

***PISCATAWAY TOWNSHIP  
SCHOOLS***

***DWIGHT D. EISENHOWER SCHOOL***

***STRATEGIC ACTION PLAN***

***2014-2015***



***Colleen B. Pongratz  
Principal***

For additional information, please visit the:

[Eisenhower School Website](#)

***LEARNERS TODAY LEADERS TOMORROW***

## **The Mission of Dwight D. Eisenhower Elementary School**

*The Eisenhower staff is dedicated to providing each student with opportunities and skills to achieve success and individual growth now and in the future. The parents and staff believe that the search for educational excellence is a shared responsibility based on collaboration and mutual respect. Efforts and energies are linked to provide a diverse student population with a quality education that stresses academic excellence. In addition, the intent is to instill students with an understanding of their own social responsibilities and to present many opportunities, which enable them to reach a personal development with empowerment to believe in their own abilities and to seek support, validation, and guidance from their parents, teachers, and peers.*

# **A PROFILE OF DWIGHT D. EISENHOWER ELEMENTARY SCHOOL**

## **2014-2015**

Dwight D. Eisenhower Elementary School is located on Stelton Road in Piscataway, NJ. It has an enrollment of 547 students in grades Kindergarten through 3. The population is diverse with 20% African-American, 1% American Indian, 37% Asian, 19% Hispanic, 11% White students, 12% Multiracial, and 1% Hawaiian/Pacific comprising our student body. It is the school's mission to ensure that all students achieve academic excellence. Through a strong sense of community, a rich curricular program, an inspiring learning atmosphere and a commitment to character, Dwight D. Eisenhower will prepare its students to become active participants and leaders in the world community.

Eisenhower is a child-centered school where all members of the staff conduct themselves based on a set of established Core Values: Children First, Respect, Dedication, Collaboration, and Flexibility. Moreover, we value a strong sense of community. This sense of community is evident in each classroom, and the staff works hard to ensure that all students appreciate the richness of our school's diversity and celebrate each other's unique contributions to the school. A strong sense of professional community underscores the very collaborative work accomplished daily at the school. Opportunities are provided to ensure professional collaboration on all levels. All members of the Eisenhower team work together to deliver the school's stated mission. The school also enjoys a strong and supportive parent community. This is evidenced both in the Eisenhower Parent Teacher Organization as well as the many parent volunteers who support our program.

The curriculum presented to our students is aligned with the Common Core Content Standards (CCCS) and focuses strongly on math, reading, writing, science, and social studies. In addition, students benefit from regular instruction in the areas of art, library, music, physical education, technology, and world language. Each day, our highly-qualified instructional staff provides students with learning activities that challenge them to develop critical thinking skills and make connections to real world experiences. Understanding by Design (UBD) is the model for curriculum development, lesson planning, and assessment design. Our Kindergarten is a full day program and is in its seventh year of operation. The curriculum used in our kindergarten program is called Tools of the Mind (TOMS), which is a Vygotskian approach that aims to foster the cognitive development of young children in relation to early literacy learning. Our students also benefit from our rich and multi-faceted Gifted and Talented program, whose components include: Visual and Performing Arts for 2<sup>nd</sup> and 3<sup>rd</sup> graders, Mock Trial/Law Fair for 3<sup>rd</sup> graders, and for grades K-3, small group and whole class lessons that foster Creative Thinking, Higher Order Thinking Skills, Creative Problem Solving, Sustained Inquiry, Affective Behaviors, and Collaboration. All of our curricular programs are evidenced-based and provide a viable, guaranteed curriculum to our students. Our curriculum addresses the academic diversity of our students that includes general education students, accelerated students, at-risk students and special needs students. Each year, Grade 3 students are administered The New Jersey Assessment of Skills and Knowledge test (NJ ASK 3). Next year, third grade students will partake in the Partnership for Assessment of Readiness for College and Careers (PARCC) high stakes exam. Grades K, 1 and 2 are administered a Universal Screener summative assessment. The data received from these assessments is analyzed and used to formulate our Strategic Action Plan that supports teachers' instructional planning and implementation. In addition, our school has an Leadership Team comprised of teachers who meet to review student academic progress and plan strategies to address their findings.

