



PISCATAWAY TOWNSHIP SCHOOLS

Arbor Intermediate School

Strategic Plan

2014-2015

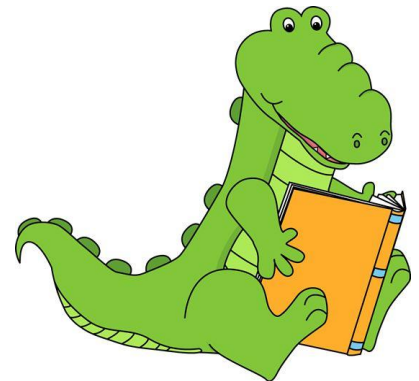
Janelle D. Williams-Principal

Kimberly Blanshaft-Assistant Principal

Arbor's Mission Statement

The mission of Arbor School is to build the foundation for life-long learning. We will accomplish our mission by:

- Focusing on individual student needs
- Ensuring opportunities to work in collaboration with peers
- Providing interventions in a timely manner
- Using data to make informed decisions regarding instruction
- Including hands-on and inquiry based lessons
- Planning for differentiated experiences
- Utilizing a variety of formative and summative assessment tools
- Setting high expectations for all students
- Engaging students in real-life applications



Arbor Intermediate School Profile

Arbor Intermediate School is one of two fourth and fifth grade schools located in Piscataway, New Jersey, with a current enrollment of 570. The ethnic and cultural diversity of this suburban community is evident in our school; 25% of the students are African American, 11% Caucasian, 39% Asian, 18% Hispanic/Latino, and 5% identify as Multiracial. Our students have immigrated from a variety of locations including India, Egypt, Colombia, China, the Caribbean and the Philippines. Twenty-five different languages are spoken within our school. We celebrate the richness of this diversity by maintaining a welcoming and inclusive environment.

Each year we accept the challenge of meeting the needs of our changing population, with 50% of the students entering from the K-3 schools and 50% leaving for the 6-8 schools. We are also a growing school, with increasing enrollment and the addition of classes and instructional staff. These circumstances have made us stronger and more innovative, with the staff at Arbor creating multiple opportunities for learning that support all students. Our fourth and fifth grade teachers specialize in Mathematics or Literacy instruction. This structure enables them to focus more deeply on the content and concepts within these instructional areas, and in turn provides richer learning experiences for our students. In addition, we incorporate a thirty-minute period dedicated to intervention and enrichment activities for each child. Programming is based on the individual learning needs of each student, or What I Need (WIN). Teachers and support specialists provide four to five cycles of intense instruction during the course of the year. This is our fourth year using this model and we continue to see dramatic growth in our at-risk students' literacy and math performance. Additionally, we have enjoyed watching our advanced students engage in exploration that challenge them academically. We also participate in the district LEAP initiative (Local Enriched Academic/Arts Program) which allows us to focus on developing the whole child, through academics and the arts, in a specific and purposeful way.

Our highly trained staff also works diligently to ensure all students are taught in an environment which provides them with the most inclusive setting and one that prepares them for the 21st century. Through our inclusion programs, special education students receive instruction in general education classrooms. Support Specialists provide interventions that are delivered within the larger classroom as well as through pull-out services during the WIN periods. In addition, with the implementation of the Common Core State Standards and PARCC assessments, technology has been strategically infused into our curriculum to provide students with relevant experiences to be used as they move toward college and career readiness.

Our curricula are solidly grounded in Common Core State Standards, providing a challenging program of study. The materials used for instruction are research-based, provide investigative approaches in all subjects, and have been carefully selected to align with the standards. Students read and respond to quality literature and apply their writing skills across the curriculum during Reader's/Writer's Workshop. They are exposed to a variety of literary genres and participate in literature circles. In mathematics, the Go Math! Series is aligned with the Common Core Standards, promotes concept development, and provides ample

opportunity for differentiation and mastery. Additionally, students engage in mathematical investigations that allow them to experience a hands-on approach to applying their understandings.

