

# LYNDHURST PUBLIC SCHOOLS

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2014-15 District Performance Review and  
2015-17 District Improvement Plan

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# INTRODUCTION

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# 2014-15 Quality Single Accountability Consortium (QSAC) Results

- Five QSAC Areas and Scores Earned
  - Personnel – 100%
  - Governance – 100%
  - Fiscal Management – 100%
  - Operations – 95%
  - Instruction and Program – 75%
- To satisfy the state requirements as per QSAC, a district must earn 80% or higher in each of the five QSAC areas
- Lyndhurst's performance in Instruction and Program requires the district to create a District Improvement Plan and undergo further review by QSAC during 2015-16

# 2014-15 QSAC Finding: Student Achievement Deficiencies

- The district did not meet the Annual Measurable Objective (AMO) in Language Arts Literacy (LAL) or in Math for the district's total population
  - LAL target was 78.5% - District earned a score of 70.5% (-8%)
  - Math target was 82.5% - District earned a score of 71.3% (-11.3%)
- The district did not meet the goal for students who graduated by passing the High School Proficiency Assessment
  - Graduation rate target by way of the HSPA was 95%
  - 87.5% of students graduated from LHS by way of the HSPA

# Impact of PARCC on QSAC 2015-16

- PARCC was introduced as the new standard measure of student performance in 2014-15
- Since 2014-15 was the first year of PARCC, no baseline data has yet been established
- For this reason, QSAC's review of a district's Instruction and Program for 2015-16 will continue to be based on the 2013-14 NJASK/NJHSPA scores
- As a result, Lyndhurst will not be able to demonstrate improvement in test scores until 2016-17
- Our QSAC monitoring will, therefore, be for a two-year period

# 2015-17 Requirements

- Re-organize QSAC Stakeholder Committee (Faculty, LBOE members, administrators, LEA representation)
- Compose and submit a Board Approved District Improvement Plan to the NJDOE by November 1, 2015
- Implement DIP
- Submit to QSAC monitoring as directed
- Comply with further directives of County/NJDOE
- Seek to earn a score of 80 or higher by QSAC in Instruction and Program during 2016-17 monitoring period and maintain all other QSAC component scores

# TEN STEPS TO SUCCESS

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Lyndhurst Public Schools  
District Improvement Plan  
2015-17

# DIP Action Step #1

## Formation of District Leadership Committees

- Curriculum & Instruction
  - Assessment
  - SPED/Title I
  - Professional Development
  - Technology
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- Each committee is comprised of a variety of administrators and teachers
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- Committee Goals:
    - Identify content-specific needs
    - Interface with one another
    - Implement strategies across all curricula areas in order to improve instruction, student engagement, and student achievement



# DIP Action Step #2

## Curricula Revisions

- The curricula of multiple disciplines, including Language Arts Literacy and Mathematics, were revised as of September 2015
- Continuous reviews and revisions will be scheduled routinely during the 2015-16 school year to ensure alignment between learning goals, activities, and NJCCCS

# DIP Action Step #3

## Enhancing the LAL Curriculum

- Expansive implementation of *Write Steps* to K-5
- District-wide implementation of *Reading A to Z* (RAZ Kids) in grades K-2 as a supplemental instructional resource
- Literacy Consultant gr K-5
- Leveled Libraries in all K-5 classrooms by Sept 2016
- 2015-16 Pilot Program: Running Records Reading data in grades 4-5 at Roosevelt School
- Use of Rubrics to Analyze and Assess Writing (district-wide)
- *Language Arts Plus* course offered to at-risk students (LHS)
- New Course offerings: *Creative Writing* Course (Lincoln School) and *Holocaust Literature* Course (LHS)

# DIP Action Step #4

## Enhancing the Math Curriculum

- Newly appointed Supervisor of Mathematics will provide in-district training to Math dept (CCSS and PARCC)
  - Active Member of NJ Standards Review Committee
  - Active Member of PARCC Review Committee
- Expansive Implementation of *Math in Focus* - program will be used for mathematics instruction in K-8 district-wide
- Mathematics Seminar Course at LHS
  - Full year course designed to provide differentiated instruction so at-risk students gain proficiency in math concepts and are better prepared for standardized assessments (PARCC, SAT, etc.)
- Advanced Placement (AP) Statistics Course at LHS

# DIP Action Step #5

## Improving Remedial Services in Math/LAL

- All newly appointed Remedial Instructors now required to hold a Special Education certification
- A comprehensive audit of past Remedial/Title I criteria has been conducted
- As a result, a newly established criteria driven by formative and summative assessments, teacher recommendation and parent input/recommendation has been implemented to determine the “At Risk” student community for the 2015-16 school year
- Remedial instructors will work collaboratively and routinely to use student performance data to identify and address specific needs of each “At Risk” student

