

Oradell Public School
District
District Goal Update

December 8, 2021

## **District Goals**



2021-2022

### GOAL #1

Increase the number of students on the New Jersey Student Learning Assessment (NJSLA) who move from Approaching (or below) to either Meeting or Exceeding Expectations in Math (target score of 80%), and English-Language Arts (target score of 90%). In the absence of the administration of the NJSLA, the goal will be revised to demonstrate growth between Linkit! Form A (September) and Linkit! Form C (June) with a target increase of 10 percentage points on ELA and a growth of 30 percentage points in Mathematics.

## GOAL #2

Utilize data effectively to provide differentiated academic and social emotional instruction.

## GOAL #3

Explore ways to integrate STEM/STEAM principles and activities into the OPS environment.

## GOAL #1 - Increasing Academic Achievement

## **Actions Taken**

#### **SEPTEMBER**

- Learning the Basics of DreamBox
- Observational Assessment by Denis Sheerin, Math Professional Developer
- Asynchronous Professional Development on Guided Math Workshop

#### **OCTOBER**

· Assessment of Linkit! Form A data

#### **NOVEMBER**

- Reviewed Start Strong Data\*
- Based on findings, teachers began the work of identifying ways to support students in their learning progression.
- DreamBox Professional Development for Staff

\*In January, there will be a formal presentation to the Board regarding Start Strong Data.

# GOAL #1 - Increasing Academic Achievement

## Sample of Start Strong Assessment Work

STANDARDS	EXAMPLES OF QUESTIONS	STUDENTS IN NEED OF SUPPORT	SMALL GROUP STRATEGIES
3.MD.A.1 - Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	A boat ride across a lake is 49 minutes each way. How many minutes does the boat ride take to go across the lake and back?  Multiple Choice	Student A, Student B	Model strategy, use manipulatives, practice numberless word problems, GoMath IISP - Skills 49 - 51
3.MD.A.2 - Measure and estimate liquid volumes and masses of objects using standard units of grams(g), kilograms (kg), and liters (l).6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.7	What is the amount of honey in the measuring cup rounded to the nearest 100 milliliters (ml)? Part B Jay needs 740 milliliters (ml) of honey to make banana bread. He has 290 ml. How many more milliliters of honey does Jay need?	Student A, Student B, Student C, Student J	Go Math ISSP (Intensive intervention skill pack, skills 61,64,65)
3.MD.C.7.B - Relate area to the operations of multiplication and addition. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent wholenumber products as rectangular areas in mathematical reasoning.		Student A, Student C, Student J, Student M	Go Math ISSP (Intensive intervention skill pack, skills 61,64,65

### **Actions Taken**

## SEPTEMBER and OCTOBER – Moving to an Intervention Model

Analysis of prior year Linkit! Form C Data and Linkit! Form A Data to form Math Intervention Cycle.

3rd Grade - Add and Subtract within a Thousand

4th Grade - Relate Multiplication and Division

5th Grade - Place Value Concepts

6th Grade - Multiplying Fractions

# Analysis of prior year Linkit! Form C Data, Reading Level, and Linkit! Form A Data to form ELA Intervention Cycle.

3rd Grade - Main Idea

4th Grade - Main Idea

5th Grade - Key Ideas and Details

6th Grade - Main Ideas

### **Primary Grades**

1<sup>st</sup> and 2<sup>nd</sup> Grade Target - Isolate and Blend Sounds

1st Grade Data Used: Reading Level, Fundations Assessments, Words Their Way

Assessments, DIBELS, Observation in Classroom

2<sup>nd</sup> Grade Data Used: Reading Level, DIBELS, Observation

## **Actions Taken**

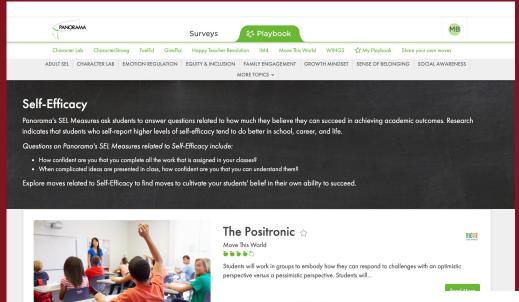
## NOVEMBER – Panorama (3-6 Results)

Areas of Strength				
Topic	Percent Answered Favorably	National Percentile	Observations	
Classroom Effort	80%	70th percentile	46% responded favorably to: How hard do you try to get involved in discussions during class?	
Self-Management	79%	90th percentile	48% responded favorably to: During the past 30 days how often did you remain calm, even when someone was bothering you or saying bad things?	
Growth Mindset	60%	90th percentile	53% responded favorable to: In school, how possible is it for you to change how easily you give up?	

