

Princeton Public Schools



Live to Learn, Learn to Live

SUPPORT IN
IDENTIFYING
STUDENT
NEEDS

Start Strong:
Fall 2021
Administrations

Princeton Public
Schools
February 9, 2022

Start Strong Assessment Overview

- Serves as a data point on the level of support a student may need in a grade-level content area.
- Assessed in ELA grades 4-10, Mathematics grades 4-8, Algebra I, Geometry and Algebra II, and in Science grades 6, 9, and 12.
- Based on a **subset** of prioritized **prior-year** academic standards
- Were administered in approximately 45–60-minute blocks.
- Utilize three performance levels:
 - Strong support May Be Needed
 - Some Support May Be Needed and
 - Less Support May Be Needed
- Please Note:
 - Start Strong is just one, single short assessment that in some cases had only 10 questions.
 - The test design, which allowed for shortened testing time and immediate results, means that Start Strong results must be interpreted and used differently than NJSLA results. They do not cover the breadth and depth of standards as seen on the NJSLA and do not support the same comparisons or inferences about student proficiency.

Important to Note

In consideration with the different design and purpose of Start Strong compared to the NJSLA, the NJDOE strongly discourages districts from comparing any individual student, school, or district Start Strong data to any state-level data for Start Strong or to any NJSLA data.

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Section 1

District Analysis

PRINCETON PUBLIC SCHOOLS
2021-22 Fall Start Strong
ELA/Language Arts

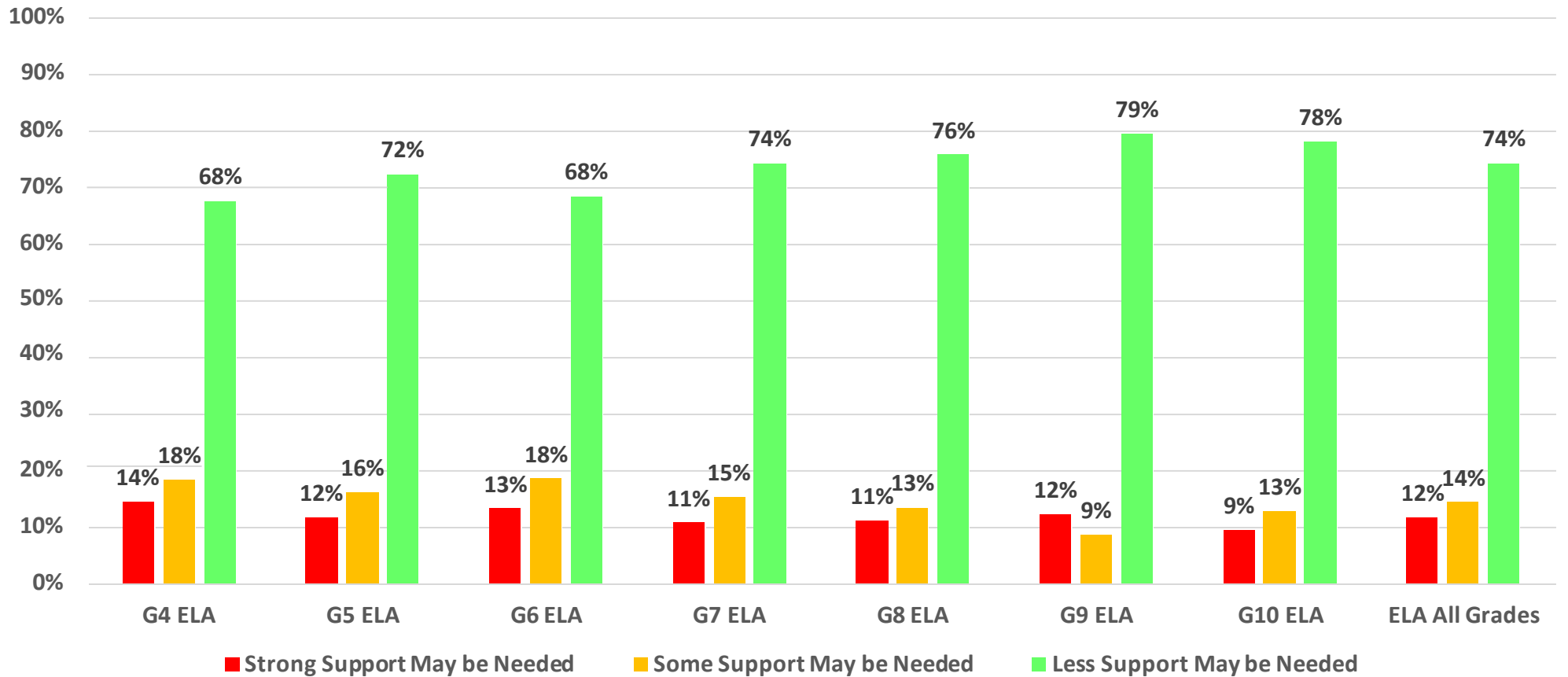
Grade	Total # students Tested	Support Levels					
		Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
		2021-22	2021-22	2021-22	2021-22	2021-22	2021-22
		# of students	% of total	# of students	% of total	# of students	% of total
4	231	33	14%	42	18%	156	68%
5	224	26	12%	36	16%	162	72%
6	244	32	13%	45	18%	167	68%
7	283	30	11%	43	15%	210	74%
8	255	28	11%	34	13%	193	76%
9	340	41	12%	29	9%	270	79%
10	331	31	9%	42	13%	258	78%
All Grades	1,908	221	12%	271	14%	1,416	74%

PRINCETON PUBLIC SCHOOLS

2021-22 Fall Start Strong

ELA/Language Arts

Distribution by Achievement Level



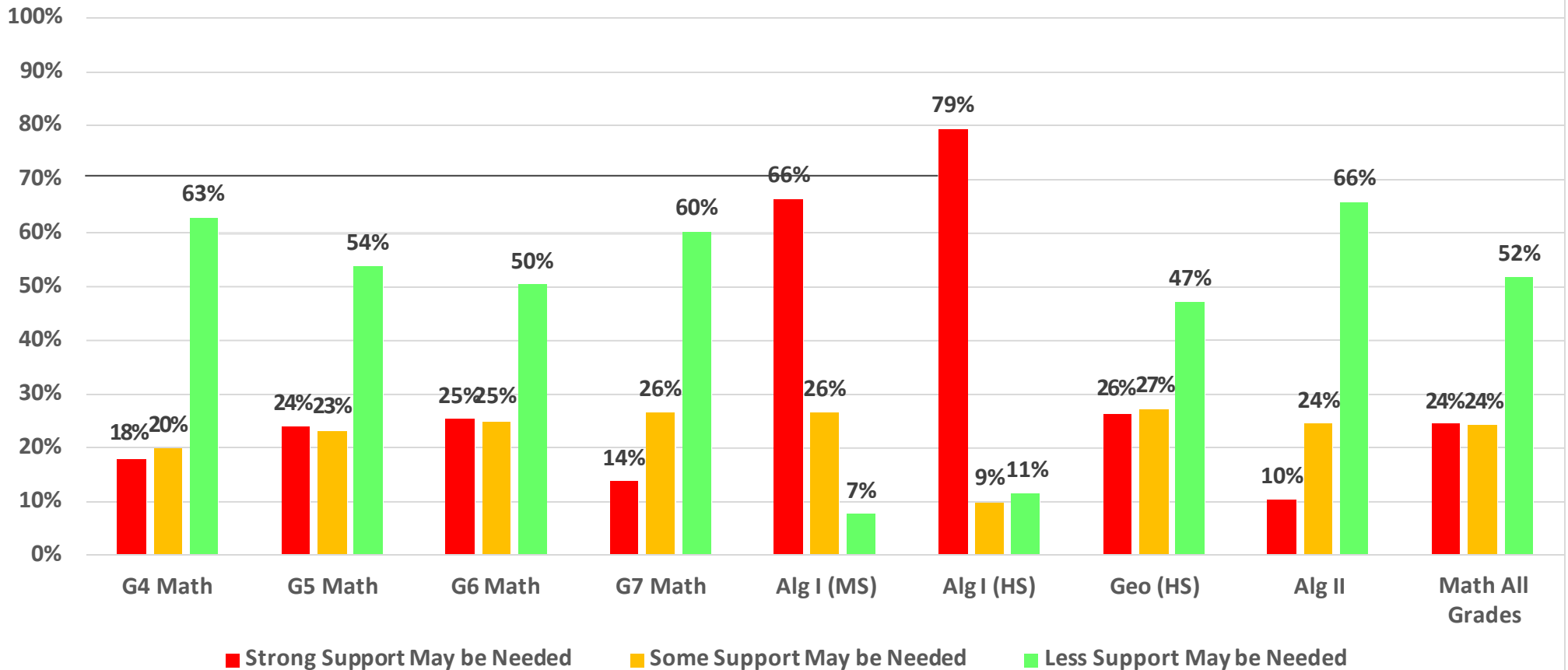
PRINCETON PUBLIC SCHOOLS
2021-22 Fall Start Strong
Mathematics