The Eisenhower Counseling program is proactive and supports our school community. Each school year students gather for student expectations assembly where our school wide positive behavioral supports program is reviewed. This assembly is repeated mid-year and students who model positive behavior in various ways are celebrated monthly, quarterly and yearly. In addition, each month classroom guidance lessons are presented in addition to

individual and small group counseling sessions. Each day, students follow our Code of Citizenship and Home/School Behavior Matrix, which promotes respect, responsibility, and safety. To further enhance our safe environment, all staff, students, and the parent community have received training on New Jersey's enhanced Harassment, Intimidation, and Bullying Law (HIB). Additionally, all students are taught conflict resolution strategies and use them to enhance our learning environment.

We are proud of the supportive environment that allows our students to develop academically and socially. We charge our students to be deep thinkers, creative problem solvers, and positive contributors to the community. To achieve these results, we focus on providing a coherent curriculum, daily instructional excellence and purposeful reading and writing in all content areas. The collective efforts of all stakeholders will help all 547 students to be well-prepared leaders in our ever-changing world.

**Piscataway Township Schools  
School Strategic Objectives**

**Strategic Objective: Develop High Expectations for all students.**

**Measure: Decrease in the “gap” between demographic groups and all students.**

**Target: Decrease gap in proficiency between lower and upper demographic groups by 10%**

Project	Learning Targets	Persons Responsible	Costs (estimate \$)	Measures of Success/ Student Output	Data February/June
<p><b>Provide high quality, differentiated, core instruction for all students</b></p> <ul style="list-style-type: none"> <li>• Align instruction to the Common Core State Standards</li> <li>• Refine the implementation of the Reader’s &amp; Writer’s Workshops by: developing and refining text-based questions, reading texts of increasing length &amp; complexity, routinely requiring students to critically analyze and synthesize information, increase student discussion/argumentation, use of common grade-appropriate rubrics, targeted writing mini-lessons, writing across all content areas</li> <li>• Implement evidence-based phonics instruction</li> <li>• Utilize multiple sources of data to inform instruction and lesson design</li> <li>• Design multi-disciplinary lessons to build curricular connections</li> <li>• Continue building-wide accommodation plan (i.e. multi-sensory instruction, use of graphic organizers, flexible groupings, peer supports, use of manipulatives, multiple genres and levels of text, use of technology, provide explicit criteria, teach/reinforce self-regulation strategies)</li> <li>• Provide individualized learning goals &amp; expectations</li> </ul>	<p>2014-2015</p> <p>Math/LA Learning targets aligned with district calendar.</p>	<p>Principal</p> <p>General and Special Education Teachers</p> <p>Support Specialists</p> <p>District Supervisors</p> <p>RTI Specialist</p>		<ul style="list-style-type: none"> <li>• 75% of students will be proficient or advanced proficient on the district LA/Math Learning Targets</li> <li>• By April 2015, 75% of all students will increase 2 levels in reading <ul style="list-style-type: none"> <li>○ 2 levels – K</li> <li>○ 2 levels – 1<sup>st</sup></li> <li>○ 2 levels – 2<sup>nd</sup></li> <li>○ 2 levels – 3<sup>rd</sup></li> </ul> </li> <li>• 75% of all students will be able to solve a multi-step, grade-appropriate math problem with proficiency.</li> <li>• Student portfolios &amp; Reading Logs</li> </ul>	

