



RANDOLPHVILLE

SCHOOL

STRATEGIC PLAN

2014-15

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Principal

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Assistant Principal

Randolphville Elementary School Piscataway, New Jersey

Randolphville Elementary School is a diverse K - 3 school whose student body of approximately 575 students is a unique blend of various languages, cultures, and socioeconomic levels. Our students represent 36 languages throughout an array of ethnic backgrounds. In fact, 9% of our students are included in our ESL program. Our student body includes 15% Caucasian, 13% Black, 9% Hispanic, 7% Multiracial, and 54% Asian / Pacific Islander. Approximately 12% are categorized as economically disadvantaged. This blend of students gives the Randolphville family a rich personality.

The goal for every student to meet with success is defined in our Mission Statement: The mission of Randolphville Elementary School is the continual development of each child's intellectual, social, emotional, aesthetic, and physical abilities in a nurturing environment, which fosters self-esteem. Randolphville School provides a positive and stimulating learning environment through the efforts of a highly dedicated and knowledgeable staff. Our learning community believes in high expectations for all our students, an innovative and rigorous curriculum, and a partnership with parents and the community. We encourage our students to become self-sufficient, highly motivated and independent critical thinkers. Our community respects cultural differences and is adaptable to change to meet the challenges of our global society. Our Randolphville family is connected, committed and compassionate.

Understanding that our challenges are ongoing and ever changing, Randolphville utilizes a strategic planning process to work toward excellence. Through shared decision making, we develop a strategic plan that includes goals and strategies that support academic success. Our decisions are driven by student achievement data.

After careful analysis of this data, we develop our Strategic Plan to include realistic strategies with attainable goals for improvement. We design an action plan to target the specific needs of each subgroup as defined by the NJ-NCLB Accountability Plan. The strategies within the action plan include implementing a rigorous curriculum, measuring what students know and have learned, utilizing diversified assessments, and maximizing the support of all stakeholders – district administration, school staff, parents and community. Ongoing high quality professional development for everyone who affects student learning is provided.

To reach our goals, teachers use instructional materials that are research-based and provide investigative approaches in all subjects. We adhere to the district curriculum which is aligned to the NJ Core Curriculum Content Standards. Research based initiatives, such as full day kindergarten, are implemented when it is evident that there will be a positive impact on student achievement.

Every student brings something unique to the Randolphville family. Educational and social goals are consistently at the highest level for all students. Support for struggling learners is found through the Student/Teacher Assistance and Response Committee (STAR), specialists who support our students with basic skills and enrichment, English as a Second Language (ESL) program and individualized instruction provided in the classroom. Student progress is monitored by School Work Committees, the SCIP Team, and the Child Study Team.

We are committed to including our special needs students in academic classroom activities, special area lessons, school wide assemblies, and all activities that provide an equitable learning experience. Students who are exceeding specific standards or demonstrating exceptional talent in special areas are included in our Gifted and Talented Programs.

It is important that we monitor and assess students' progress towards these goals throughout the year. One way we assess this progress is by administering district learning targets and universal screeners in reading, writing, and math. Teachers report on this progress and meet in Student Work Committees to evaluate student work. After each marking period, teachers complete report cards that communicate student progress to parents. In the spring, students complete standardized tests. Randolphville administers the district kindergarten assessment, Universal Screening to the first and second grades, and PARCC Assessment to the third grade. We were proud to send off our third grade class of 2014 with 83% proficient or advanced proficient in Language Arts Literacy and 88% proficient or advanced proficient in math on the New Jersey Assessment of Skills and Knowledge 3 (NJASK3).

Randolphville staff understands that parents are an integral part of our pursuit of excellence. Parents are invited to school for Coffee and Conversation and orientation. We request that our parents attend at least one conference a year. Teachers maintain phone or written contact with parents, as needed. Parents are also included in S.T.A.R. meetings and I.E.P. development. Our parent-teacher conferences are well attended, as shown by 97% attendance in 2013. We are proud of our parent involvement and this year, 66 % of our students were represented at Back-to-School Night.

There are special activities that define the uniqueness of the Randolphville experience. The Birthdays and Books program honors students on their special day with quality literature chosen for each grade level. Community support of over 100 merchants enables this program to continue. We celebrate the arts with a school wide music program and art exhibit that showcases the talents of all students. Rise and Shine enrichment clubs are offered to all students. Reader's Theater, You're Gonna Love This Story and Connect with K'Nex are only a few of the many clubs that attract over 200 students. A Multicultural Celebration enriches our students' understanding, appreciation, and tolerance of a multicultural society. The willingness of parents and community members to share their heritage with our students promotes global awareness. These activities unite staff, students, parents, and community members for a rich learning experience. Our very active PTO organizes Family Nights, class trips, and Breakfast with Books. They create and maintain teacher websites to articulate class activities and achievements.

