



District Update

Student Achievement and Progress toward Goals

February 24, 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.



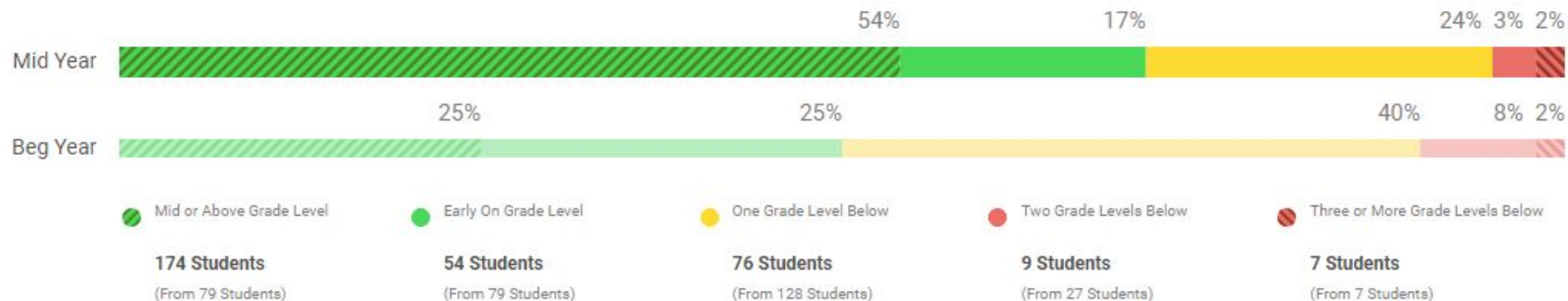
District Update

Overview of Presentation

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



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

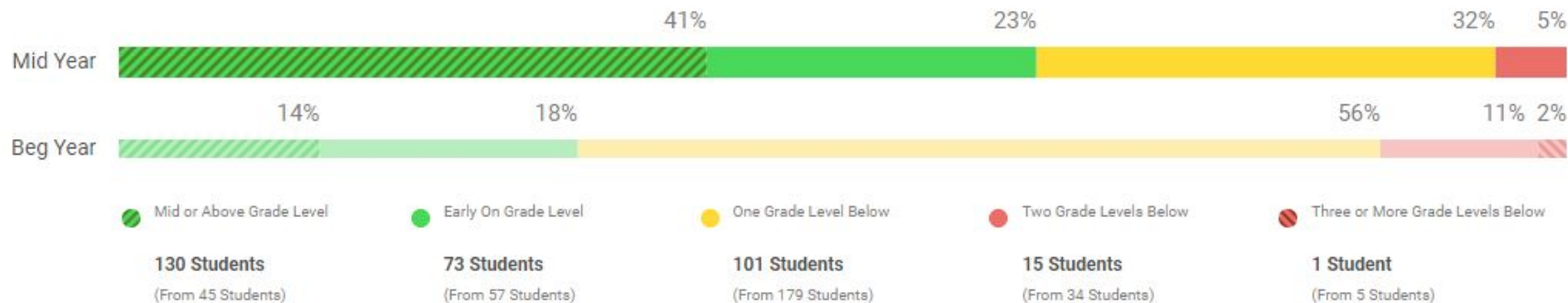


i-Ready Diagnostic, Winter 2022 Reading, Grades K-4









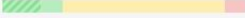






Grade		Overall Grade-Level Placement					Students Assessed/Total	
			74%	19%	7%	0%	0%	
Grade K	Mid Year		74%	19%	7%	0%	0%	54/55
	Beg Year		11%	31%	57%	0%	0%	
Grade 1	Mid Year		47%	15%	35%	3%	0%	60/65
	Beg Year		13%	20%	60%	7%	0%	
Grade 2	Mid Year		62%	5%	28%	4%	0%	74/77
	Beg Year		28%	24%	32%	15%	0%	
Grade 3	Mid Year		44%	32%	18%	3%	3%	66/72
	Beg Year		38%	26%	18%	15%	3%	
Grade 4	Mid Year		47%	15%	27%	3%	8%	66/70
	Beg Year		29%	23%	38%	3%	8%	



