



District Update

Student Achievement and Progress toward Goals

June 9, 2022



Vision

The Watchung Borough School District is committed to inspiring learners to explore, inquire, and collaborate on their joyful journey toward discovery, independent thinking, and creative problem solving. Our culture of acceptance and inclusion provides the foundation for learning and social and emotional growth. Through reflection and ethical decision-making, we continue to learn and grow, embrace differences, and prepare for an increasingly complex, ever-changing world.



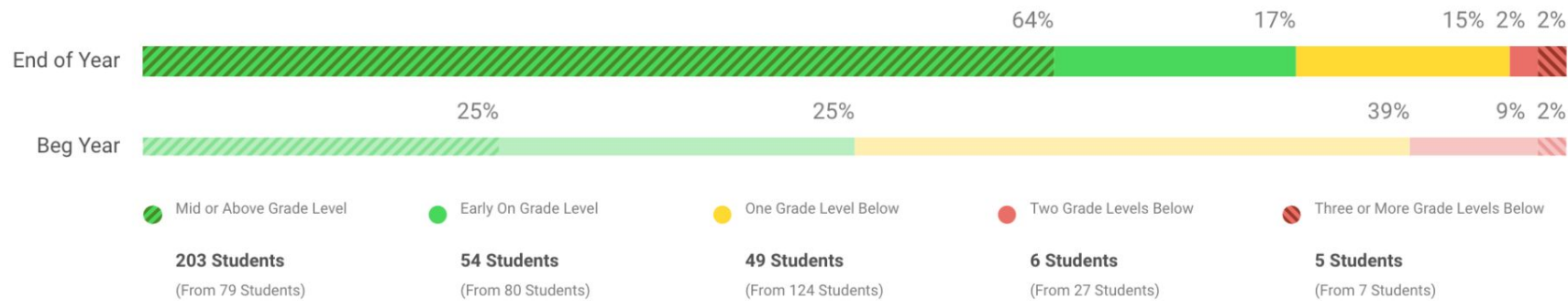
District Update

Overview of Presentation













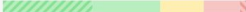

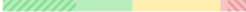
- Update on Student Learning
 - i-Ready diagnostic results (Spring 2022)
- Update on Progress toward District Goals
- Next Steps



i-Ready Diagnostic, Spring 2022 Reading, Grades K-4

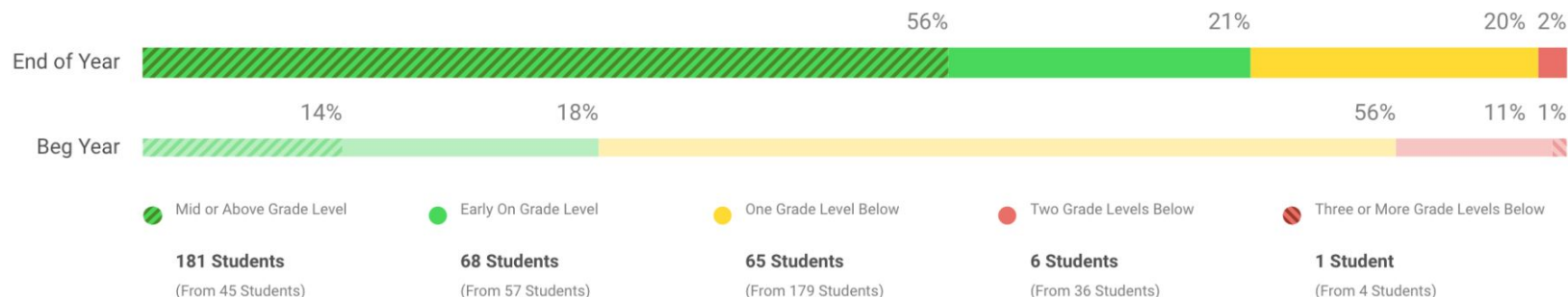


i-Ready Diagnostic, Spring 2022 Reading, Grades K-4
















Grade ▼ ⌵		Overall Grade-Level Placement						Students Assessed/Total
Grade K	End of Year		80%	13%	7%	0%	0%	54/57
	Beg Year		11%	31%	57%	0%	0%	
Grade 1	End of Year		69%	7%	24%	0%	0%	58/67
	Beg Year		14%	21%	59%	7%	0%	
Grade 2	End of Year		64%	18%	15%	3%	0%	73/77
	Beg Year		29%	23%	33%	15%	0%	
Grade 3	End of Year		57%	28%	9%	3%	3%	68/74
	Beg Year		37%	28%	18%	15%	3%	
Grade 4	End of Year		53%	17%	22%	3%	5%	64/69
	Beg Year		30%	23%	36%	3%	8%	