All of the above only begin to capture the true picture of the Randolphville family. Through these efforts, we at Randolphville School believe our students can achieve excellence.

Piscataway Schools
School Strategic Objectives

School: Randolphville

Strategic Objective: Develop High Expectations for all students
Measure: Reduce the number of students taking remedial courses at PHS
Target: 3% increase in total number of proficient 3rd grade students

| Project | Targets | Persons Responsible | Costs (estimate \$) | Measures of Success/ Student Output | Data March/June |
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**Piscataway Schools
School Strategic Objectives**

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| <p>Balanced Literacy:</p> <ul style="list-style-type: none"> • Make better use of the running records by analyzing the miscues to drive learning. Students must achieve 96% to 100% accuracy, for levels A-K, with greater than 98% accuracy for students levels L and above. • Use small group/individualized instruction, Readers and Writers Workshop so as to address special and/or individualized student needs. • Use leveled books to complete activities based on readers/writers workshop. • Principal regularly reviews daily lesson plans. • Develop students’ reading strategies encompassing decoding, comprehension, and fluency. • Place emphasis on non-fiction text features. • Continue to incorporate guided reading strategies across the curriculum with leveled texts. Teachers submit individual student levels five times per year as per applicable target dates. • Incorporate writing activities that are aligned with and directly linked to CCSS. • Enrichment and remediation: Reading Levels A-Z Non-Fiction features Open-ended Responses/Questions Digital Literacy HW plan grades 2&3 District & School PARCC Readiness programs Raz kids G&T Differentiation of instruction Orton-Gillingham Double-Dose Keyboarding | <p style="text-align: center;">14-15 November December February March April May June</p> | <p style="text-align: center;">Principal General and Special Education Teachers Support Specialists Academic Support Specialist</p> | | <p>Student Performance to be determined by baseline and final running record levels, 90% of students at or below grade level will increase in reading</p> <p>Grade One: A-G: 3 levels; H-I: 2 levels Grade Two: 2 levels Grade Three: 1 levels</p> <p>Increase the percentage of students attaining proficiency on reading learning targets by 3%.</p> <p>Establish baseline of success for students who are deemed proficient as per the PARCC assessment (pending applicable data).</p> | |
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**Piscataway Schools
School Strategic Objectives**

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| <p>Utilize Support Specialists to provide:</p> <ul style="list-style-type: none"> • Interventions and support: work daily with Tier 3 students in both reading and math, teach Orton Gillingham to third-grade class, and provide small group multi-sensory instruction of the Wilson Program. • Reading A-Z implementation and follow-up • STAR requirements • Advise on classroom strategies to promote access to curriculum • Support classroom teacher training in the use of Fontous and Pinnell Benchark Leveling System. | <p align="center">14-15 October December February March April June</p> | <p align="center">Principal Support Specialists Building LDTC</p> | | <p>Grade One: A-G: 3 levels; H-I: 2 levels Grade Two: 2 levels Grade Three: 1 levels</p> | |
| <p>Incorporate investigation strategies throughout math curriculum:</p> <ul style="list-style-type: none"> • Examine 2014 NJASK cluster scores to identify areas of strengths and weakness. • Item analysis of learning targets and universal screeners • Utilize reteach and enrichment support materials to meet the needs of all learners. • Incorporate ThinkCentral.com curriculum support. | <p align="center">14-15 October December February March April June</p> | <p align="center">Principal Support Specialists General and Special Ed. Teachers Building LDTC</p> | | <p>Increase the percentage of students attaining proficiency on reading learning targets by 3%.</p> <p>Establish math and literacy baselines for the PARCC assessment (pending available data).</p> | |

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School: Randolphville

**Piscataway Schools
School Strategic Objectives**

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| <p>Establish a Target Tutorial Program:</p> <ul style="list-style-type: none"> • Identify students at risk for partial proficiency on learning targets, universal screeners and PARCC Literacy and Math assessments. • Identify tier 2 & 3 students and divide into different, needs-based tutorial groupings. • Tailor tutorial to work to meet the needs of identified learners through tutorial/supplemental programs, specifically with regard to programs that emphasize digital literacy (e.g. xtramath.org, edtyping.com, Raz kids). | <p align="center">14-15 *September through November *December through February</p> | <p>Principal General and Special Ed. Teachers Support Specialists Asst. Superintendent for Curriculum and Instruction Building LDTC</p> | | <p>Increase percentage of students who are partially proficient to proficient by 3% in language arts and by 3% in math with regard to learning targets.</p> <p>Establish math and literacy baselines for the PARCC assessment (pending available data).</p> | |
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School: Randolphville

Piscataway Schools
School Strategic Objectives

Strategic Objective: Offer a Rigorous District Wide Curriculum

Measure: Increase enrollment of underrepresented groups in Advanced Placement classes.