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

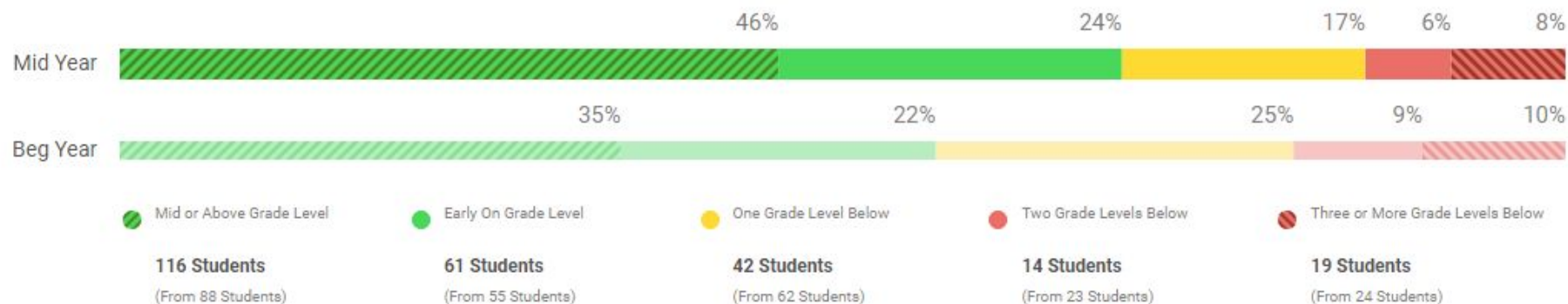


i-Ready Diagnostic, Winter 2022 Math, Grades K-4

Grade ⌵ ⌶		Overall Grade-Level Placement						Students Assessed/Total
Grade K	Mid Year		74%	13%	13%	0%	0%	54/55
	Beg Year		20%	20%	59%	0%	0%	
Grade 1	Mid Year		45%	12%	38%	5%	0%	58/65
	Beg Year		16%	9%	67%	9%	0%	
Grade 2	Mid Year		35%	26%	35%	4%	0%	74/77
	Beg Year		14%	16%	58%	12%	0%	
Grade 3	Mid Year		28%	34%	34%	1%	1%	67/72
	Beg Year		9%	16%	55%	18%	1%	
Grade 4	Mid Year		28%	25%	34%	12%	0%	67/70
	Beg Year		13%	27%	42%	12%	6%	



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

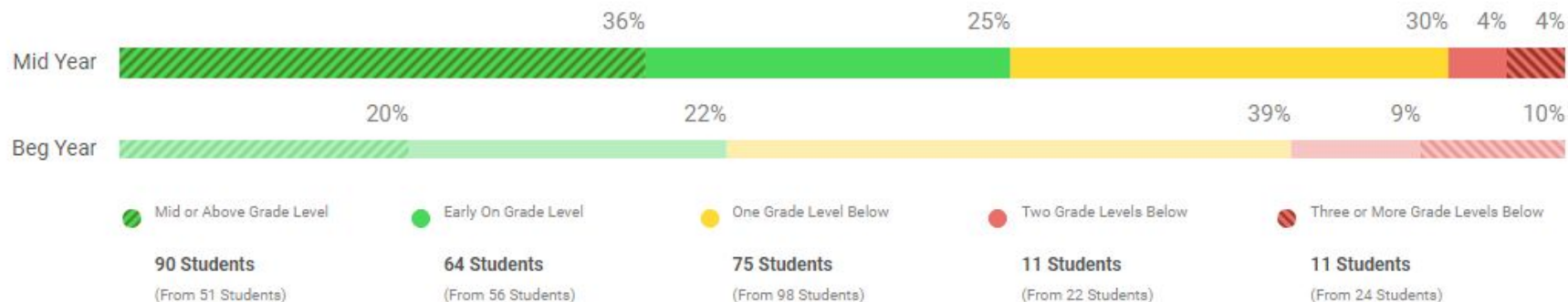


i-Ready Diagnostic, Winter 2022 Reading, Grades 5-8

Grade		Overall Grade-Level Placement					Students Assessed/Total	
Grade 5	Mid Year		36%	39%	15%	3%	6%	66/67
	Beg Year		21%	29%	30%	12%	8%	
Grade 6	Mid Year		43%	16%	25%	7%	7%	67/68
	Beg Year		36%	15%	30%	10%	9%	
Grade 7	Mid Year		50%	23%	13%	4%	11%	56/57
	Beg Year		39%	25%	14%	11%	11%	
Grade 8	Mid Year		56%	17%	13%	8%	6%	63/65
	Beg Year		44%	19%	22%	3%	11%	