i-Ready Diagnostic, Spring 2022 Math, Grades K-4

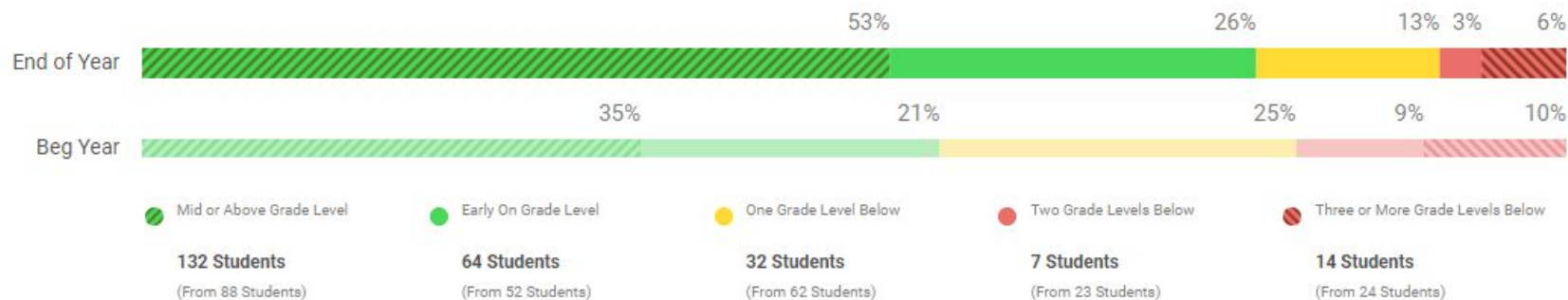


i-Ready Diagnostic, Spring 2022 Math, Grades K-4







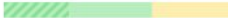





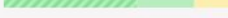
Grade ⌵ ⌶		Overall Grade-Level Placement						Students Assessed/Total
Grade K	End of Year		81%	11%	7%	0%	0%	54/57
	Beg Year		20%	20%	59%	0%	0%	
Grade 1	End of Year		57%	17%	27%	0%	0%	60/67
	Beg Year		15%	8%	68%	8%	0%	
Grade 2	End of Year		52%	16%	29%	3%	0%	73/77
	Beg Year		14%	16%	56%	14%	0%	
Grade 3	End of Year		51%	34%	12%	1%	1%	68/74
	Beg Year		9%	16%	54%	19%	1%	
Grade 4	End of Year		45%	26%	24%	5%	0%	66/69
	Beg Year		14%	27%	42%	12%	5%	



i-Ready Diagnostic, Spring 2022 Reading, Grades 5-8

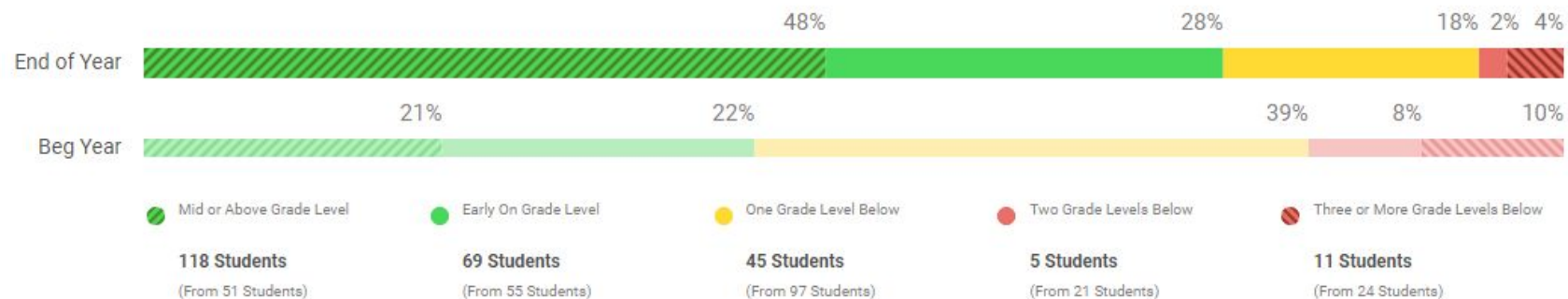


i-Ready Diagnostic, Spring 2022 Reading, Grades 5-8

Grade ▼ ⬆		Overall Grade-Level Placement						Students Assessed/Total
Grade 5	End of Year		42%	35%	12%	5%	6%	65/66
	Beg Year		22%	28%	31%	12%	8%	
Grade 6	End of Year		49%	25%	19%	3%	3%	67/68
	Beg Year		36%	15%	30%	10%	9%	
Grade 7	End of Year		57%	20%	7%	2%	13%	54/57
	Beg Year		41%	22%	15%	11%	11%	
Grade 8	End of Year		65%	21%	11%	2%	2%	63/65
	Beg Year		44%	19%	22%	3%	11%	



