

Piscataway Township Schools
Piscataway, New Jersey

Grandview Elementary School



2014-2015 Strategic Plan

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For additional information, please visit the:
[Grandview School Website](#)

GRANDVIEW ELEMENTARY SCHOOL 2014-2015 SCHOOL PROFILE NARRATIVE

Grandview Elementary School is a progressive learning community that consistently promotes and affirms the value of cultural diversity as well as academic excellence. It is a kindergarten through grade three school of nearly 650 students located in Piscataway, New Jersey. Our school's diversity is virtually a cornucopia of culture and languages which is reflected in our learning community: 37% of our student population is Asian/Pacific Islander, 27% African American, 14% Caucasian, 14% Hispanic, 7% Multiracial, and 1% Hawaiian/Pacific Islander. Altogether, our student population is vibrant and engaging.

Grandview's vision is guided by the fundamental principles of unified purpose and shared decision-making. Teachers, support staff, parents and administration work collaboratively to provide an environment that fosters and celebrates achievement for all of our students, which is articulated in our mission statement:

Grandview Elementary School is a progressive educational environment that supports the development and diversity of young minds. We know and value the life long process of learning and are committed to the highest quality of instruction and participation in the development of our school community.

As such, we actively encourage and are committed to our students' academic, social and emotional growth. Our students possess diverse learning requirements and talents. Thus, we provide rigorous inquiry-based curricula to summon the best of educational experiences. Academic Support Services, English as a Second Language, and Integrated Instruction are among the range of programs we provide to facilitate our pupils' educational requirements. In addition, the curriculum is challenging and provides opportunities for differentiated instructional strategies that meet the needs of individual students. Furthermore, opportunities such as our Gifted and Talented LEAP (Local Enriched Academic/Arts Program) offer enrichment in academic areas as well as the visual and performing arts, enhancing and developing the skill sets of our student population. Daily, our students endeavor to achieve their highest potential as young citizens in the 21st century. At Grandview, we nurture the whole child by honoring proclivity and predilection as well as social-emotional development.

Through ongoing parent interactions and conferences, we maintain open lines of communication with our students' families and the community-at-large. Every day, we work diligently to guarantee that the unique talents and skills of our pupils are challenged in a supportive, engaging learning environment. Consequently, professional development is ongoing, and offered to staff on a school and district level.

As a result of practices rooted in excellence, Grandview School was one of three schools in the state of New Jersey to receive the Amistad Exemplary Practice Award for infusing African-American culture throughout the curriculum. Our faculty has been the recipient of three district sponsored S.T.A.R (Students and Teachers Achieving Results) Grants for best practices. Moreover, we are in the fifth year of our PBSIS (Positive Behavior Support in Schools) initiative, which is a grant that partners our school with the Boggs Center at the New Jersey Department of Education.

Understanding by Design (UBD) is the model for curriculum development and our curriculum guides are aligned with the Common Core State Standards (CCSS). Investigative approaches are research-based, and teaching methods are highly supported through district wide standards for excellence in teaching and learning practices. Our faculty and staff are trained in current instructional methodologies, utilizing progressive curricular materials that provide a wealth of learning opportunities for our pupils. We are well into the implementation of our Balanced Literacy Program with the Readers/Writers Workshop model and also the Wilson Reading Program and Orton-Gillingham for phonemic awareness. We share the core beliefs of the Partnership for Assessment of Readiness for College and Careers (PARCC) where assessment should work as a tool for enhancing teaching and learning and that instruction aligned to the Common Core State Standards ensures that every child is on a path to college and career readiness by measuring what students should know at each grade level. To this end we have also infused Digital Literacy into our curriculum as we prepare our students for 21st Century skills. Furthermore, our inquiry-based mathematics curriculum emphasizes open-ended problem solving and practical applications to everyday life as well as fundamental mathematical practices.

Long, intermediate, and short term goals are established for our students and instructional staff utilizing available data such as performance assessments, standardized test scores, benchmark and holistic assessments for analysis. In addition to New Jersey state test score statistics, we employ other resources such as Response to Intervention (RTI), Exceed RTI/Child Study Team reports, district report cards, school based attendance accounts, school climate surveys and annual program summaries to determine the actions required to optimize our school's performance.

Strategic Objective: Develop High Expectations for all students.

Measure: Decrease in the “gap” between demographic subgroups.

Target: Decrease gap in LAL and Math proficiency between lower and upper performing demographic groups by 10%.

