



**Clinton Public
School
NJSLA
2022 BOE
Presentation**



Brief History of State Assessments in Math and ELA:

- Spring 2018 Students in grades 3-8 took PARCC
- Spring 2019 **New** NJSLA Assessment Administered
- Spring 2020 **No Assessment** (Covid)
- Spring 2021 **No Assessment** (Covid)
- Fall 2021 **New** Start Strong Assessment Administered
- Spring 2022 NJSLA Administered
- Fall 2022 Start Strong Test Administered (even though NJSLA was given in the Spring)

NJSLA PERFORMANCE LEVELS

NJSLA Performance Levels for ELA and Math				
Level 1	Level 2	Level 3	Level 4	Level 5
Did Not Yet Meet Expectations 650-699	Partially Met Expectations 700-724	Approached Expectations 725-749	Met Expectations 750-varies*	Exceeded Expectations *varies-850

Reading Score Range	Writing Score Range
10 - 90	10 - 60

ELA Grade 3: Blueprint 1

ESBR – Evidence-Based Selected Response
TECR – Technology Enhanced Constructed Response
PCR – Prose Constructed Response

Unit	Task	Time	Points	
			<i>ESBR/TECR</i>	<i>PCR</i>
Unit 1	Literary Analysis Task	75 minutes	12	15
Unit 2	Research Simulation Task	75 minutes	12	15
Total	4 Passages	150 minutes	24 Reading	6 Reading 24 Writing

**What does it
look like in
grade 3 for
ELA and
Math?**

EXAMPLE TASK

Several of the students in Ms. Gregory's class were in a jumping contest. The lengths of two students' jumps are shown.

- Kevin's jump was 41 inches.
- Mark's jump was 17 inches.

Part A

Tamara jumped 19 inches farther than Mark.

How long was Tamara's jump?

Enter your answer in the box.

inches

Part B

Xavier's jump was 16 inches shorter than Kevin's jump.

How far did Xavier jump?

Enter your answer in the box.

inches

Part C

Jason also took a jump. The total distance the five students jumped was 152 inches.

- What is the total distance the other four students jumped?
- How far did Jason jump?

Show all your work.

Enter your answers and show your work in the space provided.

CLINTON-GLEN GARDNER PUBLIC SCHOOLS

2021-22 Spring NJSLA

ELA/Language Arts

Grade	Total Tested In District	Achievement Levels									
		% Not Meeting Expectations (Level 1)		% Partially Meeting Expectations (Level 2)		% Approaching Expectations (Level 3)		% Meeting Expectations (Level 4)		% Exceeding Expectations (Level 5)	
		District	State	District	State	District	State	District	State	District	State
3	41	7%	20%	20%	16%	51%	22%	22%	36%	0%	6%
4	29	0%	14%	14%	14%	34%	22%	52%	35%	0%	14%
5	49	8%	13%	2%	15%	24%	23%	51%	40%	14%	9%
6	43	5%	11%	5%	16%	33%	26%	53%	37%	5%	10%
7	60	5%	12%	10%	13%	15%	21%	35%	31%	35%	21%
8	62	6%	14%	15%	13%	18%	21%	42%	36%	19%	16%
All Grades	284	6%	14%	11%	14%	27%	23%	42%	36%	15%	13%

CLINTON-GLEN GARDNER PUBLIC SCHOOLS
2021-22 Spring NJSLA
Mathematics

Grade	Total Tested In District	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		District	State	District	State	District	State	District	State	District	State
3	41	0%	13%	27%	18%	27%	23%	41%	33%	5%	13%
4	29	3%	13%	10%	23%	17%	25%	62%	33%	7%	6%
5	49	2%	15%	29%	23%	29%	26%	35%	29%	6%	7%
6	43	2%	15%	21%	25%	42%	28%	28%	26%	7%	5%
7	56	4%	11%	16%	24%	25%	31%	48%	29%	7%	5%
8	34	21%	30%	38%	32%	29%	22%	12%	15%	0%	1%
Algebra I	28	0%	18%	0%	23%	29%	25%	68%	32%	4%	3%
All Grades	280	4%	17%	21%	24%	29%	26%	41%	28%	5%	6%

CLINTON-GLEN GARDNER PUBLIC SCHOOLS

2021-22 Spring NJSLA

Science

Grade	Total # students Tested	Achievement Levels							
		Minimal (Level 1)		Limited (Level 2)		Proficient (Level 3)		Advanced (Level 4)	
		District	State	District	State	District	State	District	State
5	49	37%	42%	37%	33%	22%	18%	4%	7%
8	62	27%	41%	56%	43%	13%	12%	3%	4%
All Grades	111	32%	43%	48%	34%	17%	17%	4%	6%

CLINTON-GLEN GARDNER PUBLIC SCHOOLS

2021-22 Spring NJSLA

ELA/Language Arts Grade 3

School Comparison

School	Total Tested	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
Clinton Public School	41	3	7%	8	20%	21	51%	9	22%	0	0%

22% Meeting or Exceeding

Please note that in Grade 3 ELA from NJSLA in May to Start Strong in September the scores changed:

SAME STUDENTS:

Spring 2022 = 22% Meeting or Exceeding on NJSLA ELA

Early Fall 2022 = 50% Meeting or Exceeding on Start Strong ELA

CLINTON-GLEN GARDNER PUBLIC SCHOOLS

2021-22 Spring NJSLA

ELA/Language Arts Grade 4

School Comparison

School	Total Tested	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
Clinton Public School	29	0	0%	4	14%	10	34%	15	52%	0	0%