# DIP Action Step #6

## Special Education and Remedial Services

- New Supervisor of Special Services will work in conjunction with the Supervisor of Remedial Instruction (a position new to the district for 2015-16) to develop a continuum of services for students at risk/in need
- New Programs for Remedial and Special Education Students
  - *Phonics First*
  - *Explode the Code*
- Enhanced focus on literacy assessments in both service areas
- Content area curricula will be reviewed and revised for their implementation with remedial and resource students

# DIP Action Step #7

## Quarterlies to Replace Mid-Term/Final Exams

- In place of mid-term and final examinations in grades 6-12, student performance will be assessed on a quarterly basis using standards-aligned assessments
  - One quarterly assessment/marking period
  - Equivalent to 20% of marking period grade
  - Final course grade is the average of the four earned marking period grades
- Benefits:
  - More frequent and specific measures of students' progress
  - More data to determine instructional needs of next quarter
  - Re-teaching strategies and advanced instructional practices can be more appropriately integrated

# DIP Action Step #8

## Teachers Responsible for 2 SGOs

- All teachers in all grades will be responsible for 2 Student Growth Objectives
  - In previous years, only select teachers had two SGOs
  - Each SGO will have either 3 or 4 tiers representing the various levels of students in their class
  - Principals will ensure that there is a focus on the "ambitious" nature of these SGOs in addition to their attainability in order to promote rigor

# DIP Action Step #9

## Standards Aligned Assessment Training and Implementation

- Teams of Administrators, LAL and Mathematics teachers participated in the NJDOE Achievement Coach Training workshop “Standards Alignment Assessment”
  - The learned practices will continue to be reviewed, enhanced, and then shared with colleagues for implementation
  - Essence: Tests need to measure students’ knowledge according to Common Core State Standards – this will best prepare them for standardized tests and provide optimum college & career readiness



# DIP Action Step #10

## Introducing an Instructional Model

- Administrators across the district are working with a consultant in regular "Train-the-Trainer" workshops
  - Workshops are focused on research-based practices founded in the publications of Robert Marzano, a renowned researcher, author, speaker and trainer in the field of education
  - Supervisors and principals serve as instructional leaders
    - Share instructional strategies with teachers during monthly faculty meetings
    - Teachers further develop their instructional practices during monthly Professional Learning Community meetings
    - Administrators will monitor teachers' application of these strategies to improve instruction district-wide
    - Formal roll-out to faculty will be part of 2016-17 district goals

# Additional Data

## NJASK Science and PARCC

- NJASK Science 4 and 8
- NJ Biology Competency Test
  - 2014-15 Results Received
  - Results of Data on Next Slides
    - District Results
    - DFG (District Factor Group “DE”) Comparisons (districts similar to us)
    - State Comparisons
- PARCC Data for district
  - Following district receipt and review, results will be presented at an upcoming LBOE meeting

# NJASK Science Grade 4

- **Advanced Proficient: 44.1%**
  - DFG: 47.8%
  - State of NJ: 47.2%
- **Proficient: 46.2%**
  - DFG: 45.6%
  - State of NJ: 43.4%
- **Partially Proficient: 9.7%**
  - DFG: 6.6%
  - State of NJ: 9.4%

# NJASK Science Grade 8

- **Advanced Proficient: 16.5%**
  - DFG: 16.4%
  - State of NJ: 19.3%
- **Proficient: 63.2%**
  - DFG: 63.6%
  - State of NJ: 57.7%
- **Partially Proficient: 20.3%**
  - DFG: 20%
  - State of NJ: 23%

# NJ Biology Competency Test

- **Advanced Proficient: 2.7%**
  - DFG: 8.4%
  - State of NJ: 13%
- **Proficient: 42.3%**
  - DFG: 47.7%
  - State of NJ: 44.8%
- **Partially Proficient: 55%**
  - DFG: 43.9%
  - State of NJ: 42.2%

# NJASK Science 2014-15

## District Response to Data Findings

- Teacher workshops will be facilitated to analyze and revise curricula based on areas of student strength/struggle
  - Incorporate “Backwards By Design” methods to make sure curricula spirals from one grade level to the next
- Supervisor of Science will actively contribute to lesson planning practices and model instruction
- Implementation of rubrics (and training) to ensure proper teacher assessment of student work according to standards
- Preparation and Implementation of New Generation Science Standards for grades 6-12 (effective Sept. 2016)
- Current science assessments will be reviewed/revised to stimulate and accurately measure student growth, application, content skills and general knowledge; align to NGSS

“EVERY GREAT LEADER IS  
CLEARLY TEACHING AND  
EVERY GREAT TEACHER IS  
LEADING”

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Robert Marzano, *Leaders of Learning: How District, School and Classroom Leaders Improve Student Achievement*

# CLOSING

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