i-Ready Diagnostic, Spring 2022 Math, Grades 5-8



i-Ready Diagnostic, Spring 2022 Math, Grades 5-8

Grade		Overall Grade-Level Placement					Students Assessed/Total	
Grade 5	End of Year		58%	23%	14%	0%	5%	64/66
	Beg Year		19%	25%	42%	2%	13%	
Grade 6	End of Year		45%	36%	12%	1%	6%	67/68
	Beg Year		19%	15%	51%	7%	7%	
Grade 7	End of Year		44%	28%	19%	4%	6%	54/57
	Beg Year		17%	28%	31%	13%	11%	
Grade 8	End of Year		43%	24%	29%	3%	2%	63/65
	Beg Year		27%	22%	30%	13%	8%	



i-Ready Diagnostic Data

Personalized Learning Strategies

- Meeting students where they are and helping them grow.
- Developing student self-awareness and agency.
- Using data to design appropriate challenges for students.
- Creating individual paths (*i-Ready*) for enrichment and practice in skill-building based on diagnostic performance.
- Developing extension and enrichment activities for teacher use in the classroom.
- Inspiring student curiosity and developing passion for learning.



i-Ready Diagnostic Data

Notes on data:

- Student performance is measured against expectations created by historical i-Ready data.
- End-of-year data is measured against progress toward *i-Ready's* standardized expectations and compared with performance last fall.



District Goals, 2021-22

- Support innovative instruction, design thinking, and problem solving across the curriculum with a focus on enhanced STEAM-related opportunities and scheduling options.
- Enhance student wellness and social-emotional learning with a focus on a growth mindset.
- Ensure a culturally vibrant, inclusive school community that values diversity, equity, and empathy.
- Maintain focus on financial needs of the district with an emphasis on the potential referendum and strategies for increasing reserves.



Design Thinking and Problem Solving

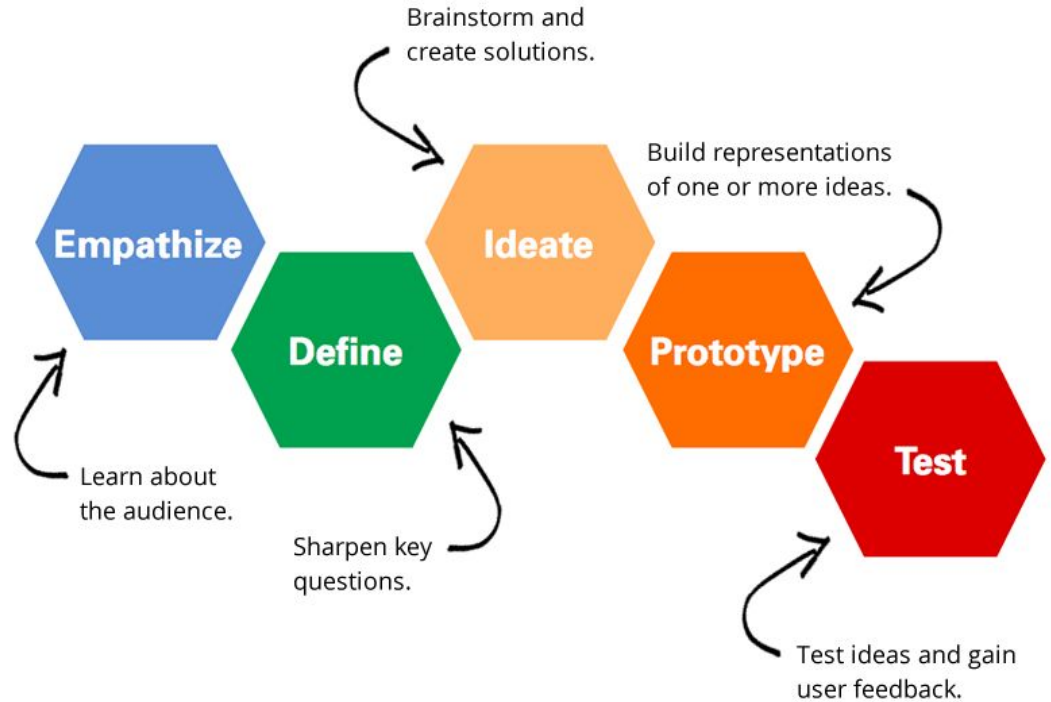
How are we advancing instruction toward design thinking and problem solving?

