified through assessment data analysis. Targeted intervention instruction and remedial programs are offered during and after the school day. In the weeks leading up to the 2013 NJASK assessments, identified students will be invited to weekend tutorial sessions to work on specific identified skills in need of improvement. Throughout the complete academic program, instructional methods will be employed to foster student growth including differentiated instruction, infusion of technology, problem based learning and data – driven instruction.

2012 NJASK Grade 6 Mathematics	Florence M. Gaudineer Middle School	Statewide	Demographic Factor Grouping (G/H)
Scale Score Mean	234.3	228.4	236.5

2. Grade 7 Goals:

- E. By June 2013, Florence M. Gaudineer Middle School's total population of 7th grade students (n=161) will a scale score mean that exceeds the scale score mean of the state and meets the scale score mean of the relative District Factor Grouping on the NJASK Math Assessment. These improvements will be a result of several targeted instructional practices. Administration, faculty, and staff will continue to implement the district curriculum. Classroom teachers will use specific student assessment data to deliver differentiated targeted skill lessons. Standardized assessment results and benchmark assessments will be used to deliver appropriate instruction to all students throughout the year. Academic Intervention classes were implemented to target specific deficiencies identified through assessment data analysis. Targeted intervention instruction and remedial programs are offered during and after the school day. In the weeks leading up to the 2013 NJASK assessments, identified students will be invited to weekend tutorial sessions to work on specific identified skills in need of improvement. Throughout the complete academic program, instructional methods will be employed to foster student growth including differentiated instruction, infusion of technology, problem based learning and data – driven instruction.
- F. By June 2013, Florence M. Gaudineer Middle School's 7th grade Hispanic or Latino population of students (n=22) will a scale score mean that exceeds the scale score mean of the state and meets the scale score mean of the relative District Factor Grouping on the NJASK Math Assessment. These improvements will be a result of several targeted instructional practices. Administration, faculty, and staff will continue to implement the district curriculum. Classroom teachers will use specific student assessment data to deliver differentiated targeted skill lessons. Standardized assessment results and benchmark assessments will be used to deliver appropriate instruction to all students throughout the year. Academic Intervention classes were implemented to target specific deficiencies identified through assessment data analysis. Targeted intervention instruction and remedial programs are offered during and after the school day. In the weeks leading up to the 2013 NJASK assessments, identified students will be invited to weekend tutorial sessions to work on specific identified skills in need of improvement. Throughout the complete academic program, instructional methods will be

employed to foster student growth including differentiated instruction, infusion of technology, problem based learning and data – driven instruction.

- G. By June 2013, Florence M. Gaudineer Middle School’s 7th grade population of students with disabilities (n=23) will a scale score mean that exceeds the scale score mean of the state and meets the scale score mean of the relative District Factor Grouping on the NJASK Math Assessment. These improvements will be a result of several targeted instructional practices. Administration, faculty, and staff will continue to implement the district curriculum. Classroom teachers will use specific student assessment data to deliver differentiated targeted skill lessons. Standardized assessment results and benchmark assessments will be used to deliver appropriate instruction to all students throughout the year. Academic Intervention classes were implemented to target specific deficiencies identified through assessment data analysis. Targeted intervention instruction and remedial programs are offered during and after the school day. In the weeks leading up to the 2013 NJASK assessments, identified students will be invited to weekend tutorial sessions to work on specific identified skills in need of improvement. Throughout the complete academic program, instructional methods will be employed to foster student growth including differentiated instruction, infusion of technology, problem based learning and data – driven instruction.
- H. By June 2013, Florence M. Gaudineer Middle School’s 7th grade population of economically disadvantaged students (n=14) will a scale score mean that exceeds the scale score mean of the state and meets the scale score mean of the relative District Factor Grouping on the NJASK Math Assessment. These improvements will be a result of several targeted instructional practices. Administration, faculty, and staff will continue to implement the district curriculum. Classroom teachers will use specific student assessment data to deliver differentiated targeted skill lessons. Standardized assessment results and benchmark assessments will be used to deliver appropriate instruction to all students throughout the year. Academic Intervention classes were implemented to target specific deficiencies identified through assessment data analysis. Targeted intervention instruction and remedial programs are offered during and after the school day. In the weeks leading up to the 2013 NJASK assessments, identified students will be invited to weekend tutorial sessions to work on specific identified skills in need of improvement. Throughout the complete academic program, instructional methods will be employed to foster student growth including differentiated instruction, infusion of technology, problem based learning and data – driven instruction.