Grade	Total # students Tested	Support Levels					
		Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
		2021-22	2021-22	2021-22	2021-22	2021-22	2021-22
		# of students	% of total	# of students	% of total	# of students	% of total
4	233	41	18%	46	20%	146	63%
5	228	54	24%	52	23%	122	54%
6	243	61	25%	60	25%	122	50%
7	288	39	14%	76	26%	173	60%
Alg I (MS)	148	98	66%	39	26%	11	7%
Alg I (HS)	53	42	79%	5	9%	6	11%
Geo (HS)	288	75	26%	78	27%	135	47%
Alg II	355	36	10%	86	24%	233	66%
All Grades	1,836	446	24%	442	24%	948	52%

PRINCETON PUBLIC SCHOOLS

2021-22 Fall Start Strong Mathematics

Distribution by Achievement Level



PRINCETON PUBLIC SCHOOLS

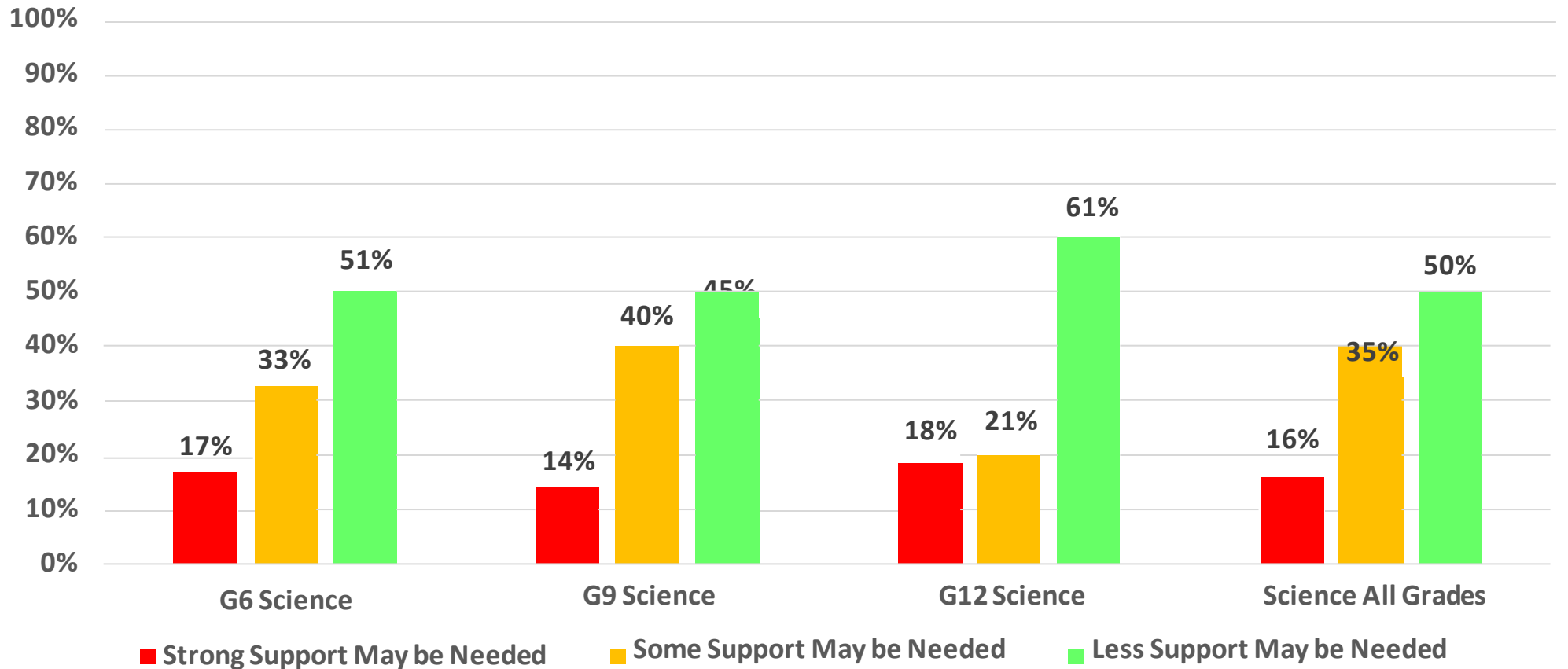
2021-22 Fall Start Strong Science

Grade	Total # students Tested	Support Levels					
		Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
		2021-22	2021-22	2021-22	2021-22	2021-22	2021-22
		# of students	% of total	# of students	% of total	# of students	% of total
6	245	41	17%	80	33%	124	51%
9	349	50	14%	141	40%	158	45%
12	119	22	18%	25	21%	72	61%
All Grades	713	113	16%	246	35%	354	50%

PRINCETON PUBLIC SCHOOLS

2021-22 Fall Start Strong Science

Distribution by Achievement Level



Section 2

Demographic Analysis

PRINCETON PUBLIC SCHOOLS
2021-22 Fall Start Strong Performance by Subgroup Race
ELA/Language Arts

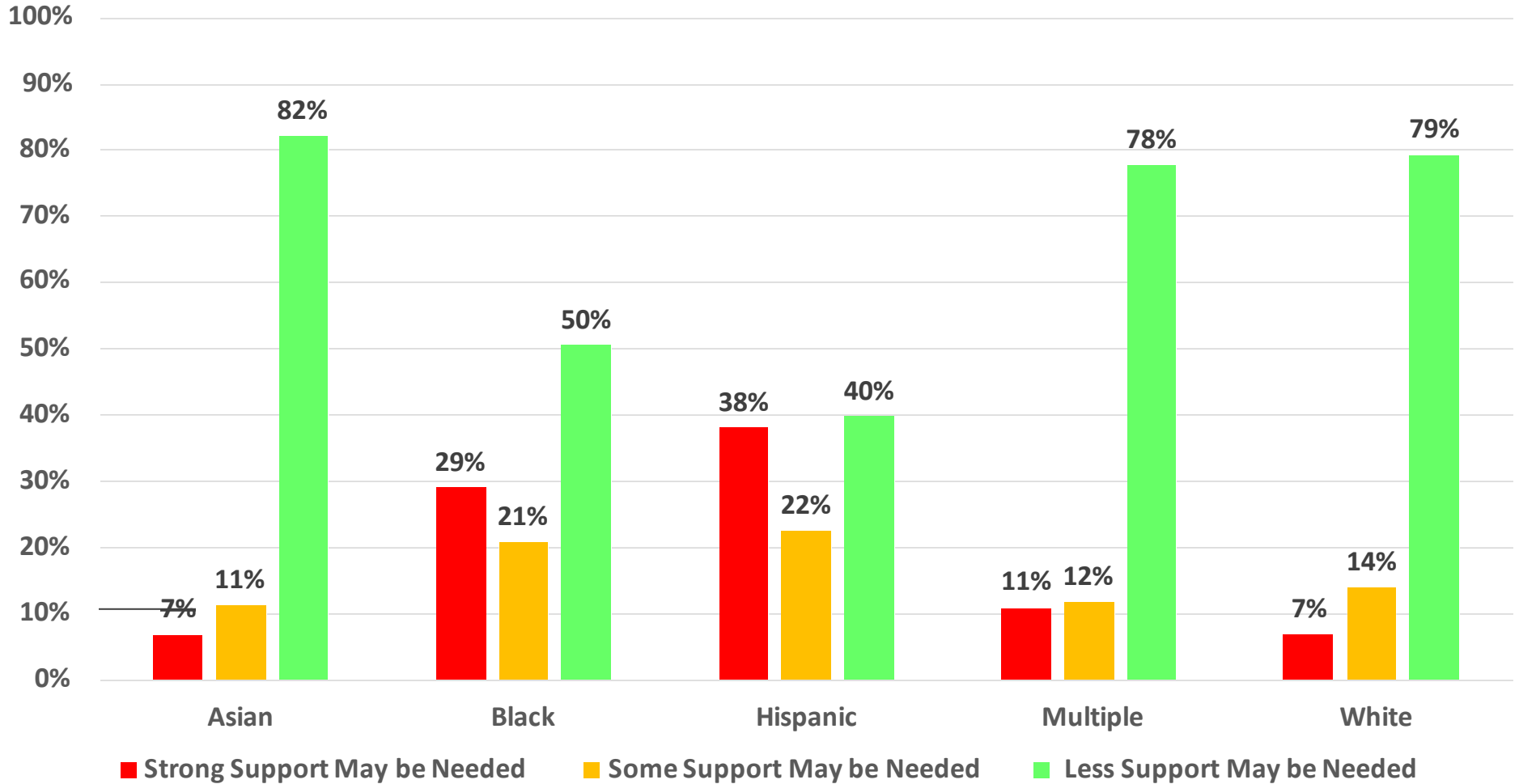
Grade Band	Race	Total # students Tested	% of students Tested	Support Levels					
				Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
				2021-22	2021-22	2021-22	2021-22	2021-22	2021-22
				# of students	% of total	# of students	% of total	# of students	% of total
ES (G4-G5)	Asian	81	18%	7	9%	11	14%	63	78%
	Black	31	7%	8	26%	8	26%	15	48%
	Hispanic	34	7%	15	44%	7	21%	12	35%
	Multiple	81	18%	12	15%	9	11%	60	74%
	White	228	50%	17	7%	43	19%	168	74%
	<i>All Students</i>	455		59	13%	78	17%	318	70%
MS (G6-G8)	Asian	165	21%	8	5%	21	13%	136	82%
	Black	52	7%	16	31%	14	27%	22	42%
	Hispanic	88	11%	36	41%	22	25%	30	34%
	Multiple	99	13%	8	8%	14	14%	77	78%
	White	378	48%	22	6%	51	13%	305	81%
	<i>All Students</i>	782		90	12%	122	16%	570	73%
HS (G9-G12)	Asian	182	27%	14	8%	16	9%	152	84%
	Black	38	6%	11	29%	3	8%	24	63%
	Hispanic	52	8%	15	29%	10	19%	27	52%
	Multiple	84	13%	8	10%	8	10%	68	81%
	Other	1	0%	0	0%	0	0%	1	100%
	White	314	47%	24	8%	34	11%	256	82%
	<i>All Students</i>	671		72	11%	71	11%	528	79%
All Grades	Asian	428	22%	29	7%	48	11%	351	82%
	Black	121	6%	35	29%	25	21%	61	50%
	Hispanic	174	9%	66	38%	39	22%	69	40%
	Multiple	264	14%	28	11%	31	12%	205	78%
	Other	1	0%	0	0%	0	0%	1	100%
	White	920	48%	63	7%	128	14%	729	79%
	<i>All Students</i>	1,908		221	12%	271	14%	1,416	74%

