

2014-2015 Progress Targets Action Plan

SCHOOL CODE: 065-4007	SCHOOL NAME: EISENHOWER ELEMENTARY SCHOOL
Content Area:	<input type="checkbox"/> English Language Arts <input checked="" type="checkbox"/> Mathematics
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	<input type="checkbox"/> Black <input checked="" type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Total Population <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged
Intervention(s) to be implemented:	30 minute targeted/intensive intervention in grades 2 and 3 for specific math skills (explanation, math facts, measurement, critical analysis and synthesis of information) ; targeted tutorial program; continue problem based approach to math instruction; increase computer access; Summer Academies for targeted interventions.

Subgroup(s) Not Meeting Graduation Rate Target	<input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Two or More Races <input type="checkbox"/> Total Population <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged
Intervention(s) to be implemented:	

Amount of Title I, Part A Funds Allocated for Intervention:* (Indicate "N/A" if school does not receive Title I funds)	\$71,298
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	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1	Strategic Plan – see attached/following documentation	Mrs. Colleen Pongratz, Principal		
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3				
4				
5				

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

**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>Provide high quality, differentiated, core instruction for all students</p> <ul style="list-style-type: none"> • Align instruction to the Common Core State Standards • Refine the implementation of the Reader’s & Writer’s Workshops by: developing and refining text-based questions, reading texts of increasing length & 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 • Implement evidence-based phonics instruction • Utilize multiple sources of data to inform instruction and lesson design • Design multi-disciplinary lessons to build curricular connections • 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) • Provide individualized learning goals & expectations 	<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"> • 75% of students will be proficient or advanced proficient on the district LA/Math Learning Targets • By April 2015, 75% of all students will increase 2 levels in reading <ul style="list-style-type: none"> ○ 2 levels – K ○ 2 levels – 1st ○ 2 levels – 2nd ○ 2 levels – 3rd • 75% of all students will be able to solve a multi-step, grade-appropriate math problem with proficiency. • Student portfolios & Reading Logs 	

<p>Provide Balanced Literacy Instruction:</p> <ul style="list-style-type: none"> • Use running records data to determine independent reading levels based on DRA, Fountas & Pinnell and Columbia Assessment tools. • Use running record miscue analysis data to drive instruction • Continue guided reading groups to target specific learning needs of each student, using a variety of texts. • Continue to develop student reading strategies designed to support a variety of genres. • Continue to incorporate guided reading strategies across the curriculum through the use of leveled texts. • Continue use of the Reader's & Writer's Workshop models • Incorporate writing activities that are aligned to and directly linked to reading and content area text. • Provide explicit writing instruction to enable students to effectively communicate to a varied audience, using multiple media, and on a broad range of topics • Provide weekly conferences and mini-lessons on writing skills • Use writing exemplars as models during instruction • Provide daily phonics instruction using Foundations, Orton-Gillingham, Wilson (Tier 3 3rd grade) strategies & Tools of the Mind. • Continue Literacy Extension Activities for the Home (i.e. Bag of Leveled Books, RAZ-Kids) • Support Specialists will continue RTI interventions and support for Tier 3 LAL students 5x/week for at least 30 mins./day • Classroom teachers will continue RTI interventions and support for Tier 2 students 3-4x/week 	<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"> • 75% of students will be proficient or advanced proficient on the district LA/Math Learning Targets • By April 2015, 75% of all students will increase 2 levels in reading <ul style="list-style-type: none"> ○ 2 levels – K ○ 2 levels – 1st ○ 2 levels – 2nd ○ 2 levels – 3rd • 25,000 minutes logged per month on RAZ Kids in order to support students independent practice and student motivation related to literacy • Student portfolios & Reading Logs 	
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<p>Provide support to Eisenhower students in the development of adaptive self-regulatory skills:</p> <ul style="list-style-type: none"> • Provide professional development to teachers with regard to the development of student self-regulation. • Integrate aspects of self-regulation into classroom lessons. • Continue delivering extant counseling curriculum, the topics of which presently address several aspects of executive functioning. • 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. • 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. 	<p>2014-2015 September -June</p>	<p>Principal General and Special Education Teachers Support Specialists Counselor/Behaviorist</p>		<ul style="list-style-type: none"> • Total student population: analysis of disciplinary referrals • Number of students referred to and exited from self-regulation groups 	
<p>Implement WIN structure in grades 2-3:</p> <ul style="list-style-type: none"> • Provide 30 minutes of targeted instruction in identified areas of student need 5days/week: i.e. <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"> • 75% of students will be proficient or advanced proficient on the district LA/Math Learning Targets • By April 2015, 75% of all students will increase 2 levels in reading <ul style="list-style-type: none"> o 2 levels – 2nd o 2 levels – 3rd • 75% of all students will be able to solve a multi-step, grade-appropriate math problem with proficiency. • Student portfolios & Reading Logs 	

