

***PISCATAWAY TOWNSHIP
SCHOOLS***



***KNOLLWOOD SCHOOL
STRATEGIC ACTION PLAN
2014-2015***

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For additional information, please visit the Knollwood School website:
www.piscatawayschools.org

The Mission of Knollwood Elementary School

We, the Knollwood Elementary School community, consisting of staff, students and its families, as well as community members, collaborate as we strive to promote the progress of each child in our care. Through our safe and nurturing environment, we develop each child's emotional, social, intellectual, and physical well-being. We are dedicated to maintaining a learning atmosphere that teaches problem solving, fosters risk-taking, and promotes academic excellence within the framework of the New Jersey Core Curriculum Content Standards. As a community we find strength in our diversity. Our goal is to develop the whole child and prepare each student to meet the challenges of our ever-changing global society.

A PROFILE OF KNOLLWOOD ELEMENTARY SCHOOL

Knollwood School is a diverse K-3 school committed to excellence through a collaborative approach to teaching, while providing active learning opportunities with highly trained faculty and staff. Our school community consists of a learning environment that is student centered, flexible, orderly and responsive to students' needs and interests, with high expectations and standards for all learners. We have approximately 504 students placed in twenty general education K-3 classes, two integrated classrooms, and two self-contained special education. The shared integrated classrooms provide instruction by a general education teacher and a special education resource teacher, along with a paraprofessional, using a team teaching approach. In addition to language arts literacy, mathematics, science, and social studies, students receive instruction in music, visual arts, physical education, and Spanish. Digital Literacy is taught by the classroom teacher using an integrated approach. We are fortunate to have classroom teachers, at each grade level, who are qualified to teach English as a Second Language, and they provide daily ESL services to our students. Other student services are provided through the STAR Committee (Student and Teacher Assistance Response), Speech Therapy, Occupational and Physical Therapy, and Support Specialists. Each classroom has multiple computers and a Hover Cam to support the instructional programs. The media center is equipped with two notebook carts, housing 21 notebooks, and two laptop carts, housing 30 laptops, for student use during the school day. In addition we have the services of a school behaviorist five days per week.

Students are taught using a Balanced Literacy Program that includes Reader's and Writer's Workshop and guided reading groups that utilize leveled readers during instruction. Our Kindergarten utilizes the Tools of the Mind program and incorporates modeling/teaching self-regulation skills for our students. The FUNdations Phonics program is taught to all first grade students. Second and third grade students are afforded phonics instruction through the Orton Gillingham Phonics program. Journals are introduced early in the primary grades and writing continues as a tool across the curriculum. Our Science program focuses on discovery and investigation. Social Studies instruction is presented thematically in addition to teaching map and geography skills with expansion from the immediate neighborhood and world communities. The Houghton-Mifflin Go Math program is aligned with the common core math standards, emphasizing the critical areas and depth of understanding through interactive lessons. Knollwood continues to use a variety of assessment tools as we monitor student achievement throughout the year. We administer district benchmarks and learning targets in reading, writing and math from kindergarten to third grade. Teachers use this information to drive instruction and share student progress through report cards and parent-teacher conferences.

Gifted and talented students are identified and provided with experiences which extend the curriculum and their individual aptitude and talents in art, music and academics. Students identified through multiple measures are also able to participate in the annual Mock Trial as an enrichment experience. Extended care is available before and after school for a minimal fee.

Faculty members are offered many opportunities in the area of professional development. The district provides continuous in-service opportunities to help staff implement curriculum initiatives and effective teaching strategies. Our staff is committed to differentiating instruction to meet the needs of all students. Knollwood School continues to pursue our vision where learning comes alive for all students in an environment marked by respect for one another.

Our Parent Teacher Organization (PTO) offers students and their families many opportunities to participate in school-wide daytime and evening events. Our PTO sponsors Breakfast Over Books at various times throughout the year. Family Fun Nights are also scheduled several times throughout the school year, which allow parents

and children to spend quality time together in a fun and safe environment. Parents are apprised of school events and updates through scheduled PTO meetings and a monthly newsletter. Parents are also invited to attend Coffee and Conversation and Parent Chat meetings for an informal get together with the principal to discuss current school programs and topics relative to the school. Back to School Night gives parents an opportunity to learn about the curriculum and meet the teachers. Our PTO started a school garden, where students experience planting, harvesting, and tasting fruits, vegetables, and herbs throughout the year. Knollwood continues to work collaboratively with our parent community. This partnership enhances the educational experience for all Knollwood students and their families.