PRINCETON PUBLIC SCHOOLS

2021-22 Fall Start Strong Performance by Subgroup Race

ELA/Language Arts

Distribution by Achievement Level (All Grades)



PRINCETON PUBLIC SCHOOLS
2021-22 Fall Start Strong Performance by Subgroup Race
Mathematics

Grade Band	Race	Total # students Tested	% of students Tested	Support Levels					
				Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
				2021-22	2021-22	2021-22	2021-22	2021-22	2021-22
				# of students	% of total	# of students	% of total	# of students	% of total
ES (G4-G5)	Asian	84	18%	8	10%	10	12%	66	79%
	Black	31	7%	18	58%	6	19%	7	23%
	Hispanic	34	7%	15	44%	10	29%	9	26%
	Multiple	81	18%	14	17%	18	22%	49	60%
	White	231	50%	40	17%	54	23%	137	59%
	<i>All Students</i>	461		95	21%	98	21%	268	58%
MS (G6-G8)	Asian	168	21%	10	6%	30	18%	128	76%
	Black	52	7%	31	60%	10	19%	11	21%
	Hispanic	88	11%	66	75%	14	16%	8	9%
	Multiple	99	13%	31	31%	21	21%	47	47%
	White	381	48%	63	17%	123	32%	195	51%
	<i>All Students</i>	788		201	26%	198	25%	389	49%
HS (G9-G12)	Asian	117	20%	16	14%	16	14%	85	73%
	Black	41	7%	19	46%	13	32%	9	22%
	Hispanic	62	11%	31	50%	19	31%	12	19%
	Multiple	70	12%	18	26%	18	26%	34	49%
	Other	1	0%	1	100%	0	0%	0	0%
	White	296	50%	65	22%	80	27%	151	51%
	<i>All Students</i>	587		150	26%	146	25%	291	50%
All Grades	Asian	369	20%	34	9%	56	15%	279	76%
	Black	124	7%	68	55%	29	23%	27	22%
	Hispanic	184	10%	112	61%	43	23%	29	16%
	Multiple	250	14%	63	25%	57	23%	130	52%
	Other	1	0%	1	100%	0	0%	0	0%
	White	908	49%	168	19%	257	28%	483	53%
	<i>All Students</i>	1,836		446	24%	442	24%	948	52%

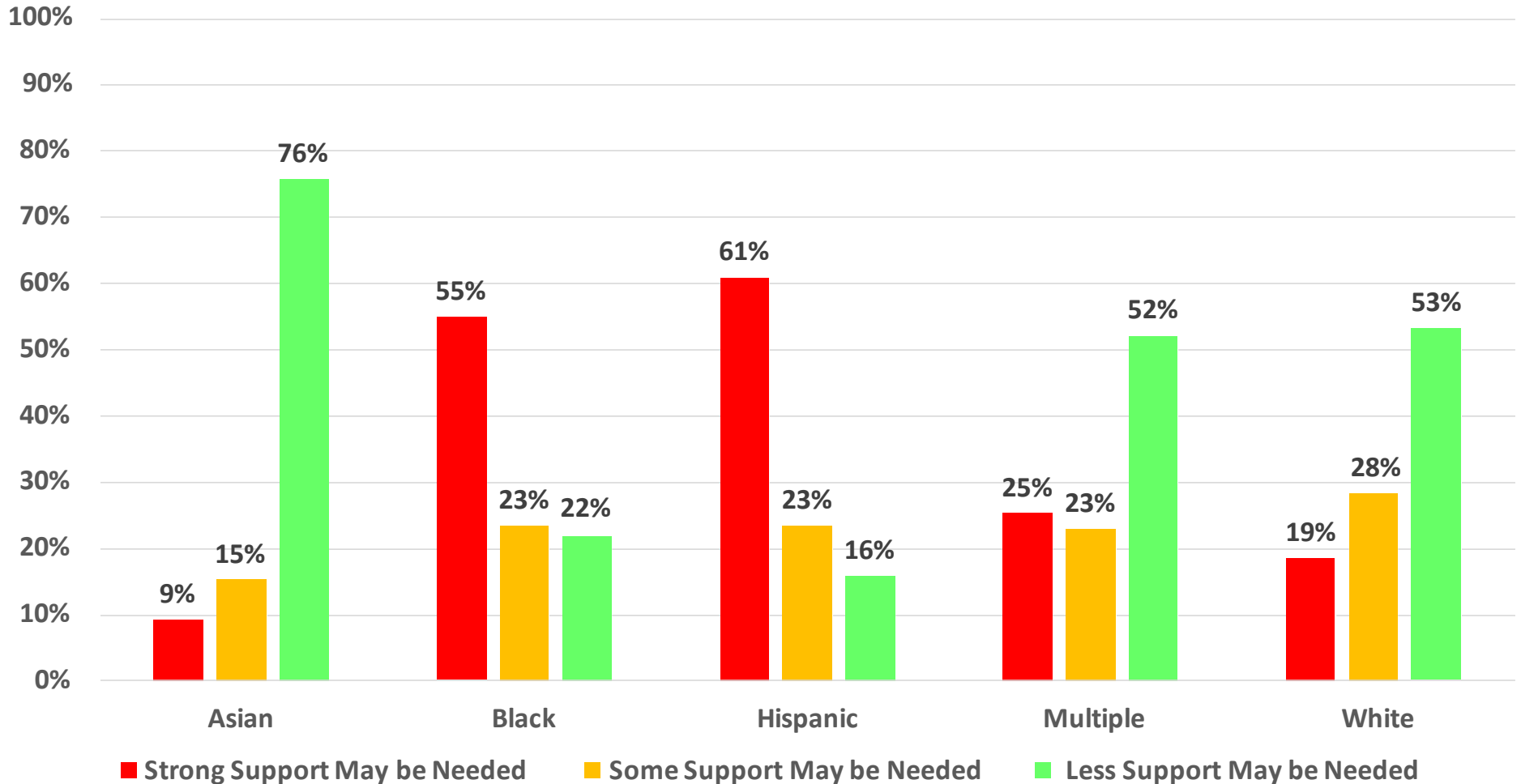
Middle School (MS) Grade Band includes any Algebra I or Geometry results taken in Middle School

PRINCETON PUBLIC SCHOOLS

2021-22 Fall Start Strong Performance by Subgroup Race

Mathematics

Distribution by Achievement Level (All Grades)