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



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

Grade		Overall Grade-Level Placement					Students Assessed/Total	
			✓	●	●	●	●	
Grade 5	Mid Year		35%	26%	31%	3%	5%	65/67
	Beg Year		18%	25%	43%	2%	12%	
Grade 6	Mid Year		33%	30%	28%	4%	4%	67/68
	Beg Year		19%	15%	51%	7%	7%	
Grade 7	Mid Year		32%	29%	32%	0%	7%	56/60
	Beg Year		16%	29%	30%	14%	11%	
Grade 8	Mid Year		43%	17%	29%	10%	2%	63/68
	Beg Year		27%	22%	30%	13%	8%	



i-Ready Diagnostic Data

Personalized Learning/Meeting students where they are

- Teachers use data to design appropriate challenges for students.
- i-Ready creates individual paths for enrichment and practice in skill-building based on diagnostic performance.
- SOAR teachers use results to assist teachers in classroom.



i-Ready Diagnostic Data

Notes on data:

- Student performance is measured against expectations created by historical i-Ready data.
- Midyear data in February is measured against progress toward i-Ready's standardized expectations and compared with performance last fall.
- Fall results in November presentation were measured against beginning-of-year expectations.



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

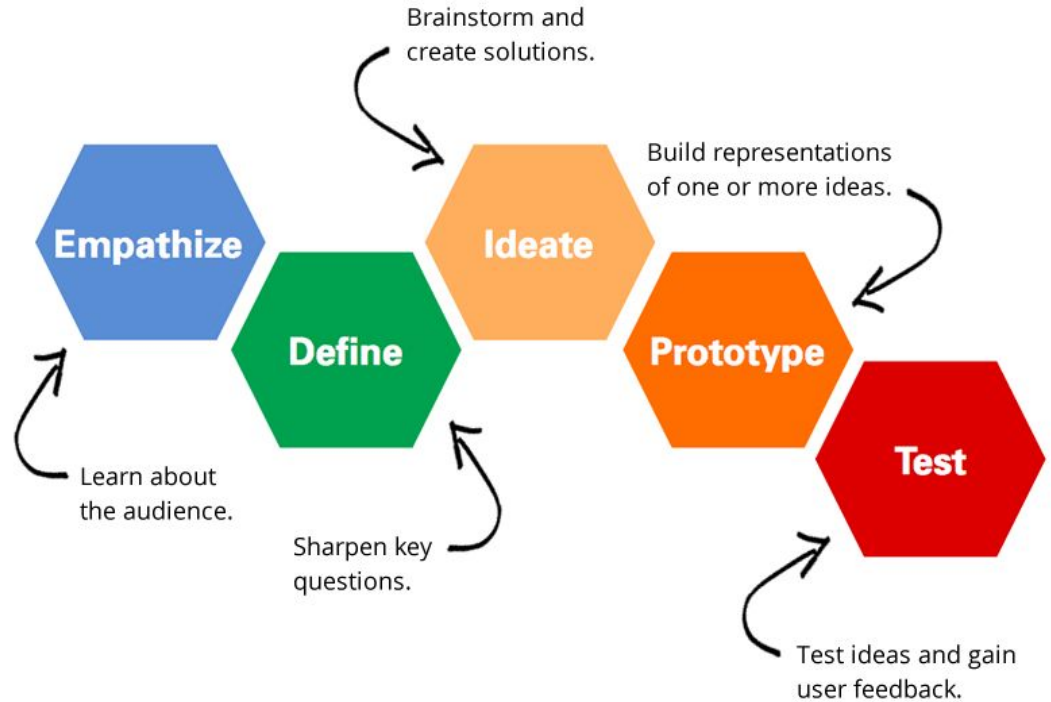
How are we advancing instruction toward design thinking and problem solving?