In an effort to maximize student achievement, the district has developed learning targets that are administered throughout the year in math and literacy to assess progress towards meeting/exceeding the state standards. Teachers collaborate to analyze student work and performance data. This information is used to set teachers' Student Growth Objectives (SGO), design classroom instruction and inform the planning process for targeted intervention. Differentiated instructional strategies are implemented to meet diverse learning styles within the classroom. Professional development is offered to staff at both the school and district level and closely supports the implementation of new programs.

Arbor School maintains a strong belief that parents and the school community should work collaboratively in order to meet the needs of each child. Communication and support among the stakeholders is an important component for the success of our students. Evening meetings for parents provide insight with respect to testing, writing strategies and the math program. Teachers create web pages to keep parents informed about school and classroom activities. Our school website is a resource of relevant information which also allows parents and community members to be informed of events. In addition, parents can sign up to use the Genesis Parent Module in order to view the grades, attendance, discipline records and standards based report cards for their children. They are also invited to visit the school for Have Lunch with Your Child Week, Open House in September, Conferences in November, winter and spring concerts and our Gifted and Talented Showcase.

Parents and teachers volunteer in multiple ways throughout the school year to support our students. Each month, teachers recognize students from their classes who have demonstrated good citizenship, effort or leadership, within the school community celebrating this quarterly at a Student of the Month Breakfast. The PTO (Parent/Teacher Organization) sponsors educational trips and recreational activities which support the curriculum. With the help of our very active PTO, we additionally help the community by collecting non-perishable food, gifts and money during the school year for various charitable groups. Through all of these supports, the Arbor school family maintains its focus on academic, social, and positive community development through its efforts.

With planning at the forefront of all that we do, our building level strategic plan includes goals that are directly linked to the District Strategic Plan. Using student performance data, we have designed instruction and projects that help our students build on the foundation of their primary school education and prepare them for the challenges of middle school, high school, and beyond. Arbor continues to be a vibrant learning community of students, family members, teachers and leadership committed to academic excellence for all.

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Objective: **Decrease the Achievement Gap**

Measure: **All traditionally underachieving subgroups will decrease the proficiency gap as measured by the Grade 5 Mathematics and English Language Arts Universal Screeners.**

Grade 5 Math Universal Screener	Proficiency Rate	Boy's Proficiency Rate	Girl's Proficiency Rate		Grade 5 Literacy Universal Screener	Proficiency Rate	Boy's Proficiency Rate	Girl's Proficiency Rate
All Students Average	52%	54.5%	50%		All Students Average	29%	28%	29%
White	65%	61%	71%		White	34%	24%	50%
Black	39%	44%	35%		Black	22%	24%	20%
Hispanic	46%	46%	43%		Hispanic	19%	19%	21%
Asian	74%	79%	71%		Asian	42%	48%	36%
Multi-Racial	43%	38%	47%		Multi-Racial	37%	29%	46%
Special Education	16%	20%	7%		Special Education	3%	22%	3%
Economically Disadvantaged	41%	45%	37%		Economically Disadvantaged	18%	18%	17%