PRINCETON PUBLIC SCHOOLS

2021-22 Fall Start Strong Performance by Subgroup **Race**

Science

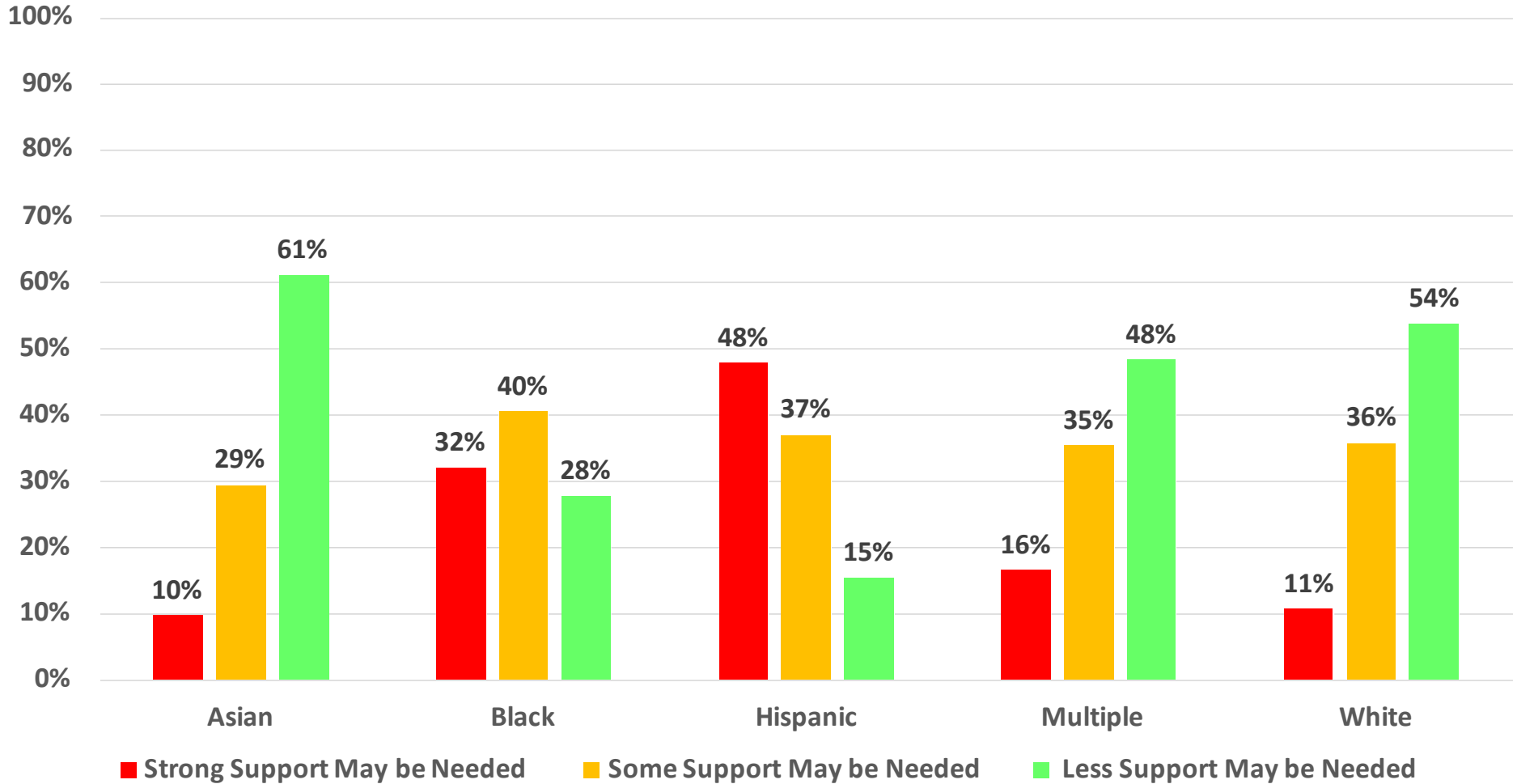
Grade Band	Race	Total # students Tested	% of students Tested	Support Levels					
				Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
				2021-22	2021-22	2021-22	2021-22	2021-22	2021-22
				# of students	% of total	# of students	% of total	# of students	% of total
MS (G6-G8)	Asian	53	22%	4	8%	17	32%	32	60%
	Black	19	8%	6	32%	7	37%	6	32%
	Hispanic	29	12%	14	48%	9	31%	6	21%
	Multiple	30	12%	5	17%	12	40%	13	43%
	White	114	47%	12	11%	35	31%	67	59%
	<i>All Students</i>	245		41	17%	80	33%	124	51%
HS (G9-G12)	Asian	124	26%	13	10%	35	28%	76	61%
	Black	28	6%	9	32%	12	43%	7	25%
	Hispanic	36	8%	17	47%	15	42%	4	11%
	Multiple	55	12%	9	16%	18	33%	28	51%
	White	225	48%	24	11%	86	38%	115	51%
	<i>All Students</i>	468		72	15%	166	35%	230	49%
All Grades	Asian	177	25%	17	10%	52	29%	108	61%
	Black	47	7%	15	32%	19	40%	13	28%
	Hispanic	65	9%	31	48%	24	37%	10	15%
	Multiple	85	12%	14	16%	30	35%	41	48%
	White	339	48%	36	11%	121	36%	182	54%
	<i>All Students</i>	713		113	16%	246	35%	354	50%

PRINCETON PUBLIC SCHOOLS

2021-22 Fall Start Strong Performance by Subgroup Race

Science

Distribution by Achievement Level (All Grades)



PRINCETON PUBLIC SCHOOLS

2021-22 Fall Start Strong Performance by Subgroup **Gender**

ELA/Language Arts

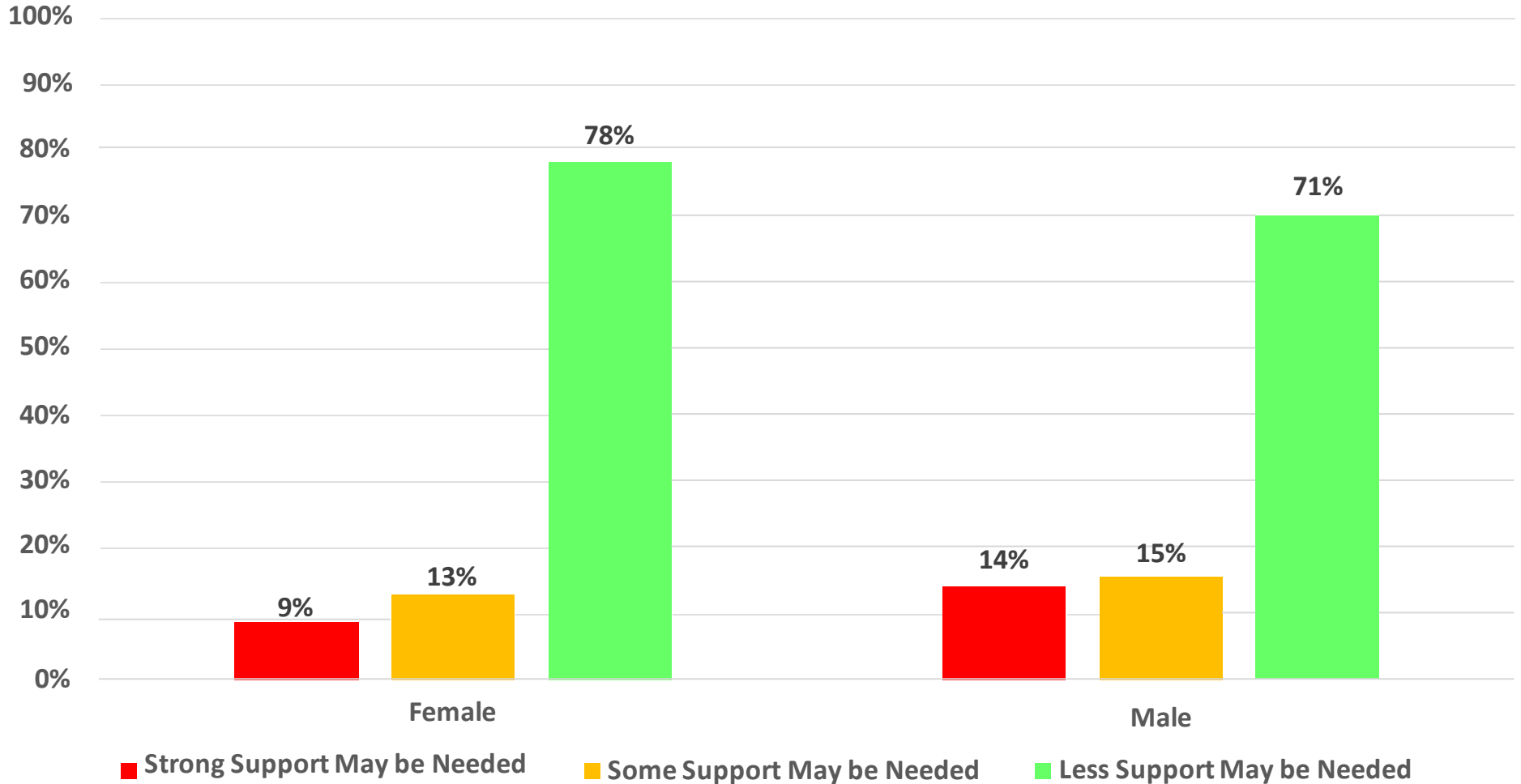
Grade Band	Race	Total # students Tested	% of students Tested	Support Levels					
				Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
				2021-22	2021-22	2021-22	2021-22	2021-22	2021-22
				# of students	% of total	# of students	% of total	# of students	% of total
ES (G4-G5)	Female	195	43%	23	12%	25	13%	147	75%
	Male	260	57%	36	14%	53	20%	171	66%
	<i>All Students</i>	455		59	13%	78	17%	318	70%
MS (G6-G8)	Female	383	49%	35	9%	61	16%	287	75%
	Male	399	51%	55	14%	61	15%	283	71%
	<i>All Students</i>	782		90	12%	122	16%	570	73%
HS (G9-G12)	Female	325	48%	22	7%	30	9%	273	84%
	Male	345	51%	50	14%	41	12%	254	74%
	Other	1	0%	0	0%	0	0%	1	100%
	<i>All Students</i>	671		72	11%	71	11%	528	79%
All Grades	Female	903	47%	80	9%	116	13%	707	78%
	Male	1,004	53%	141	14%	155	15%	708	71%
	Other	1	0%	0	0%	0	0%	1	100%
	<i>All Students</i>	1,908		221	12%	271	14%	1,416	74%