- Teaching and learning process
- Classroom
- After-school clubs
- Field trips
- Professional learning



Design Thinking and Problem Solving

Typical problem solving uses your own opinions and experiences to create a solution. **Design thinking** is a human-centered approach.



Design Thinking and Problem Solving - SOAR

8th grade SOAR students competed in the Junior Solar Sprints Finals on May 23rd with their homemade solar car.



Design Thinking and Problem Solving - Coding & Robotics Club

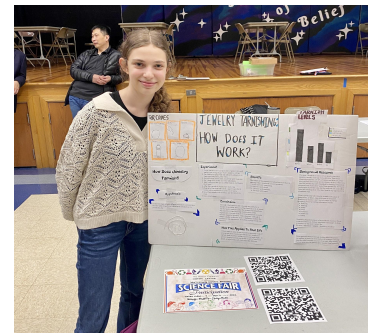


**UNDERWATER
ROBOTS**



Design Thinking and Problem Solving and More (Grades 5-8)

- Trashion Show
- TREP\$ Marketplace
- Science Fair
- Battle of the Books
- Geocaching at Watchung Lake



Design Thinking and Problem Solving (Grades 5-8)

VV Spring Field Trips

- The Battery Conservancy (Battery Park, NY)
 - Food systems and climate change
- Intrepid Sea, Air, & Space Museum (NYC)
- The Great Swamp Watershed (Morristown)
 - Identify aquatic inhabitants and water quality
- Somerset Patriots Stadium (Bridgewater)
 - Statistics and mathematics in baseball



Design Thinking and Problem Solving (Grades K-2)

Challenges created to solve real world problems

- Shady Spot Challenge
 - Class study on sun's benefits and how it could cause harm
 - Students design and build a “shady spot” for a lizard made from ultraviolet beads
- Buoyancy
 - Students have to design a flotation device to keep a doll afloat in a pool



Design Thinking and Problem Solving (Grades 3-4)

Hurricane House

- Coincided with third-grade weather unit
- Students design a house to survive hurricane conditions
- Tested with wind and water

Spacecraft Landing - National Space Day

- Aerospace Engineering
- Students design a spacecraft that can absorb the shock of landing on Mars for two “astronauts”



Design Thinking and Problem Solving (Grades 3/4)

Continuing Design Thinking through Websites and Apps

Virtual Breakout Rooms with Breakout EDU - Problem Solving

- Virtual escape rooms where students use clues to open locks and break out of rooms.
- Start off with a short story where there is a problem.
- Aligned with what students are learning in their general education classrooms.

Inventioneers App

- Solve problems for characters by creating inventions.

G Suite Activities

- Using Google Draw to complete design challenges.



Coding (Grades K-4)

Rotation Stations

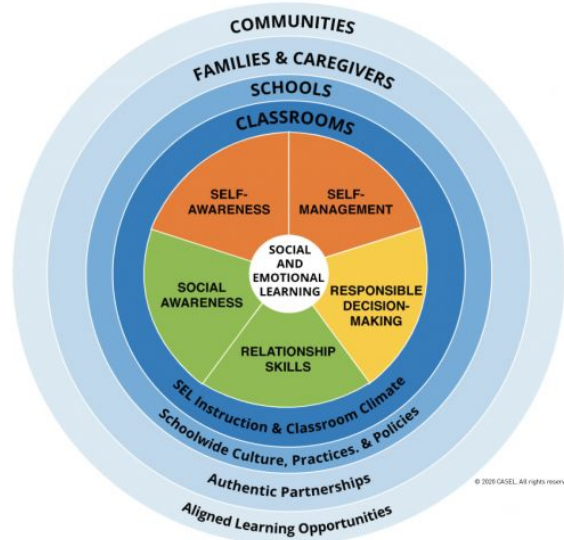
Students rotate to a different station each week around the classroom to demonstrate skills in the following areas:

- Robotics
- Coding on the iPads
- Chromebook coding
- LEGO wall challenges



Social-Emotional Learning (SEL)

How are we enhancing student wellness and social-emotional learning and developing a growth mindset in our learners?