**Piscataway Township Schools
School Strategic Objectives-Knollwood Elementary School**

Strategic Objective: Develop high expectations for all students.

Measure: Decrease the “gap” between demographic groups.

Target: Decrease the gap in proficiency between demographic groups by 5%

Project	Targets	Persons Responsible	Costs (estimate \$)	Measures of Success/ Student Output	
<p><u>Provide high quality, differentiated, core instruction for all students:</u> Align instruction to the Common Core.</p> <ul style="list-style-type: none"> • Use meeting times for teachers to investigate the Common Core Standards and make connections to materials/instructional programs. • Expand questioning techniques to include open-ended self-reflection, connection, and comprehension questions. • Experience PARCC on-line assessment Tools and resources to enhance instruction and incorporate technology. <p>Use multiple measures to drive instruction.</p> <ul style="list-style-type: none"> • Use of brief pre-assessments to gage students’ prior knowledge and drive instruction. • Use of Running Records, sight word lists, and comprehension questions to address students reading competency and inform instruction and interventions. <p>Provide differentiated instruction to meet the varied needs of the students.</p> <ul style="list-style-type: none"> • Implement Writers’ Workshop Model • Continue to implement guided reading instructional strategies and incorporate 	<p>2014-2016 November January March June</p> <p>2014-2015 November January March June</p> <p>2014-2015 November January March June</p>	<p>Principal Assistant Principal All Teachers Support Staff</p> <p>All Teachers Support Staff Specialists</p> <p>All Teachers Support Staff Specialists</p>	<p>0</p>	<p>75% of students will be proficient or advanced proficient on the district LA Learning Targets/Universal Screener</p> <p>75% of students will be proficient or advanced proficient on the district Math Learning Targets/Universal Screener</p> <p>70% of all students will be reading at or above grade level. (April)</p>	