PRINCETON PUBLIC SCHOOLS

2021-22 Fall Start Strong Performance by Subgroup Gender

ELA/Language Arts

Distribution by Achievement Level (All Grades)



PRINCETON PUBLIC SCHOOLS

2021-22 Fall Start Strong Performance by Subgroup **Gender**

Mathematics

Grade Band	Race	Total # students Tested	% of students Tested	Support Levels					
				Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
				2021-22	2021-22	2021-22	2021-22	2021-22	2021-22
				# of students	% of total	# of students	% of total	# of students	% of total
ES (G4-G5)	Female	201	44%	51	25%	49	24%	101	50%
	Male	260	56%	44	17%	49	19%	167	64%
	<i>All Students</i>	461		95	21%	98	21%	268	58%
MS (G6-G8)	Female	387	49%	111	29%	85	22%	191	49%
	Male	401	51%	90	22%	113	28%	198	49%
	<i>All Students</i>	788		201	26%	198	25%	389	49%
HS (G9-G12)	Female	273	47%	65	24%	65	24%	143	52%
	Male	313	53%	85	27%	80	26%	148	47%
	Other	1	0%	0	0%	1	100%	0	0%
	<i>All Students</i>	587		150	26%	146	25%	291	50%
All Grades	Female	861	47%	227	26%	199	23%	435	51%
	Male	974	53%	219	22%	242	25%	513	53%
	Other	1	0%	0	0%	1	100%	0	0%
	<i>All Students</i>	1,836		446	24%	442	24%	948	52%

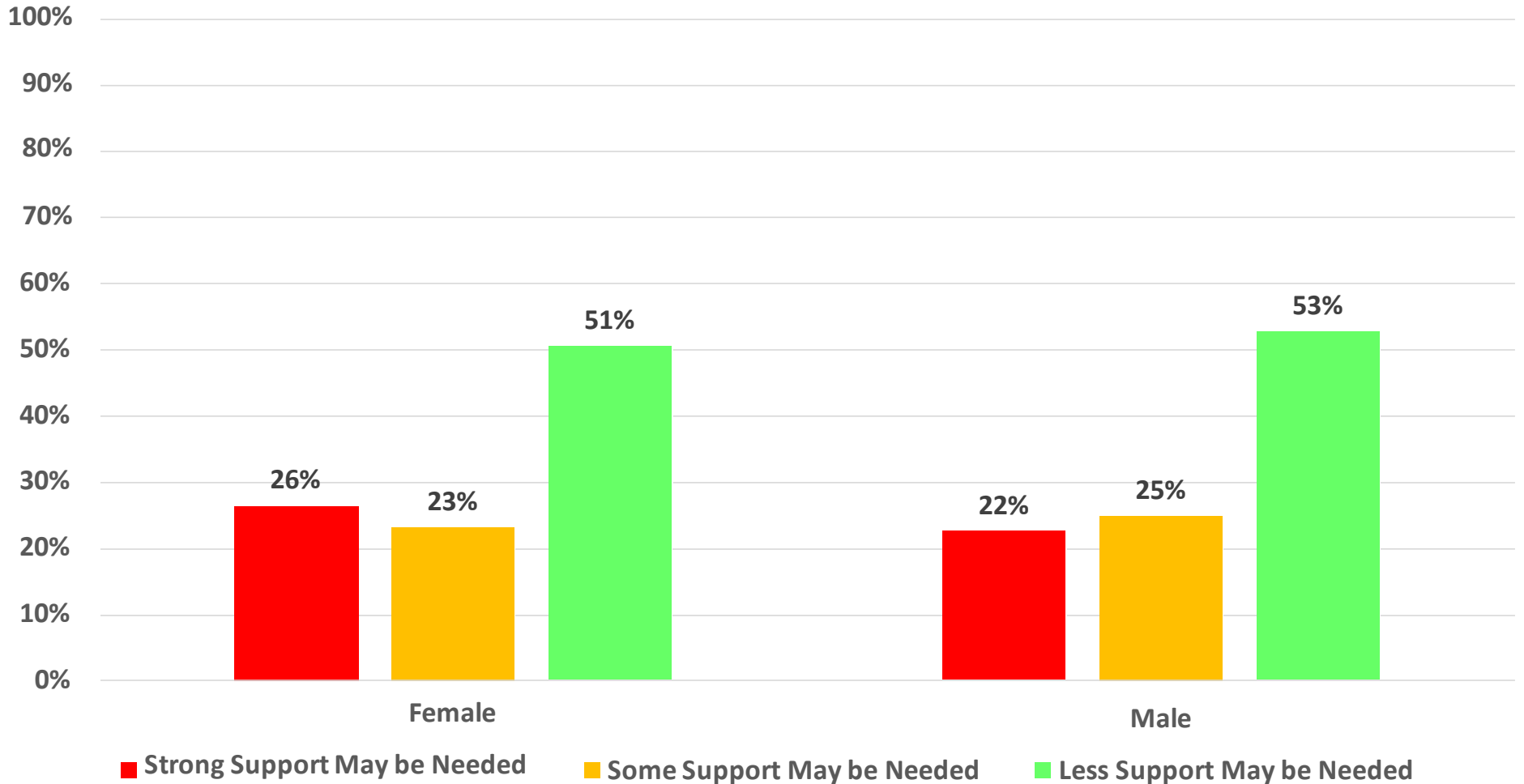
Middle School (MS) Grade Band includes any Algebra I or Geometry results taken in Middle School

PRINCETON PUBLIC SCHOOLS

2021-22 Fall Start Strong Performance by Subgroup Gender

Mathematics

Distribution by Achievement Level (All Grades)



