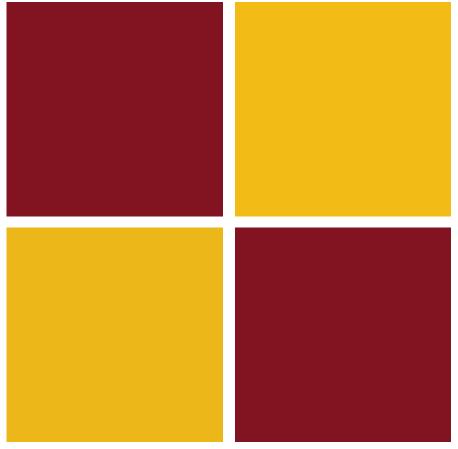


## The Oradell Public School District



# **Board of Education Meeting**

Superintendent's Report April 17, 2024

## + District Goals

- Implement activities across the curriculum that foster creativity resulting in increased student engagement.
- Enhance the partnership between home and school through deliberate communications structures and increased opportunities for family involvement.
- Meet the needs of all learners via a differentiated approach to learning as evidenced by the number of students who meet or exceed expectations on the NJSLA with a target goal of 80% Meeting or Exceeding in Mathematics and 85% Meeting or Exceeding in English-Language Arts.
- Develop a comprehensive technology plan that addresses current and future hardware needs, operational and instructional software usage, and protocols for safety and security.



### **Data Analysis**

-LinkIt! Form C (from prior year), Form A and Form B analysis.

-Administration met with LinkIt! to review Navigator reports. We looked at global reports and more specific class and student data.

#### Oradell PS (2023-24)

Math		Avg.	Score	Growth	Neg./Ze	ro Growth	Positiv	e Growth	Lov	v LGP	Туріс	cal LGP	Hig	h LGP	Avg.
	n=	Α	в	A-B	%	Growth	%	Growth	%	Growth	%	Growth	%	Growth	LGP P
G3	95	41%	58%	17%	7%	-2%	93%	19%	37%	7%	40%	18%	23%	32%	44
G4	119	50%	59%	10%	25%	-4%	75%	14%	33%	-2%	39%	10%	29%	22%	47
G5	126	51%	68%	18%	9%	-5%	91%	20%	29%	5%	36%	17%	36%	29%	54
G6	102	52%	59%	7%	31%	-4%	69%	13%	34%	-3%	41%	10%	25%	18%	47
All Grades	442	49%	62%	13%	18%	-4%	82%	17%	33%	2%	39%	13%	29%	26%	48

#### Oradell PS (2022-23)

		Avg.	Avg. Score		Neg./Zero Growth		Positive Growth		Low LGP		Typical LGP		High LGP		Avg.	
Math	n=	Α	В	A-B	%	Growth	%	Growth	%	Growth	%	Growth	%	Growth	LGP P	
G3	112	46%	58%	12%	20%	-5%	80%	16%	53%	3%	29%	17%	18%	32%	39	
G4	125	55%	63%	9%	30%	-5%	70%	15%	36%	-3%	34%	10%	30%	22%	47	
G5	104	53%	68%	14%	19%	-6%	81%	19%	31%	1%	37%	14%	33%	28%	50	
G6	123	52%	63%	11%	19%	-6%	81%	15%	21%	-5%	47%	10%	32%	22%	54	
All Grades	464	51%	63%	11%	22%	-5%	78%	16%	35%	0%	37%	12%	28%	25%	48	

LGP (Linklt! Growth Profile) compares the amount of change (growth) in a student's Form B score relative to a peer cohort with the same Form A achievement level using 2022-23 NJ Statewide normed data. Students are placed in one of three LGP achievement levels based on whether they scored in the top-third (High LGP), middle-third (Typical LGP), or bottom-third (Low LGP) of growth when compared to their cohort.

LGP P designates the student's growth percentile.

### **Data Analysis**

-LinkIt! Form C (from prior year), Form A and Form B analysis.

-With Form B, staff spent faculty meeting time looking at data from the Navigator reports.