<p>comprehension questioning.</p> <ul style="list-style-type: none"> • Provide small group in-class instruction in LAL and Math as needed based on formative and summative assessments. • Utilized best practice interventions for struggling learners. • Utilize Support Specialists to provide Tier 3 interventions in LAL <p>Create intervention strategies for use with Tier 2 and 3 students.</p> <ul style="list-style-type: none"> • Small Group Instruction provided by Support Specialists, Multi-sensory instruction, Graphic organizers, Mentors, Use of Technology, Leveled Text, Behavior plans, Etc. <p>Utilize Support Specialists to provide targeted instruction.</p> <ul style="list-style-type: none"> • Provide RTI interventions for Tier 3 students, using the Wilson Foundations, providing a double dose to reinforce instruction. • Provide strategies and support to classroom teachers that will support differentiation for Tier 2 students. • Support Specialists will aide classroom teachers to assure appropriate administration of running records to determine accuracy of miscue analysis. • Tier 3 RTI Interventions • WRS with Tier 3 Students • One on one multi-sensory instruction for the Wilson practicum. • RTI Performance Plus Progress Monitoring • Professional Development Training to assure effective delivery of instruction with new literacy curriculum. Ongoing professional development is provided 	<p>2014-2016 November January March June</p> <p>2014-2015 December January April June</p>	<p>Building Admins Teachers&Staff Specialists LDTC</p> <p>Building Admins Specialists Teachers</p>	<p>\$800 – intervention materials (readers, slant boards, timers, stress balls, velcro, etc.)</p>	<p>90% of Student STAR goals will include detailed intervention strategies.</p> <p>70% of Students will achieve a STAR goal.</p> <p>Student Performance for at-risk students will be determined by baseline and final running record levels.</p> <p>Using running records, 80% of the at-risk students will improve reading by at least two levels.</p>	
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<p>during Faculty Meetings and Flex time meetings. Curriculum training occurs during individual teacher meetings, providing individual time for teachers to ask questions or receive clarification regarding curriculum or additional teaching strategies.</p> <ul style="list-style-type: none"> • Support classroom teachers with strategies to support Tier 2 students within the classroom. • Utilize interventions in a support model that matches students' areas of difficulty. 					
<p>Establish a School Wide Behavior Intervention Plan, including Tier 2 and Tier 3 supports.</p> <ul style="list-style-type: none"> • SBIP for increasing positive behaviors <ul style="list-style-type: none"> ○ Kangaroo Kash ○ Reward Systems ○ Student recognition • Focused student groups to improve targeted behaviors (group counseling) • Classroom Behavior Plans • Individual Behavior Modification Plans • Individual counseling • Mentoring Program with HS Jr. ROTC Students • Third – Kindergarten Mentoring Program • Third grade Volunteers 	<p>2014-2016 November January March June</p>	<p>Building Admins Behaviorist LDTC All Teachers and Staff</p>	<p>\$700 –prizes for Kangaroo Kash Cost of pizzas and certificates Cost of busing Jr. ROTC to and from Knollwood</p>	<p>Total student population:</p> <ul style="list-style-type: none"> - Analysis of disciplinary referrals based on various categories including, race/ethnicity, gender, social economic status, special education, and grade level. - Number of students referred to and exited from self-regulation groups. <p>75% of selected students will show an increase in their self-regulation skills by improving at least 1 point on 8 out of 10 measured behaviors on the Likert Scale.</p> <p>Student Recognition Program</p> <p>Third Grade Volunteers will participate in at least 3 activities during the school year.</p>	
<p>Establish a targeted Tutorial Program.</p> <ul style="list-style-type: none"> • Identify Tier 2 and Tier 3 students who are at risk for partial proficiency state and district assessments by using literacy and math learning target data and classroom based formative and summative assessments. • Use Pre and Post Assessments to monitor progress during the Tutorial Program to determine student mastery and/or identify students needing additional assistance. 	<p>2014-2015 December January March June</p>	<p>Building Admins LDTC Teachers Tutoring Staff Support Specialists</p>	<p>Cost of incentive pizza party</p>	<p>Pre-post tutorial data: Students in the tutorial program will demonstrate improvement of 1 level in writing using the state rubric for pre and post writing sample and 50% on pre-post math assessment.</p>	

**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 in LAL & Math

Project	Targets	Persons Responsible	Costs (estimate \$)	Measures of Success/ Student Output	
<p><u>Provide Instruction using Balanced Literacy.</u> Expand students' reading comprehension.</p> <ul style="list-style-type: none"> • Structure guided reading groups in reading block to include differentiated lessons that are planned based on mini-lesson topics on pre-reading, making connections, and comprehension strategies. The mini-lesson topics will be reviewed through lesson plans. • Use mentor text and varied genres to support meaningful topics that are taught during the mini-lessons. • Incorporate guided reading strategies by using artifacts and leveled texts. • Continue to incorporate guided reading strategies. • Continue Literacy Extension Activities for Home-School Connection. (Bag of Books and RAZKids) • Use the Reader's and Writer's rituals and routines and TOMS centers to strengthen reading and writing strategies for all students. • Continue the use of running records to determine independent reading levels and use that data to develop individual plans to address focused areas of instruction. 	<p>14-15 October February April June</p>	<p>Building Admins Supervisors All Teachers Support Specialists</p>	<p>\$3,000 – leveled books \$3,500 – Heinemann Comprehension Toolkits Cost of Reading and Writing Project Trainer Cost of RAZKids Cost of DRA and Fountas & Pinnell Assessments</p>	<p>At least 80% of the students on a reading level of AA-F group in grades k-3 will improve their reading level by at least two levels based on Columbia Running Records by the end of the 2014-2015 academic school year.</p> <p>At least 75% of the students on a reading level of the G-K group in grades k-3 will improve their reading level by at least two levels based on Columbia Running Records by the end of the 2014-2015 academic school year.</p> <p>At least 70% of the students on a reading level of the L and Above group in grades k-3 will improve their reading level by at least one level based on Columbia Running Records by the end of the 2014-2015 academic school year.</p>	