PRINCETON PUBLIC SCHOOLS

2021-22 Fall Start Strong Performance by Subgroup **Gender** Science

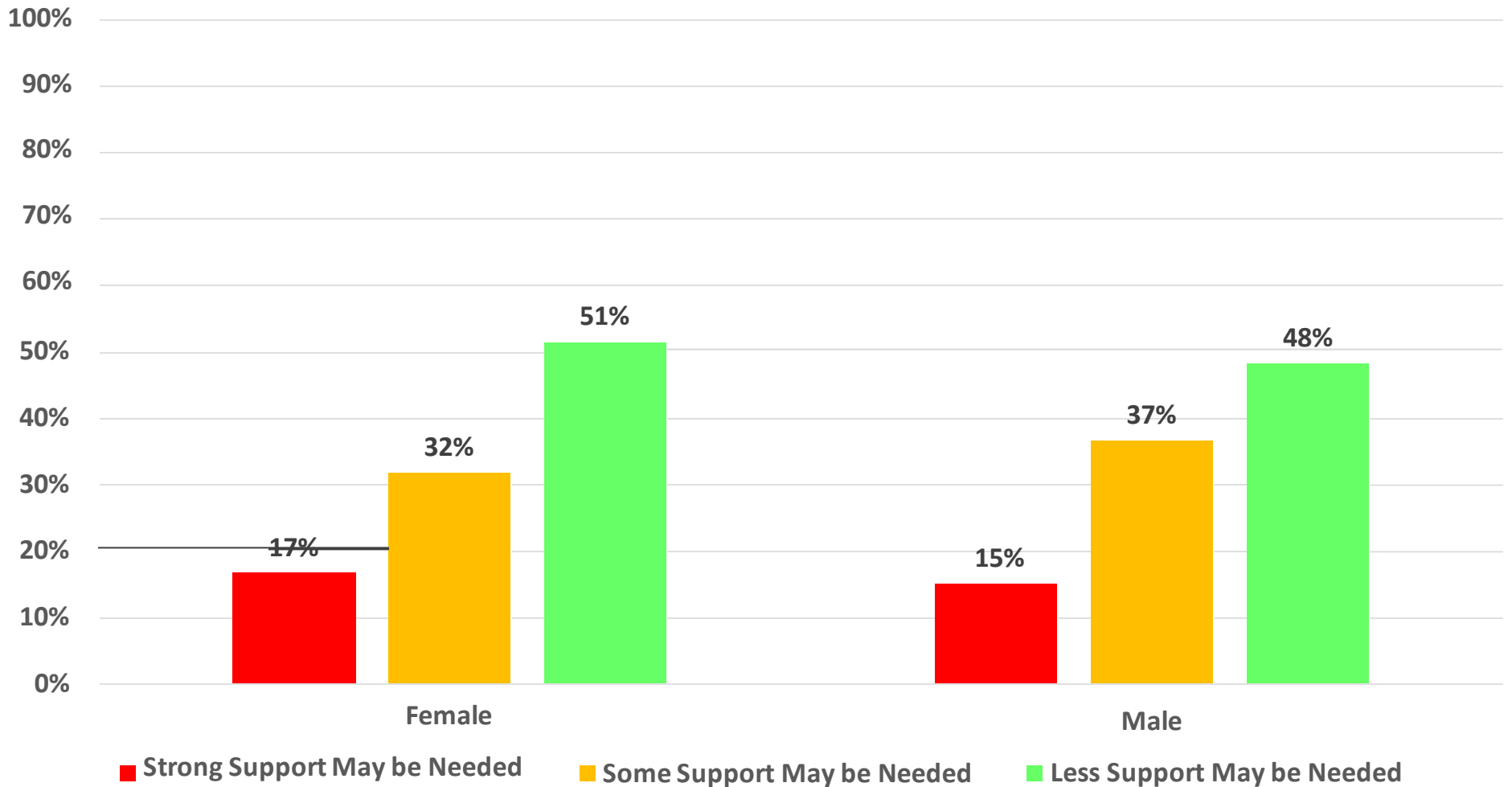
Grade Band	Race	Total # students Tested	% of students Tested	Support Levels					
				Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
				2021-22	2021-22	2021-22	2021-22	2021-22	2021-22
				# of students	% of total	# of students	% of total	# of students	% of total
MS (G6-G8)	Female	110	45%	15	14%	36	33%	59	54%
	Male	135	55%	26	19%	44	33%	65	48%
	<i>All Students</i>	245		41	17%	80	33%	124	51%
HS (G9-G12)	Female	201	43%	37	18%	63	31%	101	50%
	Male	267	57%	35	13%	103	39%	129	48%
	<i>All Students</i>	468		72	15%	166	35%	230	49%
All Grades	Female	311	44%	52	17%	99	32%	160	51%
	Male	402	56%	61	15%	147	37%	194	48%
	<i>All Students</i>	713		113	16%	246	35%	354	50%

PRINCETON PUBLIC SCHOOLS

2021-22 Fall Start Strong Performance by Subgroup Gender

Science

Distribution by Achievement Level (All Grades)



PRINCETON PUBLIC SCHOOLS
2021-22 Fall Start Strong Performance by Subgroup Program
ELA/Language Arts

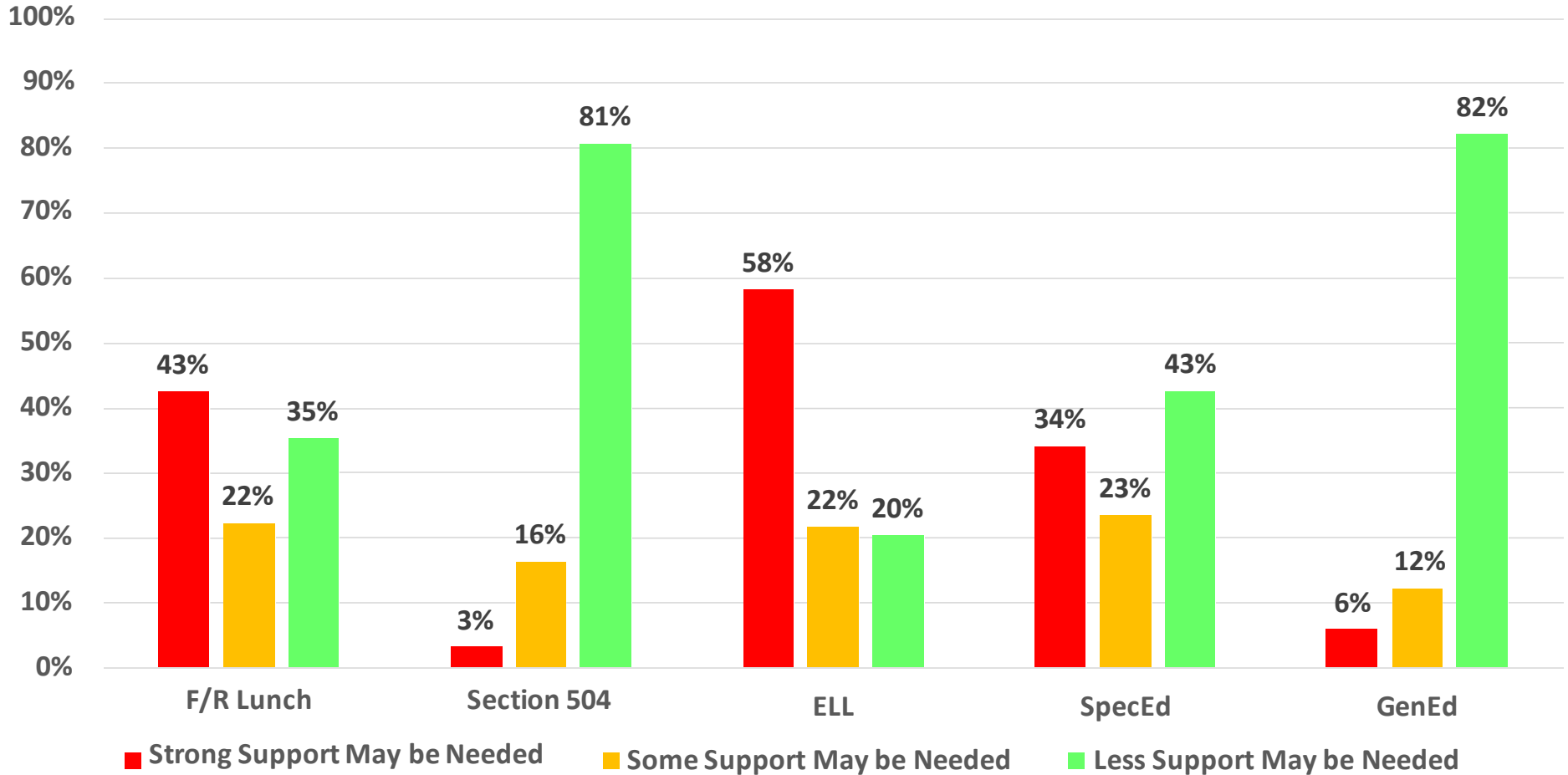
Grade Band	Race	Total # students Tested	% of students Tested	Support Levels					
				Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
				2021-22	2021-22	2021-22	2021-22	2021-22	2021-22
				# of students	% of total	# of students	% of total	# of students	% of total
ES (G4-G5)	F/R Lunch	50	11%	23	46%	10	20%	17	34%
	Section 504	19	4%	1	5%	9	47%	9	47%
	ELL	20	4%	14	70%	5	25%	1	5%
	SpecEd	84	18%	27	32%	22	26%	35	42%
	GenEd	355	78%	21	6%	52	15%	282	79%
	<i>All Students</i>	455		59	13%	78	17%	318	70%
MS (G6-G8)	F/R Lunch	115	15%	51	44%	28	24%	36	31%
	Section 504	52	7%	2	4%	7	13%	43	83%
	ELL	30	4%	18	60%	7	23%	5	17%
	SpecEd	120	15%	41	34%	28	23%	51	43%
	GenEd	637	81%	35	5%	87	14%	515	81%
	<i>All Students</i>	782		90	12%	122	16%	570	73%
HS (G9-G12)	F/R Lunch	42	6%	14	33%	8	19%	20	48%
	Section 504	58	9%	1	2%	5	9%	52	90%
	ELL	24	4%	11	46%	4	17%	9	38%
	SpecEd	78	12%	28	36%	16	21%	34	44%
	GenEd	571	85%	35	6%	51	9%	485	85%
	<i>All Students</i>	671		72	11%	71	11%	528	79%
All Grades	F/R Lunch	207	11%	88	43%	46	22%	73	35%
	Section 504	129	7%	4	3%	21	16%	104	81%
	ELL	74	4%	43	58%	16	22%	15	20%
	SpecEd	282	15%	96	34%	66	23%	120	43%
	GenEd	1,563	82%	91	6%	190	12%	1,282	82%
	<i>All Students</i>	1,908		221	12%	271	14%	1,416	74%