Social-Emotional Learning (SEL)

Valley View Students

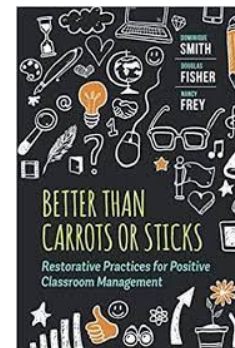
- D.A.R.E. Program
- Assemblies - Dr. Mykee Fowlin, Harlem Wizards, & Author Visit
- Day of Giving - Give back to the school, the community, and self
- Move Up Day
- Second Step lessons (resolving conflicts, taking responsibility for actions)
- Spirit activities
- Digital citizenship lessons
- School counselor lessons



Social-Emotional Learning (SEL)

Valley View Staff

- Trauma Toolkit for Educators
- Health & Wellness Club
- Monthly SEL calendars
- Monthly themed breakfasts - Sunshine Club
- Restorative Practices Faculty Book Discussion



Social-Emotional Learning (SEL)

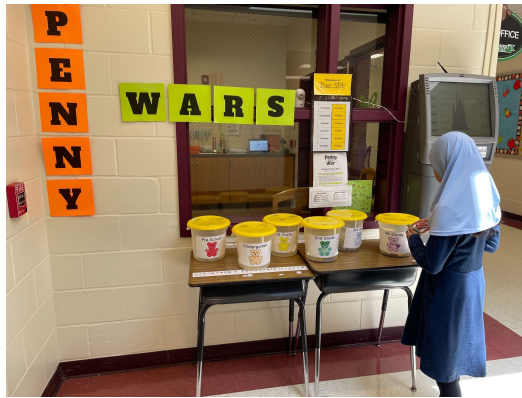
Bayberry

- Teachers continuing weekly SEL lessons (AI's Pals & Second Step)
 - Integrated with other subject areas
- Pilot of *Little Spot of Feelings* in Kindergarten
- Guidance Services
 - Lessons based on needs of students/classes
 - Lunch Social Skills Groups during recess
 - Drop-In counseling and scheduled sessions
- School Transitions - Kindergarten Visitation, Fourth-Grade Orientation at Valley View



Social-Emotional Learning (SEL)

- Building Community through School-wide Service Projects at Bayberry
 - Third-Grade Early Act Club with Ms. Lamhing
 - Animal Shelter Collection and Donation to Plainfield Humane Society
 - Penny Wars - raising money for library books



Social-Emotional Learning (SEL)

- Heritage Hallway - share cultural heritage with Culture Flags
- Spirit Activities and Assemblies - Harlem Wizards



Social-Emotional Learning (SEL)

Bayberry Staff: Increasing Staff Wellness and Morale

- Health and Wellness Committee
 - Staff Breakfast
 - Indian Dance Workshop
 - Yoga, Stretching and Meditation
 - Watercolors & Apps
- *Take Your Child to Work Day*
- Sunshine Committee
 - Promote positive school culture



Culturally Vibrant, Inclusive School Community

How are we ensuring a culturally vibrant, inclusive school community?



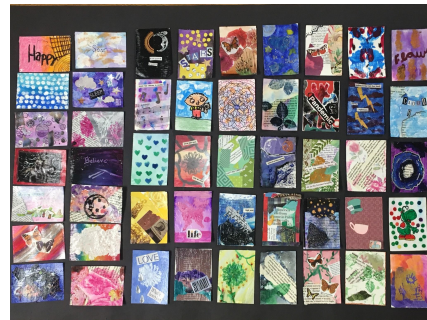
<https://examples.yourdictionary.com/examples-of-culture.html>



Culturally Vibrant, Inclusive School Community

Preparing Global Citizens at Valley View

- Special Education Week
- Earth Week
- International Day of Families
- Artist Trading Card Exchange



Culturally Vibrant, Inclusive School Community

Preparing Global Citizens at Bayberry

- Diverse texts
- Special Education Spirit Week
- Autism Awareness Spirit Week
- Celebration of International Day of Families
- Celebration of diverse cultures and groups throughout the school year
 - Morning announcements, guest readers, integrated lessons, special days to share culture