<ul style="list-style-type: none"> • Provide students with reading strategies through the use of artifacts that serve as a resource. • 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>Expand students' knowledge and use of phonics and sight words.</p> <ul style="list-style-type: none"> • Use running record data to analyze the miscues to drive learning. The expectation will be for students to achieve a mastery level of 96% to 100% accuracy. • Provide daily phonics instruction using grade level program. <ul style="list-style-type: none"> ○ Kdg-Tools of the Mind ○ First-FUNdations ○ Second & Third-Orton Gillingham • Incorporate Foundation and Orton strategies throughout instructional day in addition to established phonics instruction. • Encourage learning of site words • Create print-rich environment throughout the classroom and the school. 	<p>14-16 October February April June</p>	<p>Building Admins Supervisors All Teachers Support Specialists</p>	<p>Cost of FUNdations Consumables</p> <p>Cost of Orton Gillingham Consumables</p>	<p>Kindergarten</p> <ul style="list-style-type: none"> - Sight Words List – 80% of students will be able to read 30 out of 50 words. <p>First Grade</p> <ul style="list-style-type: none"> - Fry's Sight Word Assessment – 80% of students will be able to read 70 out of 100 words. - Foundations Assessments – 75% of students will achieve an average of 6 out of 9 on the assessments. <p>Second Grade</p> <ul style="list-style-type: none"> - Red Words List – 80% of students will read 70 out of 100 words and 80% of students will write 60/100 words. <p>Third Grade</p> <ul style="list-style-type: none"> - 80% of students will be able to achieve an average of 80% on the phonetic spelling assessments. 	
<p>Implement Writer's Workshop.</p> <ul style="list-style-type: none"> • Utilize Reading and Writing Project Trainer to model and provide feedback. • Incorporate Writer's Workshop Strategies and Materials into lessons. • Conference with students individually or in small group to provide feedback and instruction. • Expand use of writers' notebooks for generating ideas. • Provide additional instructional time 	<p>14-15 October February April June</p>	<p>Building Admins Supervisors 1st – 3rd Grade Teachers Support Specialists</p>	<p>Cost of Reading and Writing Project Trainer</p> <p>Cost of Substitutes</p>	<p>Writing scores on selected writing prompts to increase by:</p> <p>First Grade</p> <ul style="list-style-type: none"> - 80% of students +1 or above grade level on rubric <p>Second Grade</p> <ul style="list-style-type: none"> - 80% of students +1 or above grade level on rubric <p>Third Grade</p>	

<p>dedicated to Language Arts and opportunities for peer observations.</p> <ul style="list-style-type: none"> Utilize varied paper options to encourage writing at a developmental level. Use writing exemplars as models for students. Utilize rubrics to score students' writing and share with students' feedback on scores and how to improve to the next level on the rubric. 				<p>- Increase of 10% students scoring proficient or higher</p>	
<p><u>Provide Kindergarten Instruction using T.O.M. (Tools of the Mind).</u></p> <p>Teach language arts literacy, math, and inquiry skills at various developmental levels.</p> <ul style="list-style-type: none"> Provide multicultural and multilevel stories to provide exposure to and enhance understanding of varied literature. Differentiated instruction provided through scaffolding. Weekly academic goals Utilize sound map throughout the day <p>Evaluate and create how to monitor and track data on self-regulation skills.</p> <ul style="list-style-type: none"> How to monitor? How to evaluate? How to remediate? How to extend toward independent skills? <p>Provide Home-School Connections</p> <ul style="list-style-type: none"> Provide materials to be used to build a home-school connection to assist with continuity and increase retention skills. Provide instruction program information to parents. Articulate TOMS Strategies to parents. 	<p>14-15 October February April June</p> <p>14-16 December February April June</p> <p>14-15 February April June</p>	<p>Principal Assistant Principal Kindergarten Teachers</p> <p>Principal Assistant Principal Kindergarten Teachers</p> <p>Principal Assistant Principal Kindergarten Teachers</p>	<p>0</p>	<p>Kindergarten Baseline Assessment – 90% of students will score 10/13</p> <p>Scaffold Writing – 80% of students +1 or above grade level on Kdg rubric.</p> <p>Results of collaboration: -Review of self-regulation skills and strategies to teach. -Track classroom and individual behavior plans and progress. -Classroom behavioral observations and data collection. -Categorize behaviors/expectations into proficiency levels.</p> <p>Kindergarten Quarterly Newsletter Students will complete 4 home-school projects.</p>	