PRINCETON PUBLIC SCHOOLS

2021-22 Fall Start Strong Performance by Subgroup Program

ELA/Language Arts

Distribution by Achievement Level (All Grades)



PRINCETON PUBLIC SCHOOLS
2021-22 Fall Start Strong Performance by Subgroup Program
Mathematics

Grade Band	Race	Total # students Tested	% of students Tested	Support Levels					
				Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
				2021-22	2021-22	2021-22	2021-22	2021-22	2021-22
				# of students	% of total	# of students	% of total	# of students	% of total
ES (G4-G5)	F/R Lunch	50	11%	27	54%	14	28%	9	18%
	Section 504	19	4%	4	21%	5	26%	10	53%
	ELL	26	6%	11	42%	4	15%	11	42%
	SpecEd	84	18%	34	40%	24	29%	26	31%
	GenEd	355	77%	54	15%	70	20%	231	65%
	<i>All Students</i>	461		95	21%	98	21%	268	58%
MS (G6-G8)	F/R Lunch	115	15%	89	77%	20	17%	6	5%
	Section 504	52	7%	11	21%	19	37%	22	42%
	ELL	39	5%	22	56%	10	26%	7	18%
	SpecEd	118	15%	74	63%	25	21%	19	16%
	GenEd	636	81%	109	17%	164	26%	363	57%
	<i>All Students</i>	788		201	26%	198	25%	389	49%
HS (G9-G12)	F/R Lunch	57	10%	37	65%	14	25%	6	11%
	Section 504	48	8%	12	25%	20	42%	16	33%
	ELL	32	5%	20	63%	3	9%	9	28%
	SpecEd	87	15%	60	69%	16	18%	11	13%
	GenEd	470	80%	72	15%	127	27%	271	58%
	<i>All Students</i>	587		150	26%	146	25%	291	50%
All Grades	F/R Lunch	222	12%	153	69%	48	22%	21	9%
	Section 504	119	6%	27	23%	44	37%	48	40%
	ELL	97	5%	53	55%	17	18%	27	28%
	SpecEd	289	16%	168	58%	65	22%	56	19%
	GenEd	1,461	80%	235	16%	361	25%	865	59%
	<i>All Students</i>	1,836		446	24%	442	24%	948	52%

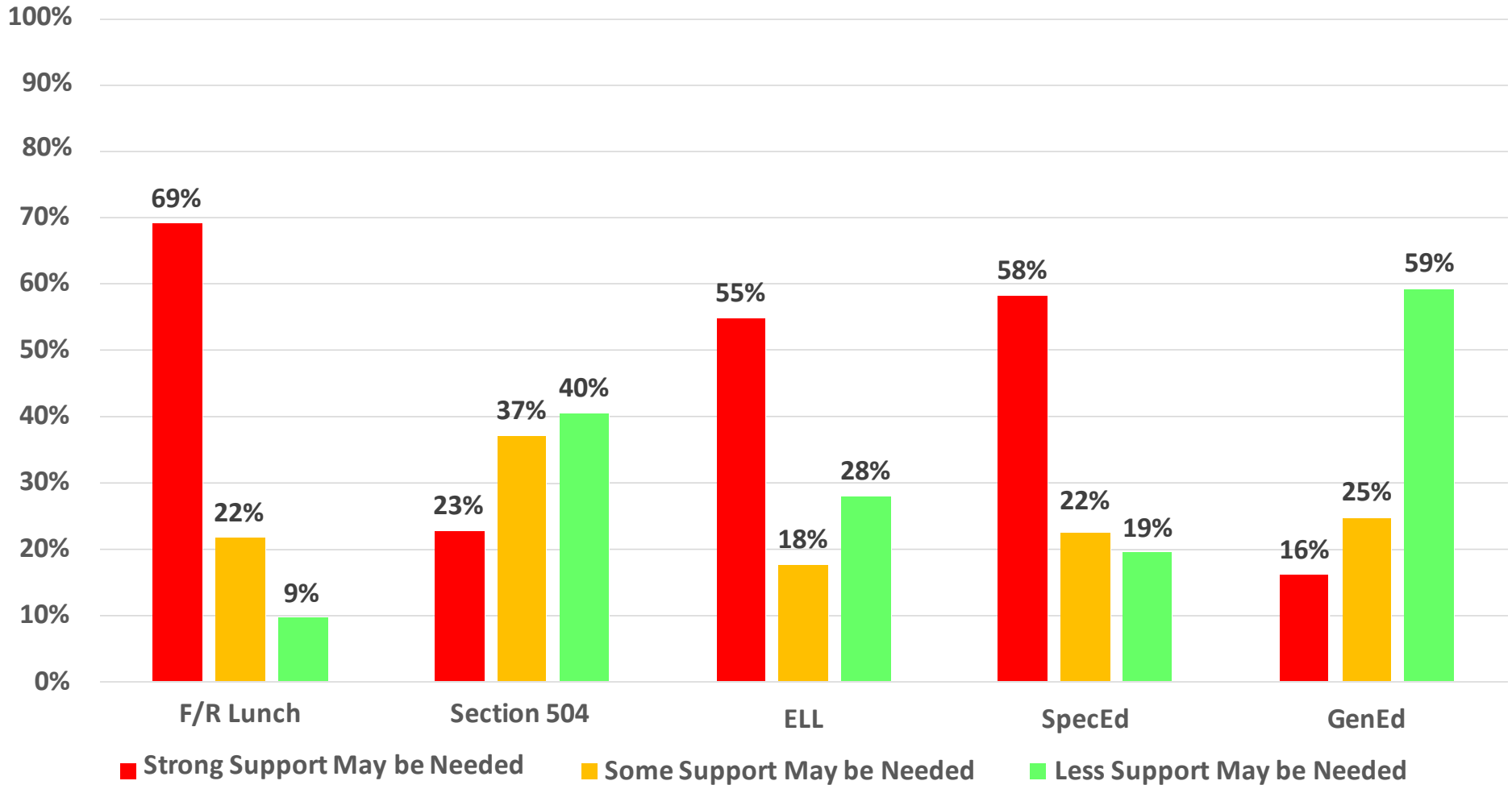
Middle School (MS) Grade Band includes any Algebra I or Geometry results taken in Middle School

PRINCETON PUBLIC SCHOOLS

2021-22 Fall Start Strong Performance by Subgroup Program

Mathematics

Distribution by Achievement Level (All Grades)