Project	Benchmarks	Persons Responsible	Costs (Estimate \$)	Measures of Success/ Student Output
<p>Balanced Literacy:</p> <ul style="list-style-type: none"> • Use error analysis data from running records to identify fluency and comprehension areas in need of remediation and/or enrichment. Students will achieve an accuracy rate of 96% to 100% (for levels A-K) and a 98% to 100% (for levels L-Z) as per their Independent Reading Level. • Use formative assessments to properly monitor student comprehension and teacher instruction, and to promote independence during the work period of the Reader’s/Writer’s Workshop through appropriately leveled assignments/activities. • Continue to develop student reading strategies designed to support a variety of genres through the use of multicultural mentor texts during Reader’s/Writer’s Workshop. • Implement the BIE (Buck Institute for Education) model for PBL (Project-Based Learning). • Utilize rubrics to score students open-ended responses and share with students’ feedback on scores and how to improve to the next level on the rubric. 	<p>2014-2015 October February April June</p>	<p>Principals General and Special Education Teachers Support Specialist RTI Specialist Assistant Directors</p>	<p>0</p> <p>\$2500 to augment classroom libraries</p> <p>\$1000 for PBL Presentation materials</p>	<p>Student Performance to be determined by baseline and final running record levels. 80% of all students will evidence growth by reading on or above grade level expectations as per Fountas and Pinnell, Columbia, and/or DRA.</p> <p>80% proficiency rate on teacher-made formative assessments.</p> <p>75% proficiency rate on District Learning Targets/Universal Screeners.</p> <p>Increase in proficiency Reading/Writing scores on Learning Targets by 10%.</p> <p>Conferencing, Reader’s /Writer’s Notebooks/Folders.</p> <p>80% PBL proficiency rate based upon project rubrics.</p>

<ul style="list-style-type: none"> • Incorporate guided reading strategies across the curriculum through the use of leveled texts to promote an understanding of the elements of nonfiction (glossary, subtitles, table of contents, captions) as well as narrative elements (setting, characterization, plot, sequence). • Incorporate Lucy Calkin’s Units of Study in Opinion, Information, and Narrative Writing as a curricular resource. • Incorporate professional development from the Reading and Writing Project (Teacher’s College at Columbia University). • Use Orton Gillingham and/or the Wilson Foundations Program to promote phonemic awareness. <p>T.O.M. (Tools of the Mind) components:</p> <ul style="list-style-type: none"> • Provide multicultural and multi-level stories to enhance understanding of literature. • Articulate TOMS Strategies to parents. • Provide materials to be used at home to provide continuity and increase retention of skills. 			<p>\$1200 for guided reading sets for the Book Room</p> <p>\$1000 for Units of Study</p>	<p>T.O.M. Storyboards and differentiated center plans (scaffold student writing).</p> <p>NIEER K ELS (Early Learning Scale).</p>
<p>Provide differentiated core instruction (RTI Tier-1):</p> <ul style="list-style-type: none"> • Continue to implement the Readers’/Writers’ Workshop Model • Continue to implement guided reading instructional strategies and incorporate comprehension questioning. • Lesson Planning that addresses the needs of individual students and small groups. • Project-Based Learning. 				<p>Formative Assessments/Benchmarks/ Learning Targets based on baseline data/goals and progress monitoring.</p>