## **Actions Taken**

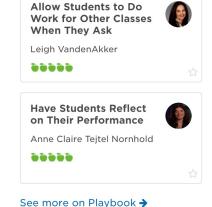
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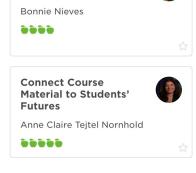
	Priorities to Address					
Topic	Percent Answered Favorably	National Percentile	Observations	Next Steps		
Self-Efficacy	58%	60th percentile	41% responded favorably to: When complicated ideas are discussed in class, how sure are you that you can understand them?	Create goal setting portfolios to see growth Have students show work always Call home with good news		
Grit	52%	10th percentile		Positive self-talk Provide chance to rework assignments Provide specific feedback to support growth		





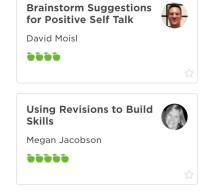
What are strategies for improving **Grit**?





If at First You Don't

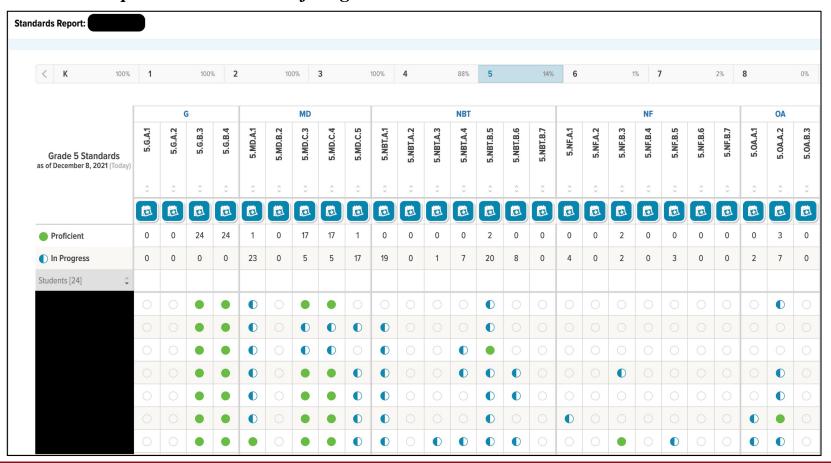
Succeed...



### **Actions Taken**

### DECEMBER - DreamBox

Teachers had additional Professional Development on the DreamBox Platform. This needed to wait until students had completed a set number of diagnostic hours.



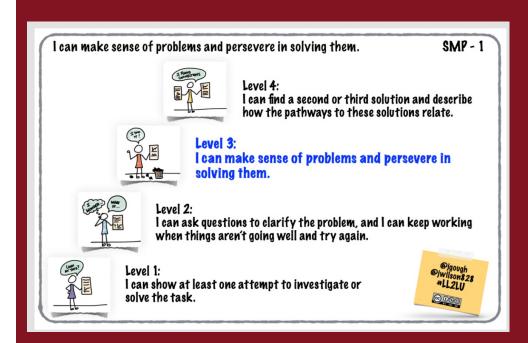
### **Actions To Be Taken**

### MOVING FORWARD – Data Meetings

- On December 3, all grade levels had 90-minute data meetings.
- Administration and staff worked to identify next round intervention targets and students who
  would benefit from intervention in this specific area.
- We have allotted ESSER money for continued data meeting work.

### MOVING FORWARD - Involving Students in the Process

- Student-Facing Rubrics
- Learning Progressions



	Grade 5					
STRUCTURE						
Overall	I taught readers different things about a subject.  I put facts, details, quotes, and ideas into each part of my writing.					
	Did I do it like a fifth grader?			STARTING TO	YES!	
Lead	subject Entre Coop	I wrote an introduction that helped readers get interested in and understand the subject. I let readers know the subtopics I would be developing later as well as the sequence.				
Transitions	Configuration of the second of	When I wrote about results, I used words and phrases like consequently or as a result. When I compared information, I used words and phrases such as in contrast, by comparison, and especially. In narrative parts, I used phrases such as a little later. In sections that stated an opinion, I used words such as but the most important reason and for example.				

**Information Writing Checklist** 

## GOAL #3 – FINDING A PLACE FOR STEM

#### **ACTIONS TAKEN**

#### **Administrative Team**

- Discussed the connection between GRIT and STEM
- Brainstormed how not to put one more thing on teachers' plates during this time and instead make it something they enjoy

#### **Focused Launch**

- Identified grant funds that could be used for the purchase of STEM materials
- Representative of the Kindergarten team, science lab instructor, and tech coach met with Mrs. Brancato to look at materials and develop an implementation plan.

### **STEM Day**

- Students in grades K-6 were grouped together to participate in STEM activities led by the administrative team.
- Students worked collaboratively to solve problems with specific materials and goals.
- Purpose was a soft launch to see how students attacked problems, worked through the design process naturally, etc.

### Coding

- Family Code Night (12/7)
- Hour of Code coming soon

### **Next Steps**

• Continuing to do grade level activities where each lesson has a specific goal (i.e., brainstorming strategies, dealing with difficulties, etc.)



Strong Roots Grow at OPS