PRINCETON PUBLIC SCHOOLS

2021-22 Fall Start Strong Performance by Subgroup Program

Science

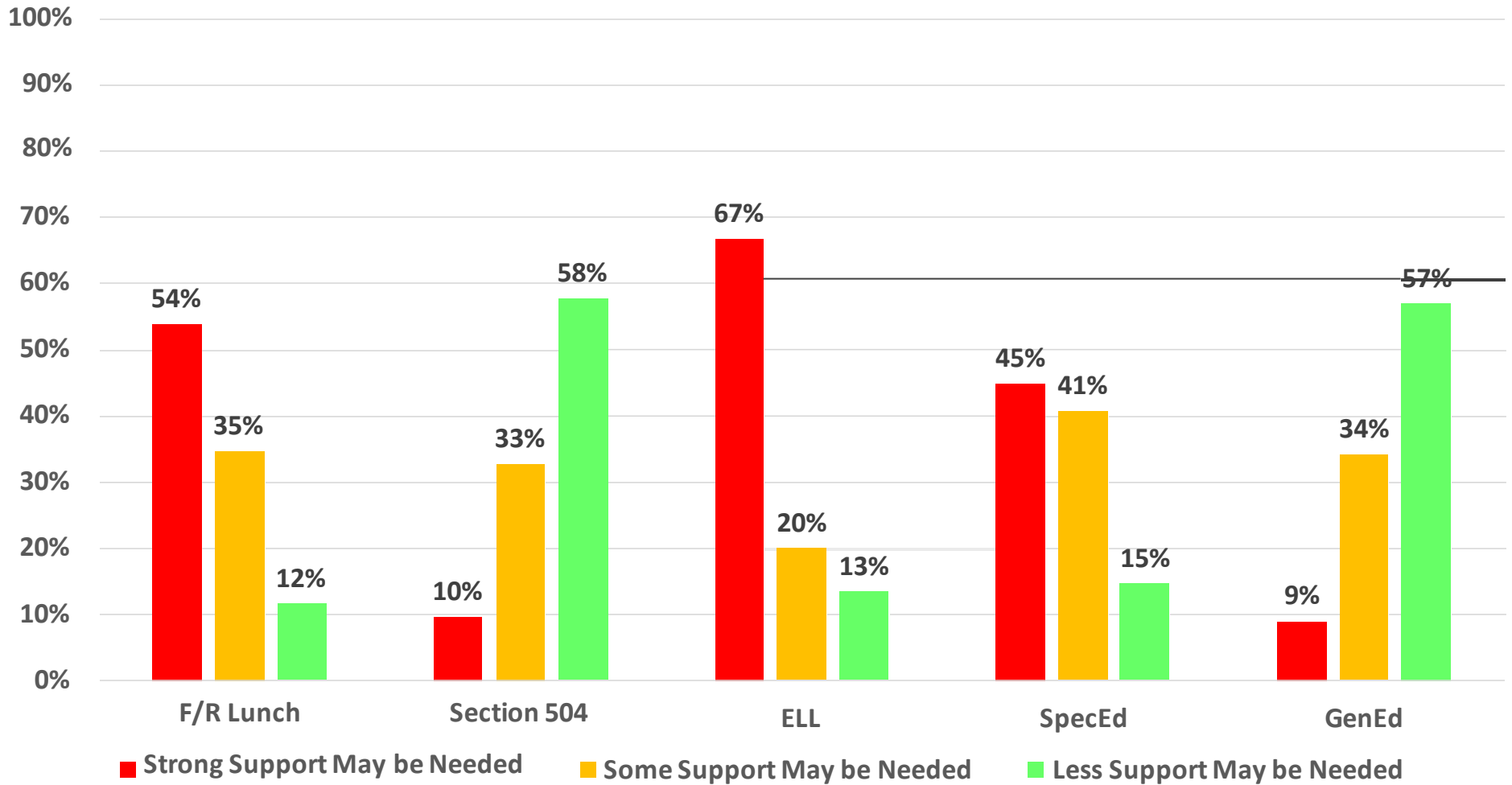
Grade Band	Race	Total # students Tested	% of students Tested	Support Levels					
				Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
				2021-22	2021-22	2021-22	2021-22	2021-22	2021-22
				# of students	% of total	# of students	% of total	# of students	% of total
MS (G6-G8)	F/R Lunch	39	16%	22	56%	13	33%	4	10%
	Section 504	12	5%	1	8%	4	33%	7	58%
	ELL	11	4%	9	82%	2	18%	0	0%
	SpecEd	39	16%	16	41%	18	46%	5	13%
	GenEd	198	81%	18	9%	61	31%	119	60%
	<i>All Students</i>	<i>245</i>		<i>41</i>	<i>17%</i>	<i>80</i>	<i>33%</i>	<i>124</i>	<i>51%</i>
HS (G9-G12)	F/R Lunch	39	8%	20	51%	14	36%	5	13%
	Section 504	40	9%	4	10%	13	33%	23	58%
	ELL	19	4%	11	58%	4	21%	4	21%
	SpecEd	57	12%	27	47%	21	37%	9	16%
	GenEd	393	84%	35	9%	141	36%	217	55%
	<i>All Students</i>	<i>468</i>		<i>72</i>	<i>15%</i>	<i>166</i>	<i>35%</i>	<i>230</i>	<i>49%</i>
All Grades	F/R Lunch	78	11%	42	54%	27	35%	9	12%
	Section 504	52	7%	5	10%	17	33%	30	58%
	ELL	30	4%	20	67%	6	20%	4	13%
	SpecEd	96	13%	43	45%	39	41%	14	15%
	GenEd	591	83%	53	9%	202	34%	336	57%
	<i>All Students</i>	<i>713</i>		<i>113</i>	<i>16%</i>	<i>246</i>	<i>35%</i>	<i>354</i>	<i>50%</i>

PRINCETON PUBLIC SCHOOLS

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Science

Distribution by Achievement Level (All Grades)



Key Takeaways

- The results of the Start Strong Assessment mirrors historical trends in New Jersey's standardized assessment data.
- The observations from the Start Strong Assessment are consistent with national pandemic-era observations:
 - Unfinished learning may be greater in math than in reading.
 - Unfinished learning may be greater for elementary students than for older students.
 - For historically underserved student populations, gaps continue to persist.

Defining Unfinished Learning: A term used by the NJDOE, unfinished learning refers to concepts' students have not mastered yet, including knowledge they will need in order to grasp upcoming skills, standards, and/or concepts.

Key District Focus Areas

Focus Area 1: Provide a physically and socially/emotionally/culturally safe, secure, equitable and responsive environment for students and staff

Focus Area 2: Provide support for students and increase teacher capacity in the area of instruction - Addressing identified learning or opportunity gaps

Intervention Strategies

Pandemic Recovery and Accelerating Learning

- Emphasis on Social and Emotional Learning
- Professional Development inclusive of Trauma Informed Practices, Executive Functioning Skills, Equitable Teaching & Learning Practices and Accelerating Learning
- Summer 2021 Programs Offered
 - Extended School Year (ESY)
 - Elementary support programs for at-risk and ESL students
 - Summer ELLs at PHS for students new to the country and PHS
 - PMS Tiger Camp for at-risk students
 - PMS Bridge Program for rising 6th graders
 - PHS Biology Bridge Program for rising 9th graders
 - PHS Extension Program for ELA, Math and Science
- Individual School Plans and Use of ESSER Funding
 - Teacher Support
 - Expanded Learning Opportunities
 - Mental Health Supports
 - Covid prevention and mitigation strategies – Purchase of OWLs Pro 360-degree camera, mic and speaker devices that immerse remote students in the classroom

Leveraging ESSER

❑ Addressing Impacted Learning

- Teacher training and professional development on
 - Co-teaching strategies
 - Sheltered Instructional Strategies
 - Developing Multi-tiered Systems of Support
 - Problem-Based Learning training
- Review and revise the I&RS program

❑ Expanded Learning for Students

- Connections summer and afterschool program for RS and LB for the 21-22, 22-23, 23-24 school year (Note: our regular Title funds help us to leverage expanded learning opportunities for students at all our schools for both summer and after school)
- Tier III After School 1:1 tutoring throughout the district according to need for the 21-22, 22-23 school year
- Extended School Day and Extended School Year for special education students for 20-21, 21-22 school years

❑ Mental Health support

- Partnership with outside agencies for additional behaviorist support and social worker counseling during the school day and after school 21-22 and 22-23 school year
- Develop a MTSS for behavior and mental health intervention

Next Steps - ELA

ALL

- Provide teachers with professional development to support strengthening the praxis and pedagogy needed to teach students from historically and culturally marginalized populations

4th and 5th Grades

- Provide teachers with differentiated professional development through ongoing, embedded, coaching cycles focused on data-informed instruction and horizontal and vertical articulation
- Focus on small group instruction, expanding the use of visual learning tools, and growing students' independence during TCRWP Staff Development

6th through 8th Grades

- Broaden the use of CommonLit from a Beginning-of-Year assessment tool to a benchmark assessment tool to increase opportunities for students to become familiar with question types and to provide teachers with standards-based data used to drive instruction
- Implement Reading Plus programming for data-identified students during PAWS
- Continue to focus on data-informed instruction during TCRWP Staff Development

9th through 12th Grades

- Expanding the PHS Intervention & Credit Recovery System, including Saturdays and summer instruction by PHS ELA teachers
- Changes in English Plus course to increase enrollment/ reach more students who would benefit from skill support

Next Steps - Math

1. District based instructional planning for student success

March 2021

Curriculum Review for cohesiveness

July- August 2021

Alignment of prior knowledge standards to current units of study to address interrupted learning.

September 2021 (classroom level data)

PD on prior knowledge checks and common unit assessments (K-5)

Start Strong Assessments

November 2021- January 2022

LinkIt Pilot approved

District benchmarks in Grades 2-Algebra II (November 21 –January 22)

2. School based instructional supports for student success

PAWS program (PMS)

Plus Classes (PHS)

Next Steps - Science

- Professional development on designing and implementing a Learner-Active Technology-Infused classroom. Teachers will design and implement authentic learning experiences for students using the problem-based learning approach.
 - 2021 -2025: Provide 6-12 science gen. ed. and sp. ed. teachers with differentiated professional development through ongoing, embedded, coaching cycles utilizing the IDE consultant
 - 2022-2026: Provide gen. ed. and sp. ed. teachers with differentiated professional development through ongoing, embedded, coaching cycles utilizing the IDE consultant
- Continue to provide professional development on co-teaching strategies, small group instruction, scaffolding and growing students' independence
- Disaggregating assessment data and using it to design individualized supports for students
- Curriculum planning and revisiting the prerequisite concepts and skills aligned to the NJSLs and evaluating scope and sequence based on student support needs
- Offer Summer Bridge programs in Biology and Chemistry at PHS
- Offer Environmental Science as a third-year resource room science course
- Design and implement the Biology I curriculum for the PHS Science Pathway for ESL students

Key District Priorities

- Improve student achievement at all grade levels for all students, and identify, address, and decrease achievement gaps where they exist.
- Continue to develop curriculum that develops the whole child to be open-minded, critical thinkers, using evidenced-based social-emotional practices in all grades aligned to the most current New Jersey Student Learning Standards.
- Utilize qualitative and quantitative data to ensure we know our students and how to meet their diverse needs, ensuring equity and access for all.
- Strategically utilize resources, including but not limited to staff, time and funding to support district goals