<p><b>Provide Balanced Literacy Instruction:</b></p> <ul style="list-style-type: none"> <li>• Use running records data to determine independent reading levels based on DRA, Fountas &amp; Pinnell and Columbia Assessment tools.</li> <li>• Use running record miscue analysis data to drive instruction</li> <li>• Continue guided reading groups to target specific learning needs of each student, using a variety of texts.</li> <li>• Continue to develop student reading strategies designed to support a variety of genres.</li> <li>• Continue to incorporate guided reading strategies across the curriculum through the use of leveled texts.</li> <li>• Continue use of the Reader’s &amp; Writer’s Workshop models</li> <li>• Incorporate writing activities that are aligned to and directly linked to reading and content area text.</li> <li>• Provide explicit writing instruction to enable students to effectively communicate to a varied audience, using multiple media, and on a broad range of topics</li> <li>• Provide weekly conferences and mini-lessons on writing skills</li> <li>• Use writing exemplars as models during instruction</li> <li>• Provide daily phonics instruction using Foundations, Orton-Gillingham, Wilson (Tier 3 3<sup>rd</sup> grade) strategies &amp; Tools of the Mind.</li> <li>• Continue Literacy Extension Activities for the Home (i.e. Bag of Leveled Books, RAZ-Kids)</li> <li>• Support Specialists will continue RTI interventions and support for Tier 3 LAL students 5x/week for at least 30 mins./day</li> <li>• Classroom teachers will continue RTI interventions and support for Tier 2 students 3-4x/week</li> </ul>	<p>2014-2015</p> <p>LA Learning targets aligned with district calendar</p>	<p>Principal</p> <p>General and Special Education Teachers</p> <p>Support Specialists</p> <p>District Supervisors</p> <p>RTI Specialist</p> <p>Gifted and Talented</p>		<ul style="list-style-type: none"> <li>• 75% of students will be proficient or advanced proficient on the district LA/Math Learning Targets</li> <li>• By April 2015, 75% of all students will increase 2 levels in reading <ul style="list-style-type: none"> <li>○ 2 levels – K</li> <li>○ 2 levels – 1<sup>st</sup></li> <li>○ 2 levels – 2<sup>nd</sup></li> <li>○ 2 levels – 3<sup>rd</sup></li> </ul> </li> <li>• 25,000 minutes logged per month on RAZ Kids in order to support students independent practice and student motivation related to literacy</li> <li>• Student portfolios &amp; Reading Logs</li> </ul>	
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<p><b>Provide support to Eisenhower students in the development of adaptive self-regulatory skills:</b></p> <ul style="list-style-type: none"> <li>• Provide professional development to teachers with regard to the development of student self-regulation.</li> <li>• Integrate aspects of self-regulation into classroom lessons.</li> <li>• Continue delivering extant counseling curriculum, the topics of which presently address several aspects of executive functioning.</li> <li>• Small group counseling focused on the development of adaptive self-regulation skills. These groups will run in 6-8 week cycles throughout the school year, and include students identified by staff/parents as having deficits in self-regulatory skills which impede their academic and/or social development.</li> <li>• Integrate “self-regulatory language” into the school community via extant school wide positive behavior support program, daily announcements, and visual cues in the hallways and classrooms.</li> </ul>	<p>2014-2015 September -June</p>	<p>Principal  General and Special Education Teachers  Support Specialists  Counselor/Behaviorist</p>		<ul style="list-style-type: none"> <li>• Total student population: analysis of disciplinary referrals</li> <li>• Number of students referred to and exited from self-regulation groups</li> </ul>	
<p><b>Implement WIN structure in grades 2-3:</b></p> <ul style="list-style-type: none"> <li>• Provide 30 minutes of targeted instruction in identified areas of student need 5days/week: i.e.</li> </ul> <p>Comprehension Strategies for ESL Students Nonfiction/Informational text comprehension Building Background Knowledge Answering Open-Ended Questions Answering Inferential questions Writing mechanics Writing across the content areas Reading comprehension strategies Math – explaining answers in writing Basic Math Facts Measurement Short Vowel study Literature Circles Critically analyze and synthesize information Focused student discussion/argumentation Differentiated Orton Lessons Wilson</p>	<p>2014-2015  October to June</p>	<p>Teachers Principal Support Specialist</p>		<ul style="list-style-type: none"> <li>• 75% of students will be proficient or advanced proficient on the district LA/Math Learning Targets</li> <li>• By April 2015, 75% of all students will increase 2 levels in reading <ul style="list-style-type: none"> <li>○ 2 levels – 2<sup>nd</sup></li> <li>○ 2 levels – 3<sup>rd</sup></li> </ul> </li> <li>• 75% of all students will be able to solve a multi-step, grade-appropriate math problem with proficiency.</li> <li>• Student portfolios &amp; Reading Logs</li> </ul>	