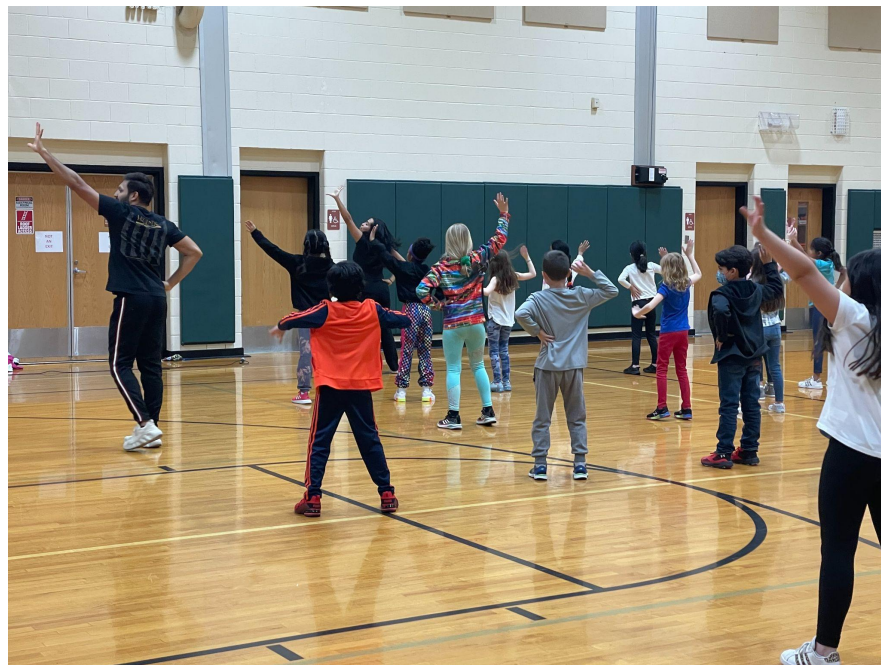
<p><u>Tuesday:</u> 5/17 Cultural Day!</p>	<div><p>Cultural Day</p></div> <p>Show your LOVE for your own family traditions! Wear an outfit to show off your unique culture!</p>
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Culturally Vibrant, Inclusive School Community

Preparing Global Citizens at Bayberry

- Cultural Arts Assemblies (PTO)
 - Indian Dance Workshops for students and staff
- Integrated Visual and Performing Arts for all
 - Performance for each grade level
 - Every student participates
 - Art Show PK-4



Culturally Vibrant, Inclusive School Community

Recruiting, Hiring, and Training

- CJ PRIDE job fair
- Broader advertising
- Internships for college and university students
- Watchung IDEA
- NJASA Leadership Diversity Committee (Superintendent)
- NJASA PD-Seminar Committee (Superintendent)
- Increased staff diversity: 41% of new hires since July 1, 2021



Financial Needs

How are we meeting the financial needs of the district with an emphasis on the referendum and strategies for increasing reserves?



Financial Needs

Emphasis on referendum

- Ad hoc committee for community engagement
- Operations/Finance committee assessing feedback

Strategies for increasing reserves

- Long-range facilities plan
- Pursuing cost-savings strategies to build reserves (PSE&G program)

Budget process

- Balanced budget despite fixed costs well in excess of 2% cap
- Implementing strategies to increase efficiency
- Planning for future



Next Steps

Continue Personalized Learning Approach

- Using data to inform instruction, including *i-Ready* diagnostic, in-class formative assessment, instructional feedback, summative assessment, communication
- Professional learning and resources for personalized approach as district and school PD goals
- Enrichment activities to create appropriate challenges
- SOAR enrichment activities and lessons
- Explore scheduling options and strategies for intervention and enrichment
- Districtwide Pursuit of Excellence After-School Program



Next Steps

Social-Emotional Learning

- Continued Second Step lessons taught by each content area teacher
- Continued professional learning for staff
 - Nextmark training, effective strategies to address challenging behaviors
- Staff SEL Buddies
- Continued celebration of diverse groups through school spirit events and classroom learning experiences



Next Steps

Diversity, Equity, and Inclusion

- Continued celebration of diverse groups as school spirit events and curricular-based learning experiences
- Student assemblies and author visits
- Continued review of supplemental resources and curricular units
- Summer curriculum writing
- Staff recruitment and hiring
- Continued professional learning opportunities
 - Inclusive practices in the general education classroom
 - Job-embedded PD



Next Steps

Financial Needs

- Continue referendum planning
 - Ad Hoc Committee
 - Ongoing work with architects, engineers, and financial professionals
 - Collaboration with board committees and community
- Continue focus on increasing efficiency and building reserves
- Continue developing long-term purchasing plan to maintain and upgrade technology and facilities



Next Steps

District Goals for 2022-23

To be determined at Board retreat on June 23