<p><u>Incorporate investigation strategies and number sense throughout math curriculum.</u></p> <ul style="list-style-type: none"> • Horizontal and vertical articulation meetings for teachers to discuss and examine learning target and teacher assessment data and identify areas of strengths and weakness. This opportunity will also provide an opportunity for teachers to determine skills that need to be reviewed or reinforced prior to students moving to the next grade. • Monitor learning through formative assessments to assure mastery for all students. • Problem solving activities will become a part of the daily Do Now activities in order to strengthen problem solving strategies. • Provide opportunities for math exploration and investigation—making connections to real-world use of mathematical skills. 	<p>14-15 October February April June</p>	<p>Building Admins Supervisors All Teachers</p>	<p>0</p>	<p>Kindergarten</p> <ul style="list-style-type: none"> - 80% of students will be able to write to 30 without place value reversals. <p>First Grade</p> <ul style="list-style-type: none"> - 70% of students will achieve an average of 75% on Chapter Tests. - 80% of students will achieve a score of 80% of the Number Sense Assessment. <p>Second Grade</p> <ul style="list-style-type: none"> - 80% of students will achieve an average of 13-20 on the Mathercise assessments. - 70% of students will achieve an average of 75% on Chapter Tests. <p>Third Grade</p> <ul style="list-style-type: none"> - 80% of students will achieve an average of 15-20 on the Mathercise assessments. - 80% of students will achieve an average of 75% on Chapter Tests. 	
<p><u>Provide opportunities for digital literacy and utilize technology to enhance learning.</u></p> <ul style="list-style-type: none"> • Use RAZKids and Think Central to extend Literacy and Math experiences, practice, and learning opportunities • Encourage use of on-line materials through recognition program. • Digital Literacy classes to familiarize students with User Interface Skills and PARCC Tools • Use netbooks and laptops to provide students the opportunity to work at their level on curriculum topics/skills. 	<p>14-16 October February April June</p>	<p>Building Admins Supervisors General and Special Education Teachers</p>	<p>-\$2,890 (RAZKids subscription)</p> <p>-Cost of Edutype Program</p> <p>-minimal cost of certificates</p>	<p>25,000 minutes logged per month on RAZ Kids in order to support students independent practice and student motivation related to literacy.</p> <p>Student recognition of RazKids minutes.</p> <p>80% of 3rd grade students will type with 90% accuracy.</p> <p>70% of 2nd grade students will type with 80% accuracy.</p>	

<p><u>Provide community service, enrichment and remedial opportunities.</u></p> <ul style="list-style-type: none"> • Before/After School Tutorial • Mock Trial • LEAP classes • Leveled Reading Groups • PE Lunch Bunch (Remediation & Enrichment) • Art Lunch Bunch (Enrichment) • Third Grade Volunteers (Student Choice) 	<p>14-15 October February April June</p>	<p>Building Admins Supervisors General and Special Education Teachers</p>	<p>Cost of Tutorial Staff Cost of Mock Trial Advisor Cost of leveled books</p>	<p>PE Lunch Bunch (Remediation) – 80% of selected students (bottom 15% of the scores on the running test) will increase their performance by +1 on the Pacing Test Rubric</p> <p>Art Lunch Bunch (Enrichment)– Based on art knowledge, art work, and essay, students will create three choice projects</p> <p>Mock Trial – student selected by interest, LAL assessments, teacher recommendation, and self-regulation skills. Students will select an idea, write, and perform their play in front of two audiences.</p> <p>80% of the students enrolled in LAL LEAP will score advance proficient on their writing rubric scores.</p> <p>Before/After School Tutorial – Pre-post tutorial data: Students in the tutorial program will demonstrate improvement of 1 level in writing using the state rubric for pre and post writing sample and 50% on pre-post math assessment.</p>	
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