#### Content Area: (type ELA or Math here)

#### USE TEACHER SLIDES 1 & 2

Students that mov	ved up in achievement	Students that moved down in achievement						
Name	Why do you think they improved?	Name	Why do you think they performed lower?					
	n to do to support students space below for each stude		al instruction? Please write a					

#### USE TEACHER SLIDES 8-9

Which topics sho to B?	w improvement from Form A	Which topics show no improvement or a decrease in scores from Form A to B?				
Topics	Where is it taught in the curriculum? (i.e. unit or month)	Topics	Where is it taught in the curriculum? (i.e. unit or month)			
	n to do to address the standa n in the space below.	rd(s) that need a	dditional instruction? Please			

### **Data Analysis**

- Triangulated Data (2nd grade sample)
  - -Beginning and Middle of the Year Reading Level
  - -Beginning and Middle of the Year DIBELS
  - -Form B of LinkIt!

A	В	С	D	E	F	G	н	1	J	к	L	м
		2023-24 Gr	2 ELA Linkiti NJSLS I	orm B			23-24 G-2 TC Rea	ading (b) Winter	2023-24 BOY Gr	2 ELA DIBELS	DIBELS MOY C	omposite 389
Student	Program	Teacher	Level	Percent	Level	TC Reading Level	Level	TC Reading Level	Level	Scaled	Level	Scaled
			Bubble	52	Exceeding Stand	L (12)	Exceeding Stand	M (13)	Core Support - N	348	Core Support - N	404
			Bubble	52	Exceeding Stand	O (15)	<b>Exceeding Stand</b>	P (16)	Core Support - N	377	Core Support - N	434
			Approaching	33	<b>Meeting Standa</b>	K (11)	<b>Exceeding Stand</b>	M (13)	Strategic Suppor	323	Strategic	381
			Meeting	63	Meeting Standar	K (11)	Meeting Standar	L (12)	Core Support - N	340	Core Support - N	398
			Partially Meeting	19	Approaching Sta	H (8)	Approaching Sta	1 (9)	Strategic Suppor	318	Strategic	375
			Meeting	74	Exceeding Stand	P (16)	<b>Exceeding Stand</b>	Q (17)	Core Support - N	414	Core Support - N	491
			Meeting	78	<b>Exceeding Stand</b>	Q (17)	Exceeding Stand	Q (17)	Core Support - N	399	Core Support - N	449
	504		Meeting	59	Meeting Standar	K (11)	Meeting Standar	L (12)	Core Support - N	374	Core Support - N	421
			Meeting	85	<b>Exceeding Stand</b>	O (15)	<b>Exceeding Stand</b>	P (16)	Core Support - N	396	Core Support - N	452
	LEP, started		Approaching	48	Meeting Standar	K (11)	Meeting Standar	K (11)	Core Support - N	359	Core Support - N	411
	1		Bubble	52	<b>Exceeding Stand</b>	L (12)	Exceeding Stand	M (13)	Core Support - N	441	Core Support - N	476
			Approaching	48	Meeting Standar	1 (9)	Meeting Standar	L (12)	Core Support - N	331	Core Support - N	394
			Approaching	33	Exceeding Stand	L (12)	<b>Exceeding Stand</b>	M (13)	Strategic Suppor	324	Strategic	384
	ended, started		Meeting	89	Exceeding Stand	M (13)	Exceeding Stand	M (13)	Core Support - N	362	Core Support - N	435
			Approaching	44	Meeting Standa	1 (9)	Meeting Standa	L (12)	Intensive Suppo	313	Strategic	377
			Exceeding	96	Exceeding Stand	M (13)	Exceeding Stand	N (14)	Core Support - N	418	Core Support - N	462
			Partially Meeting	26	Meeting Standar	K (11)	Exceeding Stand	M (13)	Core Support - N	352	Core Support - N	428
			Approaching	37	Approaching Sta	H (8)	Approaching Sta	J (10)	Strategic Suppor	317	Strategic	377
	504		Approaching	33	Meeting Standa	1 (9)	Meeting Standa	L (12)	Strategic Suppor	316	Strategic	386
			Bubble	52	Meeting Standar	K (11)	Exceeding Stand	M (13)	Core Support - N	344	Core Support - N	417
			Partially Meeting	30	Exceeding Stand	L (12)	Meeting Standa	L (12)	Core Support - N	354	Core Support - N	446
			Approaching	44	Meeting Standa	1 (9)	Approaching Sta	J (10)	Intensive Suppo	310	Intensive	370
			Partially Meeting	30	Meeting Standa	J (10)	Meeting Standa	К (11)	Intensive Suppo	315	Intensive	370
	LEP, started		Approaching	44	Meeting Standar	1 (9)	Meeting Standar	K (11)	Core Support - N	367	Core Support - N	423
			Partially Meeting	26	Meeting Standar	J (10)	Meeting Standar		Core Support - N	335	Core Support - N	398
			Approaching	48	Exceeding Stand	M (13)	Exceeding Stand	0 (15)	Core Support - N	363	Core Support - N	440
			Approaching	44	Exceeding Stand	L (12)	Exceeding Stand	M (13)	Core Support - N	394	Core Support - N	465
	-		Meeting		Meeting Standar		Exceeding Stand		Core Support - N	369	Core Support - N	426
	LEP, started		Partially Meeting		Does Not Meet		Approaching Sta		Strategic Suppor		Core Support - N	397
			Meeting		Exceeding Stand		Exceeding Stand		Core Support - N		Core Support - N	442
	504		Meeting	63	Exceeding Stand	M (13)	Exceeding Stand	N (14)	Core Support - N	369	Core Support - N	432
			Approaching	33	Exceeding Stand	M (13)	Exceeding Stand	M (13)	Core Support - N	353	Core Support - N	413