Target: Increase of 3% of Partially Proficient Students will score in the Proficient range, and a 3% increase of proficient students will score in the Advanced Proficient Range of the District Learning Targets for Math and Literacy.

| Project | Targets | Persons Responsible | Costs (estimate \$) | Measures of Success/ Student Output | Data March/June |
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| <p>Balanced Literacy at K-3 Level</p> <ul style="list-style-type: none"> • Analyze the miscues from running records to drive instruction. • Refine the reading/writing workshop initiative through professional development workshops through Columbia Teachers College support in grades 1-3. • Provide students with reading strategies in all curricular areas • Use small group/individualized instruction, Readers and Writers Workshop so as to address special and/or individualized student needs. • Use leveled books to complete activities based on readers/writers workshop. • Principal regularly reviews daily lesson plans. • Develop students' reading strategies encompassing decoding, comprehension, and fluency. | <p>14-15 October December February March April June</p> | <p>Principals General and Special Education Teachers Support Specialists Academic Support Specialist</p> | | <p>- Student Performance to be determined by baseline and final running record levels, 90% of students at or below grade level will increase in reading</p> <p>Grade One: A-G: 3 levels; H-I: 2 levels Grade Two: 2 levels Grade Three: 1 levels</p> <p>-Tier 1 & 2 students will be leveled three (3) times; Students in tier 3 will be leveled four (4) times</p> | |

School: Randolphville

**Piscataway Schools
School Strategic Objectives**

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| <p>Utilize Support Specialists and/or applicable lead teachers to provide:</p> <ul style="list-style-type: none"> • Interventions and support • Continue to implement updated Tools of the Mind manuals on the KDG level • Staff Development Reading A-Z Danielson Framework Columbia Teachers College: Units of Study for Readers/Writers Workshop grades 1-3. | <p>14-15 October December February March April June</p> | <p>Principals Support Specialists Academic Support Specialist</p> | | <p>Student Performance to be determined by baseline and final running record levels, 90% of students at or below grade level will increase in reading</p> <p>Kindergarten: 1 level Grade One: A-G: 3 levels; H-I: 2 levels Grade Two: 2 levels Grade Three: 1 levels</p> | |
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School: Randolphville

Piscataway Schools
School Strategic Objectives

Strategic Objective: Offer a Rigorous District-wide Curriculum

Measure: District common assessments will predict achievement for 90% of students on PARCC

Target: 5% more students will score advanced proficient on the District Learning Target for writing

| Project | Targets | Persons Responsible | Costs (estimate \$) | Measures of Success/ Student Output | Data February/June |
|--|---|--|------------------------|---|-----------------------|
| <p>Writers Workshop/PARCC Readiness</p> <ul style="list-style-type: none"> Continue to implement writing skills in each class Place emphasis on the implementation of digital literacy. Utilize laptop push-in program for grade 2&3 classrooms. Implementation of digital literacy supplemental homework program. Teachers will refine writing skills during writers' workshop, through modeling, individual conferences, the use of anchor charts, and School-Wide units, and Columbia Teachers College professional development and units of study kits. This will be evidenced through lesson plans, walk-throughs and formal observations. Rubrics and anecdotal records will be used for the purpose of evaluation of student progress. | <p>14-15 Nov January March May June</p> | <p>Principal General & Special Education Teachers Support Specialists Academic Support Specialist Technology Coordinator</p> | | <p>Increase writing scores on district learning targets by 5% (3 or higher on rubric).</p> <p>Establish literacy baselines for the PARCC assessment (pending available data).</p> | |

School: Randolphville

**Piscataway Schools
School Strategic Objectives**

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| <p>Enrichment Opportunities</p> <ul style="list-style-type: none"> • Rise and Shine Clubs • PTO Sponsored Events • School Sponsored Events • Class Trips • Gifted and Talented Program • Leap Program • Mock Trial • Lustig Dance Theater Program • PARCC readiness programs | <p>14-15 October February April June</p> | <p>Principal General & Special Education Teachers Support Specialists Academic Support Specialist</p> | | <p>Student Performance to be determined by baseline and final running record levels1. 90% of students at or below grade level will increase in reading</p> <p>Kindergarten: 1 level Grade One: A-G: 3 levels; H-I: 2 levels Grade Two: 2 levels Grade Three: 1 levels</p> | |
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