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

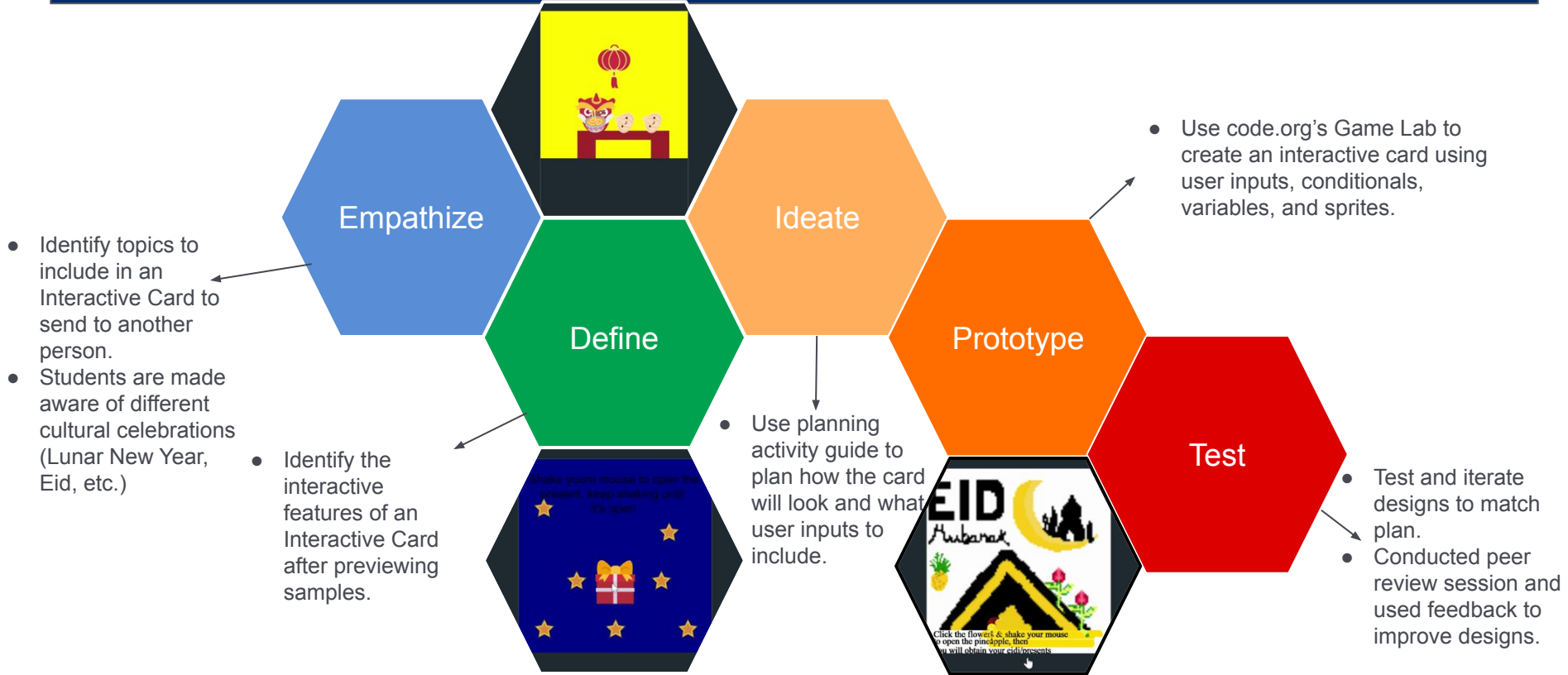


Design Thinking and Problem Solving

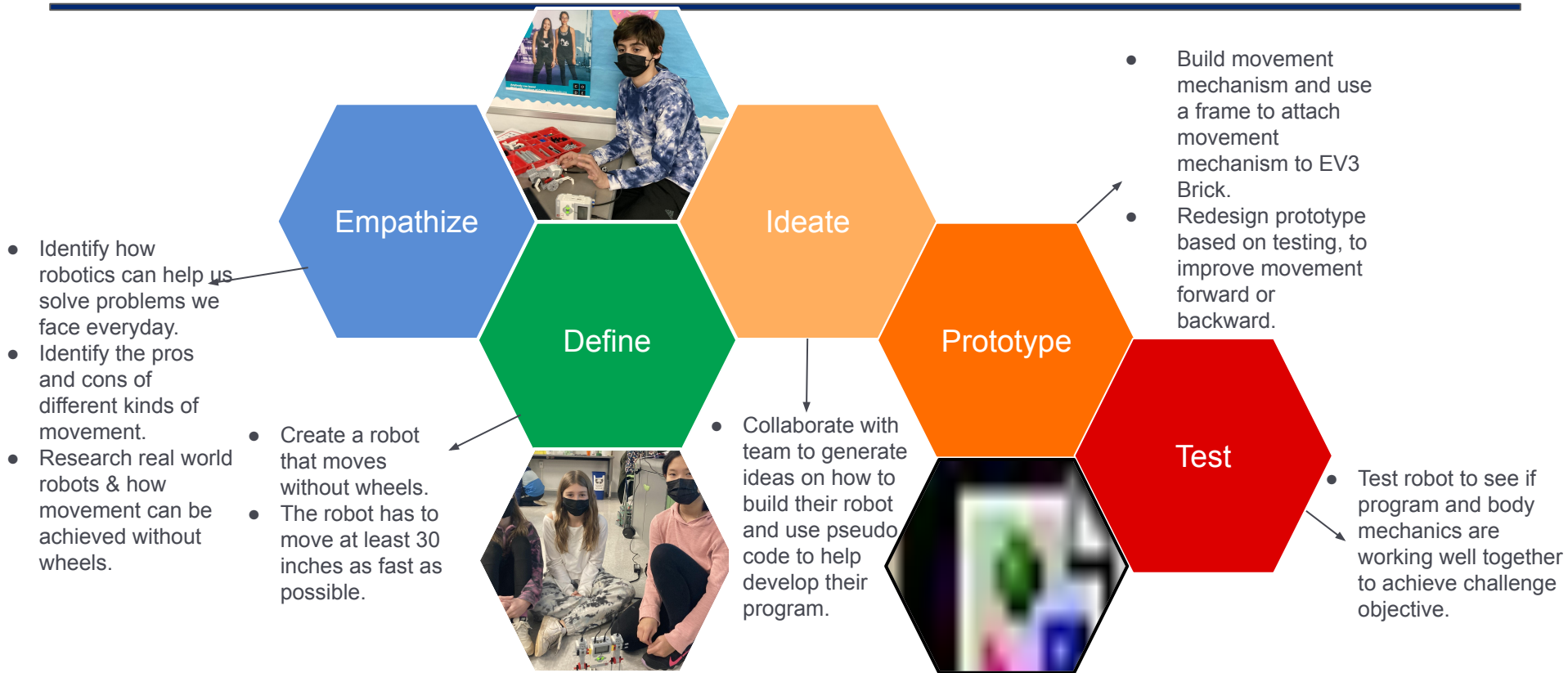
Typical problem solving uses your own opinions and experiences to create a solution. **Design thinking** is a human-centered approach.