<p>Utilize Support Specialists to provide:</p> <ul style="list-style-type: none"> • Daily RTI Interventions & support to Tier 3 students as well as tier 2 students when schedule allows • Staff Development in ongoing reading assessments through miscue analysis and reading comprehension strategies • Provide Wilson and Orton instruction for identified students 	<p>2014-2015 September through June</p>	<p>Principal Support Specialists</p>		<ul style="list-style-type: none"> • By April 2014, 75% of all students will increase their reading and comprehension levels @/or above level: <ul style="list-style-type: none"> ○ 2 levels – K ○ 2 levels – 1st ○ 2 levels – 2nd ○ 2 levels – 3rd • Student portfolios & Reading Logs 	
<p>Continue Problem-based approach of math instruction:</p> <ul style="list-style-type: none"> • 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. • Regularly incorporate group activities and games for problem solving. • Incorporate multiple checks for understanding. • 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. • Classroom teachers will continue RTI interventions and support for Tier 2 & Tier 3 students • Follow revised kindergarten math curriculum map including appropriate differentiation 	<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"> • 75% of students will be proficient or advanced proficient on the district Math Learning Targets • 75% of all students will be able to solve a multi-step, grade-appropriate math problem with proficiency. 	
<p>Establish a targeted Tutorial Program:</p> <ul style="list-style-type: none"> • Identify students at risk for partial proficiency on NJ ASK Literacy assessment. • Tailor tutorial to meet the needs of identified learners • Provide morning sessions for students who are unable to stay after school 	<p>February April</p>	<p>Principal General and Special Education Teachers District Supervisors</p>		<ul style="list-style-type: none"> • 65% of students will be proficient or advanced proficient on the district LA/Math Learning Targets • Pre/Post Tutorial Data Improvement of at least 1 level in writing using the state rubric from September to May 	

<p>Increase Language Acquisition Skills</p> <ul style="list-style-type: none"> • Implement ESL learning strategies in identified classrooms and provide peer-to-peer collaboration with non-ESL endorsed teachers • Enhance use of visual supports during instruction • Align the ESL curriculum with grade level curriculum through common planning time and articulation 	<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>ESL Traditional Teacher</p> <p>ESL Endorsed Teacher</p>		<ul style="list-style-type: none"> • Have at least one ESL or endorsed teacher at every grade level with a concentration at the Kindergarten level • 75% will increase 1 proficiency level in vocabulary development as outlined in the WIDA standards • 45% of ESL students will achieve proficient and/or advanced proficient Learning Targets 	
<p>Computer Labs</p> <ul style="list-style-type: none"> • Provide computer access to students without computers in the home for technology-based resources (i.e. RAZ-Kids, Think Central) CISCO. • Increase the amount of portable computer lab and access points to support digital literacy. 	<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"> • Media Sign out Procedure • Incorporate technology within lesson plans 2x per month-lesson plans will be measure • RAZ-Kids usage and data reports 	

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

<p>Utilize Support Specialists to provide:</p> <ul style="list-style-type: none"> • Daily RTI Interventions & support to Tier 3 students • Staff Development in ongoing reading assessments through miscue analysis and reading comprehension strategies • Provide Wilson instruction for identified students 	<p>2014-2015</p> <p>September through June</p>	<p>Principal</p> <p>Support Specialists</p>		<ul style="list-style-type: none"> • 75% of students will be proficient or advanced proficient on the district LA/Math Learning Targets • By April 2015, 75% of all students will increase 2 levels in reading <ul style="list-style-type: none"> ○ 2 levels – K ○ 2 levels – 1st ○ 2 levels – 2nd ○ 2 levels – 3rd • Student portfolios & Reading Logs 	
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Project	Benchmarks	Persons Responsible	Costs (estimate \$)	Measures of Success/ Student Output	Data February/June
Writer's Workshop <ul style="list-style-type: none"> • Incorporate writing activities that are aligned to and directly linked to reading and content area text. • Provide explicit writing instruction to enable students to effectively communicate to a varied audience, using multiple media, and on a broad range of topics . • Provide weekly conferences and mini-lessons on writing skills • Use writing exemplars as models during instruction • Provide daily opportunities to write across all content areas 	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"> • 75% of students will be proficient or advanced proficient on the district LA Targets • 75% of students increase one or more writing levels using the state rubric. 	
Enrichment Opportunities <ul style="list-style-type: none"> • Mock Trial • Gifted & Talented Program (K-3)-2nd and third grade 	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"> • 65% of the students enrolled in LEAP will increase two levels on their writing rubric scores 	