<p>Utilize Support Specialists to provide:</p> <ul style="list-style-type: none"> • Daily Tier-2 Targeted and Tier-3 Intensive Interventions/ Support to students using Orton Gillingham and/or the Foundations Phonics program to provide one-on-one and/or small group multi-sensory skill instruction as well as reinforcing reading strategies taught during Reader’s/Writer’s Workshop. • Facilitate with Principal and RTI Specialist the S.T.A.R. (Student Teacher Assistance and Resources) process to create intervention strategies and goals to be used with Tier 2 and Tier 3 students. • Support teachers with intervention strategies for differentiation. • Workshops regarding running record data analysis. • Reading and Vocabulary A-Z. • Intervention instruction using the Fountas & Pinnell Leveled Literacy Intervention Program. • Marilyn Burns “Do the Math” for Daily Tier-2 Targeted and Tier-3 Intensive Interventions. • Performance Plus progress monitoring. 	<p>2014-20154 October February April June</p>	<p>Principals Teachers Support Specialists RTI Specialist</p>	<p>\$2000 for Heinemann Levelled Literacy Intervention Kit (A-L)</p>	<p>Student Performance to be determined by baseline and final running record levels. 80% of all students will evidence growth by reading on or above grade level expectations as per Fountas and Pinnell, Columbia, and/or DRA.</p> <p>70% of students will achieve a S.T.A.R. goal.</p> <p>Formative Assessments/Benchmarks where progress will be measured based on baseline data/goals.</p> <p>Decrease in the number of Tier-3 students by 10%.</p> <p>70% of students will evidence success on Marilyn Burns’ Number Core Assessments</p>
<p>Technology Integration:</p> <ul style="list-style-type: none"> • Use Razkids and Think Central to extend Balanced Literacy and mathematics initiatives. • Starfall.com (K and Grade 1) online leveled learning and assessments • Promote Digital Literacy (PARCC Readiness) in grades 2 and 3 through keyboarding activities, Edutyping and PBL. 		<p>Principals Support Specialists General and Special Ed. Teachers Assistant Directors Dir. Instr. Technology</p>	<p>Cost for Campus Licenses for Learning A-Z and Starfall</p>	<p>Diagnostic Data from Razkids and Edutyping to compare/contrast with multiple assessment measures.</p>

<ul style="list-style-type: none"> • PARCC on-line resources. • Quarterly PBL Exhibitions. • Discovery Education • Staff use of PD360. 				<p>80% PBL proficiency rate based upon project rubrics.</p> <p>PD360 Staff Usage Reports.</p>
<p>Develop and promote conceptual thinking and strategies throughout math curriculum:</p> <ul style="list-style-type: none"> • Regularly incorporate group activities for problem solving into lesson planning. • Continued use of the Go Math curricular resources. • Incorporation of Scott Foresman Investigation Lessons/strategies • Coordinate classroom teachers with the G&T program to offer inquiry-based instruction that promotes conceptual development through problem-solving. • Continued the use of the Mental Math exercises (Mathercise) to promote number sense and computation in grades 2-3. 	<p>2014-2015 October February April June</p>	<p>Principals Support Specialists General and Special Ed. Teachers Assistant Directors</p>		<p>75% of students will be proficient or advanced proficient on the district Math Learning Targets/Universal Screeners</p> <p>Improved performance on Math Learning Targets by 5%.</p> <p>Improvement in Mathercise scores by at least 10% as determined by baseline and final data.</p>
<p>Establish a target Tutorial Program:</p> <ul style="list-style-type: none"> • Identify students at risk in Literacy and Math through multiple measures (i.e. district assessment data, formative/summative assessments). • Differentiate tutorial goals to meet the needs of identified learners through the use of ILPs (Individual Learning Plans). <p>Continue a School Wide Behavior/Culture Program:</p> <ul style="list-style-type: none"> • Reconstitute the PBSIS Program by training new Universal and Secondary Intervention Teams with the Boggs Center 	<p>2014-2015 October February April June</p>	<p>Principals General and Special Ed. Teachers Support Specialists Asst. Superintendent for Curriculum and Instruction Tutors</p> <p>Principals Teachers Parents Behaviorists</p>	<p>\$6000</p> <p>\$3000 for Student Incentives, Gecko Prizes, and Student Recognition</p>	<p>50% of tutorial participants will evidence improvement as measured by pre/post assessments.</p> <p>60% or tutorial participants will evidence growth on District Learning Targets/Universal Screeners.</p> <p>Improvement of 1 level in writing using the state rubric for pre/post writing samples.</p> <p>Decrease in Office Referrals by 50%.</p>

Strategic Objective: Offer Rigorous District wide Curriculum

Measure: To increase the number of students moving to Advanced Proficiency

Target: 5% More students will score Advanced Proficiency on District Assessments in LAL and Math