<p><b>Utilize Support Specialists to provide:</b></p> <ul style="list-style-type: none"> <li>• Daily RTI Interventions &amp; support to Tier 3 students as well as tier 2 students when schedule allows</li> <li>• Staff Development in ongoing reading assessments through miscue analysis and reading comprehension strategies</li> <li>• Provide Wilson and Orton instruction for identified students</li> </ul>	<p>2014-2015  September through June</p>	<p>Principal  Support Specialists</p>		<ul style="list-style-type: none"> <li>• By April 2014, 75% of all students will increase their reading and comprehension levels @/or above level: <ul style="list-style-type: none"> <li>○ 2 levels – K</li> <li>○ 2 levels – 1<sup>st</sup></li> <li>○ 2 levels – 2<sup>nd</sup></li> <li>○ 2 levels – 3<sup>rd</sup></li> </ul> </li> <li>• Student portfolios &amp; Reading Logs</li> </ul>	
<p><b>Continue Problem-based approach of math instruction:</b></p> <ul style="list-style-type: none"> <li>• Use data analysis of summative and formative assessments to: identify areas of strengths and weakness, formulate flexible WIN groupings, develop lessons, and create teacher-made assessments.</li> <li>• Regularly incorporate group activities and games for problem solving.</li> <li>• Incorporate multiple checks for understanding.</li> <li>• Continue to develop students' mathematical understanding and problem-solving skills through writing using problem-of-the-day activity, grade level math challenges and math response journals.</li> <li>• Classroom teachers will continue RTI interventions and support for Tier 2 &amp; Tier 3 students</li> <li>• Follow revised kindergarten math curriculum map including appropriate differentiation</li> </ul>	<p>2014-2015</p>	<p>Principal  General and Special Education Teachers  RTI Specialist  District Supervisors  Gifted and Talented Specialist</p>		<ul style="list-style-type: none"> <li>• 75% of students will be proficient or advanced proficient on the district Math Learning Targets</li> <li>• 75% of all students will be able to solve a multi-step, grade-appropriate math problem with proficiency.</li> </ul>	
<p><b>Establish a targeted Tutorial Program:</b></p> <ul style="list-style-type: none"> <li>• Identify students at risk for partial proficiency on NJ ASK Literacy assessment.</li> <li>• Tailor tutorial to meet the needs of identified learners</li> <li>• Provide morning sessions for students who are unable to stay after school</li> </ul>	<p>February  April</p>	<p>Principal  General and Special Education Teachers  District Supervisors</p>		<ul style="list-style-type: none"> <li>• 65% of students will be proficient or advanced proficient on the district LA/Math Learning Targets</li> <li>• Pre/Post Tutorial Data Improvement of at least 1 level in writing using the state rubric from September to May</li> </ul>	
<p><b>Increase Language Acquisition Skills</b></p> <ul style="list-style-type: none"> <li>• Implement ESL learning strategies in identified classrooms and provide peer-to-</li> </ul>	<p>2014-2015  October</p>	<p>Principal  ESL Traditional Teacher</p>		<ul style="list-style-type: none"> <li>• Have at least one ESL or endorsed teacher at every grade level with a concentration at the</li> </ul>	

<p>peer collaboration with non-ESL endorsed teachers</p> <ul style="list-style-type: none"> <li>Enhance use of visual supports during instruction</li> <li>Align the ESL curriculum with grade level curriculum through common planning time and articulation</li> </ul>	<p>December</p> <p>February</p> <p>March</p> <p>April</p> <p>June</p>	<p>ESL Endorsed Teacher</p>		<p>Kindergarten level</p> <ul style="list-style-type: none"> <li>75% will increase 1 proficiency level in vocabulary development as outlined in the WIDA standards</li> <li>45% of ESL students will achieve proficient and/or advanced proficient Learning Targets</li> </ul>	
<p><b>Computer Labs</b></p> <ul style="list-style-type: none"> <li>Provide computer access to students without computers in the home for technology-based resources (i.e. RAZ-Kids, Think Central) CISCO.</li> <li>Increase the amount of portable computer lab and access points to support digital literacy.</li> </ul>	<p>2014-2015</p> <p>October</p> <p>December</p> <p>February</p> <p>March</p> <p>April</p> <p>June</p>	<p>Principal</p> <p>General and Special Education Teachers</p>		<ul style="list-style-type: none"> <li>Media Sign out Procedure</li> <li>Incorporate technology within lesson plans 2x per month-lesson plans will be measure</li> <li>RAZ-Kids usage and data reports</li> </ul>	

**Piscataway Township Schools  
School Strategic Objectives**

**Strategic Objective: Offer a Rigorous District-wide Curriculum**

**Measure: Increase the number of students scoring advanced proficient on district assessments**

**Target: 5% more students will score Advanced Proficiency on common student assessments (Universal Screener, Learning Targets) in LAL & Math**