Design Thinking and Problem Solving in Interactive Animations and Games (Grade 5)



Design Thinking and Problem Solving in Lego Robotics (Grade 6)



Design Thinking and Problem Solving in Engineering for Water Scarcity (Grade 7)



Design Thinking and Problem Solving with Coding & Robotics Club (grades 5-8)

- TEAMS Competition
 - Theme: Entertainment and Technology
 - Essay
 - Students were challenged to rethink the design of a baseball stadium and use technology to improve the experience of a consumer.
 - Design/Build Challenge
 - Students had a lot of fun creating their designs within a two hour limit!
 - Multiple Choice Test



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 Complex (NYC, NY)
- The Great Swamp Watershed (Morristown, NJ)
 - Identify aquatic inhabitants and Water Quality
- Somerset Patriots Stadium (Bridgewater, NJ)
 - STEM & mathematics in baseball



Design Thinking and Problem Solving (Grades K-2)

Continuing with STREAM/Storybook STEM Challenges to help empathize with the character's problem

Challenges are introduced with stories that are read at the beginning of class:

- Reinforces general education classroom lessons with characters, setting, plot, problems, and solutions.

Additional Stories:

- Rosie Revere, Engineer
- The Perfect Square

Holiday Challenges

- Valentine's Day
 - Create mailboxes for their Valentine letters/Boxes for treats



Design Thinking and Problem Solving (Grades 3-4)

Students have completed:

Zipline Challenge

- Zipline was set up in classroom
- Create a carrier to hold a gingerbread man to zipline across a river created in our classroom away from the wolf

Olympics Engineering

- Be an engineer at the Olympics!
 - Create a ski slope for a “ski jumper” to jump the farthest distance



Design Thinking and Problem Solving (Grades 3-4)

Students will be starting soon...

Snow Plow Business Challenge

- Create a snow plow for a business that can attach to our Sphero robots that can plow the most “snow” (cotton balls)

Weather Challenge

- Hurricane Houses to coincide with the weather unit being taught in the 3rd Grade classrooms
 - Create a house that can withstand hurricane conditions

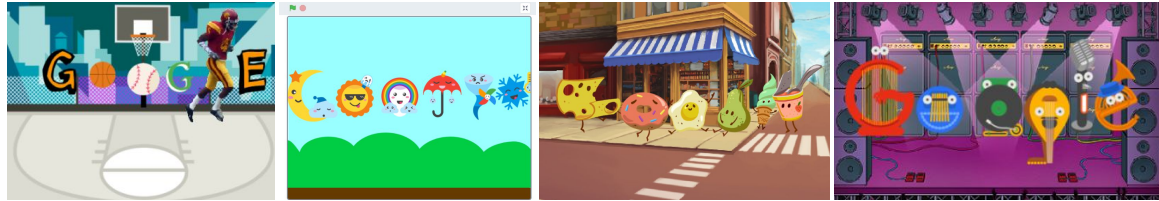


Design Thinking and Problem Solving (Grades 3-4)

Students will be starting soon...