Project	Benchmarks	Persons Responsible	Costs (Estimate \$)	Measures of Success/ Student Output
<p>Writer’s Workshop</p> <ul style="list-style-type: none"> • Continue to implement writing skills using the 6 Traits of Writing. • Teachers will conference with students to monitor their self-regulation of writing as well as their goals and progress. • Rubrics will be used for the purpose of teacher/student evaluation. • Incorporate Lucy Calkin’s Units of Study in Opinion, Information, and Narrative Writing as a curricular resource for grades 1-3. • Incorporate professional development from the Reading and Writing Project (Teacher’s College at Columbia University) • Incorporate Hattie’s Visible Learning into lesson planning and implementation 	<p>2014-2015 October February April June</p>	<p>Principals General & Special Education Teachers Support Specialists Assistant Directors</p>	<p>\$1000 for Units of Study</p>	<p>80% of students will score a 3 or above on the writing portion of District Progress Reports.</p> <p>Conferencing; Student Reader’s /Writer’s Notebooks, Anecdotal Records with individual goals.</p> <p>Pre/Post Tests where progress will be measured based on baseline data/goals.</p> <p>Formative Assessments/Benchmarks to identify needs determined by Item Analysis for targeted instruction.</p>
<p>T.O.M. (Tools of the Mind) components:</p> <ul style="list-style-type: none"> • Differentiated instruction for writing provided through scaffolding (i.e. sound recognition skills, phonics, grammar) • Weekly individual writing goals • Differentiated homework assignments • Articulate T.O.M. strategies (i.e. self-regulation) through grade 1. 				<p>75% of students exiting Kindergarten will be able to write a complete sentence as evidenced on their individualized center plans, utilizing beginning capitalization, end punctuation, and proper spacing.</p>

<p>Enrichment Opportunities</p> <ul style="list-style-type: none"> • Gifted and Talented LEAP (Local Enriched Academic/Arts Program) • Before/After School Tutorial • Literature Circles (Grades 2 and 3) • Mock Trial • Lunch Groups <p>Technology Integration:</p> <ul style="list-style-type: none"> • Use Razkids and Think Central to extend the Common Core Standards, Balanced Literacy and mathematics initiatives. • Edutyping during Digital Literacy lessons. • Starfall.com (K and Grade 1). • Quarterly PBL Exhibitions • Discovery Education 			<p>Cost for Campus Licenses for Learning A-Z and Starfall</p>	<p>Student Performance to be determined by baseline and final running record levels. 80% of all students will evidence growth by reading on or above grade level expectations as per Fountas and Pinnell, Columbia, and/or DRA.</p> <p>Students demonstrate increase level of critical higher order thinking skills (HOTS) in speaking and writing measured by rubrics, vocabulary and elaboration.</p> <p>Diagnostic Data from Razkids and Edutyping to compare/contrast with multiple assessment measures.</p> <p>80% PBL proficiency rate based upon project rubrics.</p>
<p>Balanced Literacy at K-3 Level</p> <ul style="list-style-type: none"> • Use error analysis data from running records to identify fluency and comprehension areas in need of remediation and/or enrichment. • Continue the use of running records to determine independent reading levels. • Provide students with guided reading strategies in all curricular areas. • Differentiated goals and homework. • Small group instruction <p>RTI (Response to Intervention)</p> <ul style="list-style-type: none"> • Establish differentiated core instructional strategies (Tier 1) 	<p>2014-2015 October February April June</p>	<p>Principals General and Special Education Teachers Support Specialists Assistant Directors</p>	<p>\$2500 to augment classroom libraries</p>	<p>Multiple comparisons of running records taken throughout the school year. Reading and writing scores on district benchmarks to increase by 10%.</p> <p>Student Reader's /Writer's Notebooks/Folders</p> <p>Decrease the number of referrals to the Child Study Team by 25%.</p>

<p>After School Tutorial Program</p> <ul style="list-style-type: none"> Identify students at risk in Literacy and Math through multiple measures (i.e. district assessment data, formative/summative assessments). Differentiate tutorial goals to meet the needs of identified learners through the use of ILPs (Individual Learning Plans). Use Pre and Post Assessments to monitor progress and to determine student mastery and/or identify students needing additional assistance. 			<p>\$6000</p>	<p>50% of tutorial participants will evidence improvement as measured by pre/post assessments.</p> <p>60% or tutorial participants will evidence growth on District Learning Targets/Universal Screeners.</p> <p>Students will demonstrate improvement of 1 level in writing using the state rubric for pre and post writing samples.</p>
<p>Utilize Support Specialists to provide:</p> <ul style="list-style-type: none"> Tier 2 and 3 RTI Interventions Staff Development <p>Teacher Leaders</p> <ul style="list-style-type: none"> Support with Danielson Framework 	<p>2014-2015 October February April June</p>	<p>Principals Support Specialists Staff Developers Teacher Leaders</p>		<p>Student Performance to be determined by baseline and final running record levels. 80% of all students will evidence growth by reading on or above grade level expectations as per Fountas and Pinnell, Columbia, and/or DRA.</p>