Project	Benchmarks	Persons Responsible	Costs (estimate \$)	Measures of Success/ Student Output	Data February/June
<p><b>Provide Balanced Literacy Instruction:</b></p> <ul style="list-style-type: none"> <li>• Use running records data to determine independent reading levels based on DRA, Fountas &amp; Pinnell and Columbia Assessment tools.</li> <li>• Use running record miscue analysis data to drive instruction</li> <li>• Continue guided reading groups to target specific learning needs of each student, using a variety of texts.</li> <li>• Continue to develop student reading strategies designed to support a variety of genres.</li> <li>• Continue to incorporate guided reading strategies across the curriculum through the use of leveled texts.</li> <li>• Continue use of the Reader’s &amp; Writer’s Workshop models</li> <li>• Incorporate writing activities that are aligned to and directly linked to reading and content area text.</li> <li>• Provide explicit writing instruction to enable students to effectively communicate to a varied audience, using multiple media, and on a broad range of topics</li> <li>• Provide weekly conferences and mini-lessons on writing skills</li> <li>• Use writing exemplars as models during instruction</li> <li>• Provide daily phonics instruction using Foundations &amp; Orton-Gillingham strategies and Tools of the Mind.</li> <li>• Continue Literacy Extension Activities for the Home (i.e. Bag of Leveled Books, RAZ-Kids)</li> <li>• Support Specialists will continue RTI interventions and support for Tier 3 LAL students 5x/week for at least 30 mins./day</li> <li>• Classroom teachers will continue RTI interventions and support for Tier 2 and 3 students 3-4x/week</li> </ul>	2014-2015	<p>Principal</p> <p>General and Special Education Teachers</p> <p>Support Specialists</p> <p>District Supervisors</p>		<ul style="list-style-type: none"> <li>• 75% of students will be proficient or advanced proficient on the district LA Learning Targets</li> <li>• By April 2015, 75% of all students will increase 2 levels in reading <ul style="list-style-type: none"> <li>○ 2 levels – K</li> <li>○ 2 levels – 1<sup>st</sup></li> <li>○ 2 levels – 2<sup>nd</sup></li> <li>○ 2 levels – 3<sup>rd</sup></li> </ul> </li> <li>• 25,000 minutes logged per month on RAZ Kids in order to support students independent practice and student motivation related to literacy</li> <li>• Student portfolios &amp; Reading Logs</li> </ul>	
<p><b>Utilize Support Specialists to provide:</b></p> <ul style="list-style-type: none"> <li>• Daily RTI Interventions &amp; support to Tier 3 students</li> </ul>	<p>2014-2015</p> <p>September through</p>	<p>Principal</p> <p>Support Specialists</p>		<ul style="list-style-type: none"> <li>• 75% of students will be proficient or advanced proficient on the district</li> </ul>	

<ul style="list-style-type: none"> <li>• Staff Development in ongoing reading assessments through miscue analysis and reading comprehension strategies</li> <li>• Provide Wilson instruction for identified students</li> </ul>	<p>June</p>			<p>LA/Math Learning Targets</p> <ul style="list-style-type: none"> <li>• By April 2015, 75% of all students will increase 2 levels in reading <ul style="list-style-type: none"> <li>○ 2 levels – K</li> <li>○ 2 levels – 1<sup>st</sup></li> <li>○ 2 levels – 2<sup>nd</sup></li> <li>○ 2 levels – 3<sup>rd</sup></li> </ul> </li> <li>• Student portfolios &amp; Reading Logs</li> </ul>	
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Project	Benchmarks	Persons Responsible	Costs (estimate \$)	Measures of Success/ Student Output	Data February/June
<b>Writer's Workshop</b> <ul style="list-style-type: none"> <li>• Incorporate writing activities that are aligned to and directly linked to reading and content area text.</li> <li>• Provide explicit writing instruction to enable students to effectively communicate to a varied audience, using multiple media, and on a broad range of topics</li> <li>• Provide weekly conferences and mini-lessons on writing skills</li> <li>• Use writing exemplars as models during instruction</li> <li>• Provide daily opportunities to write across all content areas</li> </ul>	2014-2015  September  December  February  April  June	Principal  General and Special Education Teachers  Support Specialists  District Supervisors  G & T Teacher		<ul style="list-style-type: none"> <li>• 75% of students will be proficient or advanced proficient on the district LA Targets</li> <li>• 75% of students increase one or more writing levels using the state rubric.</li> </ul>	
<b>Enrichment Opportunities</b> <ul style="list-style-type: none"> <li>• Mock Trial</li> <li>• Gifted &amp; Talented Program (K-3)-2<sup>nd</sup> and third grade</li> </ul>	2014-2015  September  December  February  April  June	Principal  Mock Trial Coordinator  G & T Teacher  Asst. Supt. Of C&I		<ul style="list-style-type: none"> <li>• 65% of the students enrolled in LEAP will increase two levels on their writing rubric scores</li> </ul>	