Project	Benchmarks	Persons Responsible	Approximate Cost	Measures of Success/Student Output
Utilize online programs/technology to supplement classroom instruction <ul style="list-style-type: none"> - Think Central - Go Math! Academy - Sumdog 	Sept-June	Content Area Teachers	\$1,500	Learning Target Scores/Mathercise Scores/Teacher Made Assessments
Maintain the use of WIN (What I Need) groups for targeted instruction which includes intervention and enrichment for 6-8 week cycles <ul style="list-style-type: none"> - Monitor WIN Instruction to ensure fidelity to the directed model and expectations - Implement LEAP Enrichment Curriculum 	Sept-June	Content Area Teachers/Support Specialists	\$0	Learning Target Scores/WIN Post Assessment Scores
	Sept-June	Principal		Teacher Evaluations-Rating of 3 or higher in Domains 1, 3, and 4
Instructional Practice <ul style="list-style-type: none"> - Through targeted observation, provide teachers with feedback regarding practices that will lead to higher levels of student achievement (differentiated instruction, use of technology, and non-traditional resources) 	Sept-June	Principal/Content Area Supervisors	\$0	Teacher Evaluations/Student Assessment Scores-Rating of 3 or higher in Domain 3
Professional Development <ul style="list-style-type: none"> - Provide teachers with opportunities to gain curricular knowledge through the use of PLC's (Professional Learning Communities), building based, and district facilitated opportunities 	Sept-May	Principal/Content Area Supervisors/Teacher	\$500	Teacher Evaluations-Rating of 3 or higher in Domain 4 Feedback from staff
Tutorial Programs <ul style="list-style-type: none"> - Identify and invite students from targeted subgroups to attend after and before school tutoring programs 	January-June	Principal/Teachers/Rtl Specialist	\$6,000	5 th grade students will increase incrementally per subgroup to move closer to the all students average in each content area

Project	Benchmarks	Persons Responsible	Approximate Cost	Measures of Success/Student Output
<p>Increase parent's knowledge of curriculum and strategies to help students at home</p> <ul style="list-style-type: none"> - Have <i>Breakfast With the Principal</i> events three times a year that include parent math and literacy training 	November-June	Principal	\$300	95% percent of parents who attend Breakfast With The Principal will be satisfied with the information and training provided
<p>Improve student understanding of multistep word problems and complex texts</p> <ul style="list-style-type: none"> - In elective classrooms, provide opportunities to complete tasks with multistep directions followed by checks for understanding to ensure comprehension - Model classroom tasks and questioning to that of Common Core and PARCC expectations 	September-June		\$0	5 th grade students will demonstrate a 10% increase in solving word problems as per District Universal Screeners
<p>Bolster student background knowledge to improve writing and ability to make connections when reading</p> <ul style="list-style-type: none"> - In elective classrooms, make connections to real-world experiences or situations - Use sites such as <i>Discovery Education</i> to enhance contextual understandings and provide connections to fiction and non-fiction texts - Provide writing exemplars to students for modeling 	September to June	Content Area/Elective Teachers	\$0	Students in 5 th grade will demonstrate 85% proficiency (score of 3 or higher) on writing tasks as per Learning Targets

Project	Benchmarks	Persons Responsible	Approximate Cost	Measures of Success/Student Output
<ul style="list-style-type: none"> - Plan student field trips that relate to curriculum - Invite community volunteers to the school to make connections between learning and future career readiness through "Student to Star" Program 	<p>October-June</p> <p>January-June</p>	<p>Content Area Teachers</p> <p>Principal/Counselor</p>	<p>\$3,000</p>	<p>Students will demonstrate a 5% increase on the writing learning targets</p> <p>70% of 4 grade students will be reading at or above grade level by June 2015</p> <p>35% of Tier 3 students will move 2-3 reading levels by June 2015</p> <p>Parent feedback and anecdotal data regarding school communication</p>
<p>Maintain fidelity to Reader's and Writer's Workshop Model of Instruction</p> <ul style="list-style-type: none"> - Move toward all 4th and 5th Grade classrooms implementing separate periods of Reader's Workshop and Writer's Workshop - Purchase materials needed for each program to improve fidelity 	<p>November-June</p> <p>October</p>	<p>Teachers/District Supervisors/Principal</p> <p>Principal</p>	<p>\$0</p> <p>\$3,000</p>	
<p>Utilize building Support Specialist effectively</p> <ul style="list-style-type: none"> - Through the use of data, identify those students needing tier 2 and tier 3 support - Provide interventions via WIN, Push In, and Pull Out instructional practices - Monitor the use of instructional time to ensure program fidelity and expectations 	<p>September-June</p>	<p>Support Specialists/Rtl Specialist</p> <p>Principal</p>	<p>\$0</p>	
<p>Improve Parent/Teacher communication regarding grading, academic progress, and expectations</p>	<p>September-June</p>	<p>Principal/All building staff</p>		

Objective: Increase academic success of all 4th grade students in math and literacy as measured by 4th grade Universal Screeners.