## What have we done with data?

- 4 Intervention Cycles (Samples from Cycle 3)
  - Understanding Place Value (2nd Grade)
  - Multiplication/Division (3rd Grade)
  - Phonemic Awareness (Kindergarten)
  - Decoding (1st Grade)
- High Impact Tutoring Grant
- Additional intervention cycle specifically for bubble students who would benefit from additional work with writing about reading and test-taking strategies.



### **Differentiating Within the Classroom**

- Reviewed Tier 1 Checklist as part of the Intervention Manager Platform to all staff at a September faculty meeting. This checklist has teachers document the interventions they have tried in the classroom for students who are showing academic or behavioral struggles.
- Intervention teachers have been provided a consult period in their schedule. It provides times for an intervention specialist to assist teachers to brainstorm strategies and speak about individual students.
- Surveyed staff regarding the structures utilized in the WIN period.
- Facilitated session on differentiation during November PD:
  - Best Practices Using Learning Trajectories to assist with the creation of small group math activities tailored to student need. (Kindergarten)
  - Using DIBELS and FUNdations data to plan for differentiated activities during the WIN period. (1st - 3rd grade)



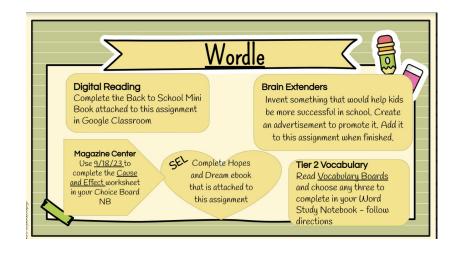
## PROFESSIONAL DEVELOPMENT

### IDE

- IDE created asynchronous modules to assist staff in creating individual learning plans often through the use of choice boards.
- After the modules were completed, staff were surveyed regarding areas where additional support is needed. IDE came in during the January Professional Day and provided tailored workshops based on those topics.

### **Multilingual Learners**

- K and 1 teachers participated in two days of PD with a focus on language acquisition.
- Teachers were provided with strategies to support multilingual students as well as best practices overall to meet the needs of all learners.





## PROFESSIONAL DEVELOPMENT

#### Math Work - K-5 Math

- Consultant walked through all classrooms to take an inventory of where we were as a school.
- Met with administration to talk about goals and an action plan.
- Met for 2.5 hours with each grade level to share best practices and familiarize staff with structures and tools to differentiate math instruction via the use of standards-based center work.
- Met and will continue to meet with each grade level team for two additional days to coach them through implementing new structures and using new resources.
- Will meet with Kindergarten and 1st grade teachers on the use of a new math screener to be implemented in Fall 2024.
- Will assist in curriculum writing to ensure standards-based centers and resources are included in the curriculum.