Google Doodle Design Challenge

- Students will be “hired” by Google to create a Doodle to appear on its website that will appeal to users for a holiday/event/business.
- Incorporated with coding unit on Scratch



Create an App

- Students will be creating an app that will help users accomplish a task
- They will use challenges that they experience in their own lives
 - Examples: Language Translator/Sign Language Translator, Chore chart, Stress Relief App, Boredom Eliminator



Design Thinking and Problem Solving (Grades 3/4)

Continuing with Design Thinking 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.



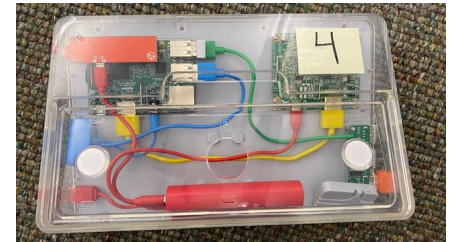
Coding (Grades K-4)

Apps/Websites

- K/1/2: Coding Safari/Tynker Jr/Daisy the Dinosaur/Box Island/CodeSpark
- 3: Code.org/Kodable/Scratch Jr/Blockly
- 4: Code.org/Scratch

Kano Kits

- Assemble computers as a class to learn about the different parts and complete coding activities on them.



Coding (Grades K-4)

Meet our classroom robots!



Dot (1), Dash (6), Artie (1), Sphero (4)

Students complete coding challenges and create mazes for the robots to complete.

With Artie, students can program the robot to create artistic designs!

Students rotate through weekly “Rotation Stations” to get hands on experience with each robot.



Design Thinking and Problem Solving with Coding & Robotics Club (Grades 2-4)

Coding Clubs

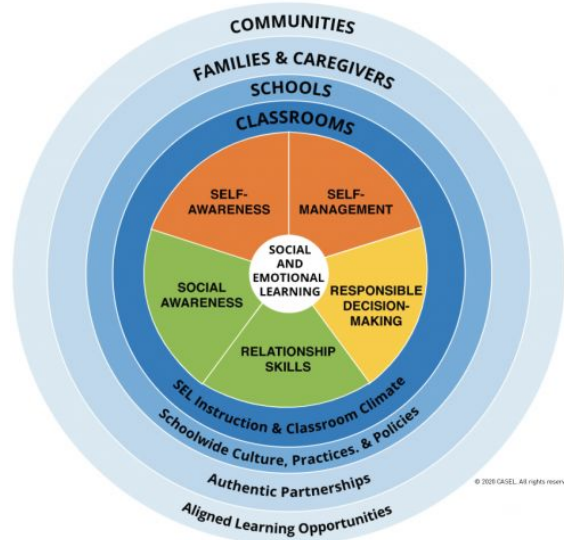
Activities that reinforce lessons taught in class:

- Coding on iPads and Chromebooks
- Robotics with Dash and Dot/Spheros
- Virtual Design Challenges
- G Suite Activities



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

- Second Step lessons across content areas
- Spirit activities
- Digital citizenship lessons
- School counselor lessons
- Student Outreach Club reading stories to Bayberry classes
- Community Service projects
- Upcoming assemblies



Social-Emotional Learning (SEL)

Valley View Staff

- Health & Wellness Club
- Monthly SEL calendars: Friendly February
- Monthly themed breakfasts - Sunshine Club
- Simple SEL Practices to Start the Day
- Restorative Practices Faculty Book Discussion



Social-Emotional Learning (SEL)

Bayberry

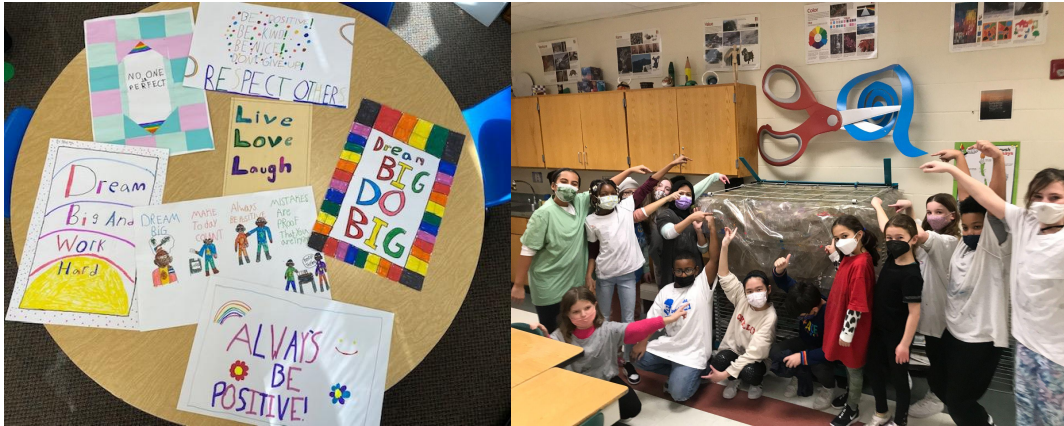
- Teachers continuing weekly SEL lessons (AI's Pals & Second Step)
 - Integrated with other subject areas
- Teachers supplement core program
 - Mindfulness activities & guest speakers
 - Identifying emotions & coping skills
 - Conflict Resolution
- Monthly Second Step themes reinforced schoolwide
 - Morning Announcements & All School Meetings
- Guidance lessons based on needs of students/classes