Measure: All 4th grade students will increase overall proficiency on Universal Screeners as per designated percentages by group.

Grade 4 Math Universal Screener	Proficiency Rate	Boy's Proficiency Rate	Girl's Proficiency Rate	Percent Increase 2014-2015	Grade 4 Literacy Universal Screener	Proficiency Rate	Boy's Proficiency Rate	Girl's Proficiency Rate	Percent Increase 2014-2015
All Students Average	53%	52%	54%		All Students Average	27%	26%	30%	
White	45%	33%	55%	5-7% pts.	White	21%	14%	26%	3-5% pts.
Black	35%	38%	31%	7-9% pts.	Black	19%	17%	22%	5-7% pts.
Hispanic	45%	43%	47%	5-7% pts.	Hispanic	16%	15%	23%	5-7% pts.
Asian	67%	68%	66%	2-3% pts.	Asian	37%	36%	39%	2-3% pts.
Multi-Racial	49%	47%	56%	3-5% pts.	Multi-Racial	28%	25%	42%	2-3% pts.
Special Education	27%	28%	22%	2-3% pts.	Special Education	8%	6%	13%	3-5% pts.
Economically Disadvantaged	41%	41%	40%	5-7% pts.	Economically Disadvantaged	18%	16%	21%	5-7% pts.

Project	Benchmarks	Persons Responsible	Approximate Cost	Measures of Success/Student Output
Utilize online programs/technology to supplement classroom instruction <ul style="list-style-type: none"> - Think Central - Go Math! Academy 	September-June	Content Area Teachers	\$1,500	Learning Target Scores/Mathercise Scores/Teacher Made Assessments
Maintain the use of WIN (What I Need) groups for targeted instruction which includes intervention and enrichment for 6-8 week cycles <ul style="list-style-type: none"> - Monitor WIN Instruction to ensure fidelity to the directed model and expectations 	September-June	Content Area Teachers/Support Specialists	\$0	Learning Target Scores/WIN Post Assessment Scores
	September-June	Principal		Teacher Evaluations-Rating of 3 or higher in Domains 1, 3, and 4
Instructional Practice <ul style="list-style-type: none"> - Through targeted observation, provide teachers with feedback regarding practices that will lead to higher levels of student achievement (differentiated instruction, use of technology, and non-traditional resources) 	September-June	Principal/Content Area Supervisors	\$0	Teacher Evaluations/Student Assessment Scores-Rating of 3 or higher in Domain 3
Professional Development <ul style="list-style-type: none"> - Provide teachers with opportunities to gain curricular knowledge through the use of PLC's (Professional Learning Communities), building based, and district facilitated opportunities 	September-May	Principal/Content Area Supervisors/Teacher	\$500	Teacher Evaluations-Rating of 3 or higher in Domain 4
Vertical Articulation <ul style="list-style-type: none"> - Communicate 1-2 times per school year with third grade teachers from receiving schools 	January-June	Principal/Content Area Teachers	\$0	Feedback from staff