2012 NJASK Grade 7 Mathematics	Florence M. Gaudineer Middle School	Statewide	Demographic Factor Grouping (G/H)
Scale Score Mean	207.2	215.3	224.8

3. Grade 8 Goals:

- I. By June 2013, Florence M. Gaudineer Middle School's total population of 8th grade students (n=158) will a scale score mean that exceeds the scale score mean of the state and meets the scale score mean of the relative District Factor Grouping on the NJASK Math Assessment. These improvements will be a result of several targeted instructional practices. Administration, faculty, and staff will continue to implement the district curriculum. Classroom teachers will use specific student assessment data to deliver differentiated targeted skill lessons. Standardized assessment results and benchmark assessments will be used to deliver appropriate instruction to all students throughout the year. Academic Intervention classes were implemented to target specific deficiencies identified through assessment data analysis. Targeted intervention instruction and remedial programs are offered during and after the school day. In the weeks leading up to the 2013 NJASK assessments, identified students will be invited to weekend tutorial sessions to work on specific identified skills in need of improvement. Throughout the complete academic program, instructional methods will be employed to foster student growth including differentiated instruction, infusion of technology, problem based learning and data – driven instruction.
- J. By June 2013, Florence M. Gaudineer Middle School's 8th grade Hispanic or Latino population of students (n=22) will a scale score mean that exceeds the scale score mean of the state and meets the scale score mean of the relative District Factor Grouping on the NJASK Math Assessment. These improvements will be a result of several targeted instructional practices. Administration, faculty, and staff will continue to implement the district curriculum. Classroom teachers will use specific student assessment data to deliver differentiated targeted skill lessons. Standardized assessment results and benchmark assessments will be used to deliver appropriate instruction to all students throughout the year. Academic Intervention classes were implemented to target specific deficiencies identified through assessment data analysis. Targeted intervention instruction and remedial programs are offered during and after the school day. In the weeks leading up to the 2013 NJASK assessments, identified students will be invited to weekend tutorial sessions to work on specific identified skills in need of improvement. Throughout the complete academic program, instructional methods will be employed to foster student growth including differentiated instruction, infusion of technology, problem based learning and data – driven instruction.
- K. By June 2013, Florence M. Gaudineer Middle School's 8th grade population of students with disabilities (n=20) will a scale score mean that exceeds the scale score mean of the state and meets the scale score mean of the relative

District Factor Grouping on the NJASK Math Assessment. These improvements will be a result of several targeted instructional practices. Administration, faculty, and staff will continue to implement the district curriculum. Classroom teachers will use specific student assessment data to deliver differentiated targeted skill lessons. Standardized assessment results and benchmark assessments will be used to deliver appropriate instruction to all students throughout the year. Academic Intervention classes were implemented to target specific deficiencies identified through assessment data analysis. Targeted intervention instruction and remedial programs are offered during and after the school day. In the weeks leading up to the 2013 NJASK assessments, identified students will be invited to weekend tutorial sessions to work on specific identified skills in need of improvement. Throughout the complete academic program, instructional methods will be employed to foster student growth including differentiated instruction, infusion of technology, problem based learning and data – driven instruction.

- L. By June 2013, Florence M. Gaudineer Middle School’s 8th grade population of economically disadvantaged students (n=25) will a scale score mean that exceeds the scale score mean of the state and meets the scale score mean of the relative District Factor Grouping on the NJASK Math Assessment. These improvements will be a result of several targeted instructional practices. Administration, faculty, and staff will continue to implement the district curriculum. Classroom teachers will use specific student assessment data to deliver differentiated targeted skill lessons. Standardized assessment results and benchmark assessments will be used to deliver appropriate instruction to all students throughout the year. Academic Intervention classes were implemented to target specific deficiencies identified through assessment data analysis. Targeted intervention instruction and remedial programs are offered during and after the school day. In the weeks leading up to the 2013 NJASK assessments, identified students will be invited to weekend tutorial sessions to work on specific identified skills in need of improvement. Throughout the complete academic program, instructional methods will be employed to foster student growth including differentiated instruction, infusion of technology, problem based learning and data – driven instruction.

2012 NJASK Grade 8 Mathematics	Florence M. Gaudineer Middle School	Statewide	Demographic Factor Grouping (G/H)
Scale Score Mean	225.4	222.6	233.9

Action Plan

Mathematics

- **Web based benchmark and formative assessments for mathematics instructional decision-making administered through Study Island.**
- **Identified students will receive targeted basic skills instruction via the Academic Intervention Services (AIS) Program.**
- **NJASK Prep Program delivered through after school and Saturday sessions.**
- **Targeted test prep instruction for specific identified students during designated periods throughout the school day.**
- **Faculty administered tutorial program in school during Activity Period.**
- **Peer tutoring programs.**
- **Guidance group for underperforming students that will focus on academic and social goal setting.**
- **On-line monitored remedial Programs such as IXL Math.**
- **Push-in Resource Room for Special Education.**
- **On-going targeted skills lessons during the core content classes based on individual student assessment data.**
- **Three (3) week Summer Transition Program for at-risk student to remediate basic skills areas of concern.**