Social-Emotional Learning (SEL)

Building Community through School Wide Service Projects at Bayberry

- Day of Service
- Early Act Club Recycling Project
- Valentines For Vets



More Planet, Less Plastic!

Did you know that **nearly 5-8 million tons** of plastic enters our oceans each year? That's about how heavy a few million cars would weigh!

Zero Waste: San Diego, 2020

The Bayberry Early Act Club is on a mission to reduce pollution by recycling.

We need your help to...



Please consider donating to help us purchase a Terra Cycle Waste Box for our school!



A Terra Cycle Waste Box will allow our community to safely donate plastic bottle caps and encourage recycling at our school.

Terra Cycle will take our bottle caps and turn them into recycled goods such as benches and playground equipment!

Donation Deadline: February 10, 2022

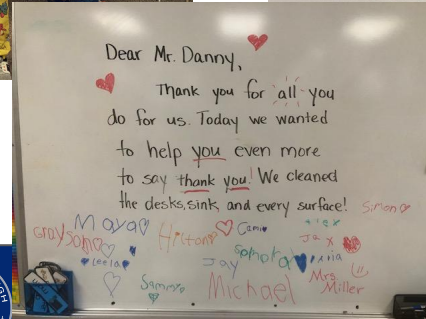
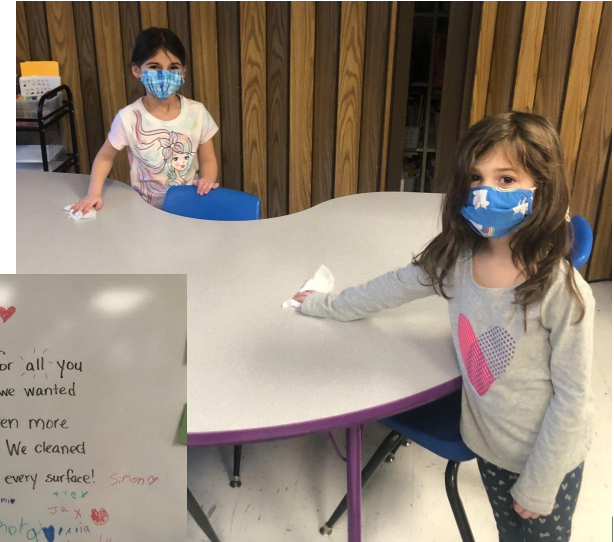
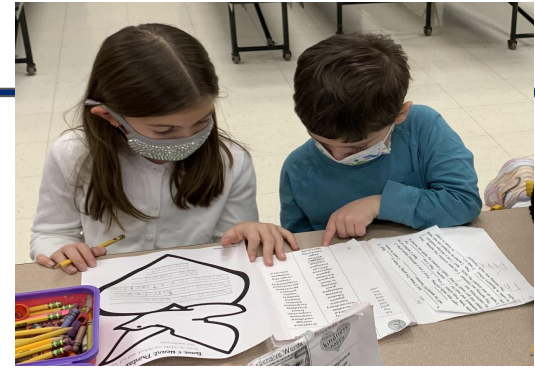
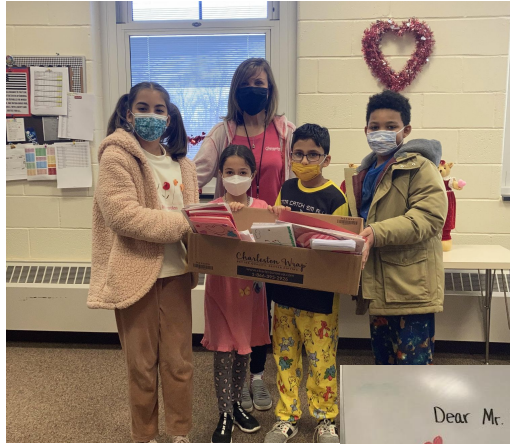
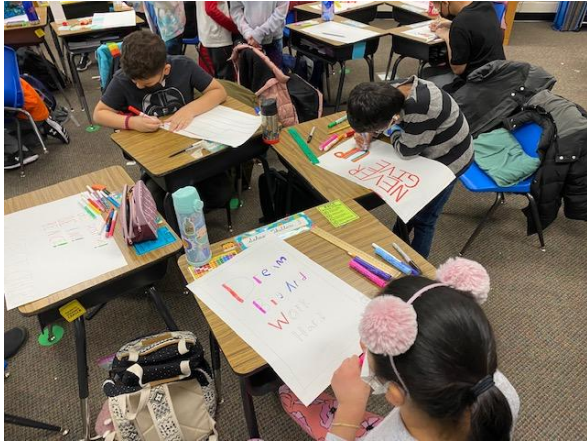
CASH DONATIONS ONLY