Project	Benchmarks	Persons Responsible	Approximate Cost	Measures of Success/Student Output
<p>Increase parent's knowledge of curriculum and strategies to help students at home</p> <ul style="list-style-type: none"> - Have <i>Breakfast With the Principal</i> events three times a year that include parent math and literacy training 	November-June	Principal	\$300	95% percent of parents who attend Breakfast With The Principal will be satisfied with the information and training provided
<p>Improve student understanding of multistep word problems and complex texts</p> <ul style="list-style-type: none"> - In elective classrooms, provide opportunities to complete tasks with multistep directions followed by checks for understanding to ensure comprehension - Model classroom tasks and questioning after that of Common Core and PARCC expectations 	September-June	Content Area/Elective Teachers	\$0	4 th grade students will increase cumulative proficiency on the Reading Learning Targets by 10%
<p>Bolster student background knowledge to improve writing and ability to make connections when reading</p> <ul style="list-style-type: none"> - In elective classrooms, make connections to real-world experiences or situations - Use sites such as <i>Discovery Education</i> to enhance contextual understandings and provide connections to fiction and non-fiction texts - Provide students with writing exemplars for modeling 	September to June	Content Area/Elective Teachers	\$0	Students in 4 th grade will demonstrate 70% (cumulatively) proficiency on writing tasks as per Learning Targets

Project	Benchmarks	Persons Responsible	Approximate Cost	Measures of Success/Student Output
<ul style="list-style-type: none"> - Plan student field trips that relate to curriculum - Invite community volunteers to the school to make connections between learning and future career readiness through “Student to Star” Program 	<p>October-June</p> <p>January-June</p>	<p>Content Area Teachers</p> <p>Principal/Counselor</p>	<p>\$3,000</p>	
<p>Maintain fidelity to Reader’s and Writer’s Workshop Model of Instruction</p> <ul style="list-style-type: none"> - Move toward all 4th and 5th Grade classrooms implementing separate period of Reader’s Workshop and Writer’s Workshop - Purchase materials needed for each program to improve fidelity 	<p>January-June</p> <p>October</p>	<p>Teachers/District Supervisors/Principal</p> <p>Principal</p>	<p>\$0</p> <p>\$3,000</p>	<p>100% of classrooms will follow a split Reader’s and Writer’s Workshop model</p> <p>Students will demonstrate a 5% increase on reading learning target assessments</p>
<p>Utilize building Support Specialist effectively</p> <ul style="list-style-type: none"> - Through the use of data, identify those students needing tier 2 and tier 3 support - Provide interventions via WIN, Push In, and Pull Out instructional practices - Monitor the use of instructional time to ensure program fidelity and expectations 	<p>September-June</p>	<p>Support Specialists/Rtl Specialist</p> <p>Principal</p>	<p>\$0</p>	<p>85% of Tier 2 students will meet reading proficiency</p> <p>50 % of Tier 3 students will move at least 2-3 reading levels as measured by running records</p>
<p>Improve Parent/Teacher communication regarding grading, academic progress, and expectations</p>	<p>September-June</p>	<p>Principal/All building staff</p>	<p>\$0</p>	<p>98% of parents will be signed up for Genesis Parent Portal/Survey of Parents Regarding Parent/Teacher Conferences</p>

Objective: Increase student understanding of academic and assessment vocabulary in grades 4 and 5.

Measure: All 4th and 5th grade students will increase vocabulary proficiency on Universal Screeners as measured by standards RL 4.4 and RL 5.4

Project	Benchmarks	Persons Responsible	Approximate Cost	Measures of Success/Student Output
Classroom Instruction <ul style="list-style-type: none">- Implement district vocabulary curriculum- Utilize <i>Time for Kids</i> to increase non-fiction academic vocabulary- Display Vocabulary Word Walls in all academic and elective classroom locations that include content area terms- Using novel studies to highlight vocabulary	October-June	Content Area Teachers	\$0	4 th grade students will have a 70% proficiency rate on standard RL 4.4 as per the Universal Screener Data 5 th grade students will have a 80% proficiency rate on standard RL 5.4 as per the Universal Screener Data
Whole School Competition <ul style="list-style-type: none">- Implement Vocabulary Bee Competition	February-June	Teachers/Principal	\$200	
Parental Involvement <ul style="list-style-type: none">- Provide parents with a list of assessment and academic vocabulary to be incorporated into everyday language	January-June	Teachers/Principal	\$0	Parental Feedback