Social-Emotional Learning (SEL)

Bayberry Service Projects

Positive Posters, Buddy Peace Project, Valentines for Vets



Social-Emotional Learning (SEL)

Bayberry Staff

- Health and Wellness Committee
 - ***Better Food, Better Mood*** Healthy Breakfast
 - Planning additional events for staff wellness
- Sunshine Committee
 - School Culture events
 - Celebration of ***National Soup Day***
- Staff Training
 - Behavior Supports for Students



Culturally Vibrant, Inclusive School Community

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



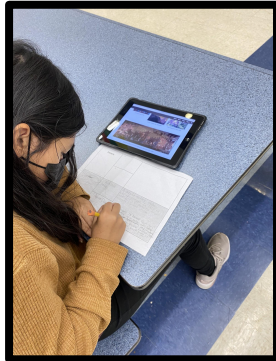
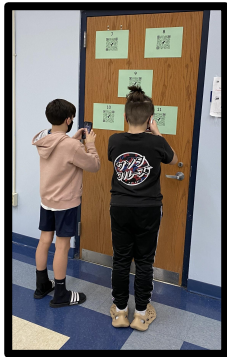
<https://examples.yourdictionary.com/examples-of-culture.html>



Culturally Vibrant, Inclusive School Community

Preparing Global Citizens at Valley View

- Review of literature selections in media center and classrooms
- Thematic study of the Harlem Renaissance
- Social-issue assignments infused into multiple subjects



Culturally Vibrant, Inclusive School Community

Preparing Global Citizens at Bayberry

- DEI texts to be distributed and integrated (Watchung IDEA)
- Black history lessons across grade levels and subject areas
- Review of culturally relevant resources - new SS series aligned with new standards
- Celebration of diverse cultures and groups throughout the school year
 - Morning announcements, guest readers, integrated lessons, special days to share culture
- Cultural Arts Assemblies (PTO)
 - Life of Lenape, Freedom Stories



Culturally Vibrant, Inclusive School Community

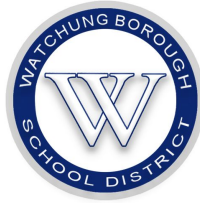
Recruiting, Hiring, and Training

- 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: 43.5% of new hires since July 1, 2021 (42% as of November 2021).
- Raised percentage of diverse staff to 19.2% from 18.02% since November 2021 and from 13.21% since September 2020.



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 a potential referendum

- Engaging in extensive planning
- Ad hoc committee for community engagement

Strategies for increasing reserves

- Long-range facilities plan
- Pursuing cost-savings strategies to build reserves

Budget process

- Carefully analyzing financial needs
- 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
- Enrichment activities to create appropriate challenges
- SOAR enrichment activities and instruction
- Exploring scheduling options and strategies for intervention and enrichment
- Math and Language Arts Workshop classes at Valley View
- 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 as School Spirit Events and embedded within our curriculum



Next Steps

Diversity, Equity, and Inclusion

- Continued celebration of diverse groups as school spirit events and embedded within our curriculum
- Student assemblies and author visits
- Continued review of supplemental resources and curricular units
- Continued professional learning opportunities
 - Inclusive practices in the general education classroom
 - Job-embedded PD and consultation with District Behaviorist



Next Steps

Financial Needs

- Continue exploring referendum
 - Ongoing work with architects and financial professionals
 - Collaboration with board committees and community
- Continue focus on increasing efficiency and building reserves
- Develop long-term purchasing plan to maintain and upgrade technology and facilities
- Engage in budget process for FY23



Next Steps

Progress report in June