52% Meeting or Exceeding

CLINTON-GLEN GARDNER PUBLIC SCHOOLS

2021-22 Spring NJSLA

ELA/Language Arts Grade 5

School Comparison

School	Total Tested	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
Clinton Public School	49	4	8%	1	2%	12	24%	25	51%	7	14%

65% Meeting/Exceeding

CLINTON-GLEN GARDNER PUBLIC SCHOOLS

2021-22 Spring NJSLA

ELA/Language Arts Grade 6

School Comparison

School	Total Tested	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
Clinton Public School	43	2	5%	2	5%	14	33%	23	53%	2	5%

58% Meeting or Exceeding

CLINTON-GLEN GARDNER PUBLIC SCHOOLS

2021-22 Spring NJSLA

ELA/Language Arts Grade 7

School Comparison

School	Total Tested	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
Clinton Public School	60	3	5%	6	10%	9	15%	21	35%	21	35%

70% Meeting/Exceeding

CLINTON-GLEN GARDNER PUBLIC SCHOOLS

2021-22 Spring NJSLA

ELA/Language Arts Grade 8

School Comparison

School	Total Tested	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
Clinton Public School	62	4	6%	9	15%	11	18%	26	42%	12	19%

61% Meeting/Exceeding

CLINTON-GLEN GARDNER PUBLIC SCHOOLS
2021-22 Spring NJSLA
Mathematics Grade 3
School Comparison

School	Total Tested	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
Clinton Public School	41	0	0%	11	27%	11	27%	17	41%	2	5%

46% Meeting/Exceeding

CLINTON-GLEN GARDNER PUBLIC SCHOOLS

2021-22 Spring NJSLA

Mathematics Grade 4

School Comparison

School	Total Tested	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
Clinton Public School	29	1	3%	3	10%	5	17%	18	62%	2	7%

69% Meeting/Exceeding

CLINTON-GLEN GARDNER PUBLIC SCHOOLS

2021-22 Spring NJSLA

Mathematics Grade 5

School Comparison

School	Total Tested	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
Clinton Public School	49	1	2%	14	29%	14	29%	17	35%	3	6%

41% Meeting/Exceeding

CLINTON-GLEN GARDNER PUBLIC SCHOOLS

2021-22 Spring NJSLA

Mathematics Grade 6

School Comparison

School	Total Tested	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
Clinton Public School	43	1	2%	9	21%	18	42%	12	28%	3	7%

35% Meeting/Exceeding

CLINTON-GLEN GARDNER PUBLIC SCHOOLS
2021-22 Spring NJSLA
Algebra I (MS)
School Comparison

School	Total Tested	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
Clinton Public School	28	0	0%	0	0%	8	29%	19	68%	1	4%

72% Meeting/Exceeding

CLINTON-GLEN GARDNER PUBLIC SCHOOLS

2021-22 Spring NJSLA

Mathematics Grade 7

School Comparison

School	Total Tested	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
Clinton Public School	56	2	4%	9	16%	14	25%	27	48%	4	7%

55% Meeting/Exceeding

CLINTON-GLEN GARDNER PUBLIC SCHOOLS

2021-22 Spring NJSLA

Mathematics Grade 8

School Comparison

School	Total Tested	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
Clinton Public School	34	7	21%	13	38%	10	29%	4	12%	0	0%

12% Meeting/Exceeding

ELA Achievement and Growth

Same grade, different students

	# of results in District	Not Meeting	Partially Meeting	Approaching	Meeting	Exceeding	Meeting + Exceeding (Highest Two Levels)		Not Meeting + Partially Meeting (Lowest Two Levels)	
							District	Yr-Yr	District	Yr-Yr
2015-16 G3 ELA PARCC	39	15%	13%	28%	44%	0%	44%		28%	
2016-17 G3 ELA PARCC	47	2%	6%	23%	62%	6%	68%	24%	9%	-20%
2017-18 G3 ELA PARCC	42	17%	5%	17%	45%	17%	62%	-6%	21%	13%
2018-19 G3 ELA NJSLA	44	2%	16%	14%	61%	7%	68%	6%	18%	-3%
2021-22 G3 ELA NJSLA	41	7%	20%	51%	22%	0%	22%	-46%	27%	9%
2015-16 G4 ELA PARCC	43	2%	7%	14%	56%	21%	77%		9%	
2016-17 G4 ELA PARCC	42	2%	12%	17%	52%	17%	69%	-8%	14%	5%
2017-18 G4 ELA PARCC	51	0%	16%	16%	47%	22%	69%	0%	16%	1%
2018-19 G4 ELA NJSLA	41	7%	7%	7%	49%	29%	78%	9%	15%	-1%
2021-22 G4 ELA NJSLA	29	0%	14%	34%	52%	0%	52%	-26%	14%	-1%
2015-16 G5 ELA PARCC	51	0%	8%	27%	63%	2%	65%		8%	
2016-17 G5 ELA PARCC	40	10%	8%	33%	38%	13%	50%	-15%	18%	10%
2017-18 G5 ELA PARCC	43	5%	14%	33%	42%	7%	49%	-1%	19%	1%
2018-19 G5 ELA NJSLA	50	2%	10%	22%	58%	8%	66%	17%	12%	-7%
2021-22 G5 ELA NJSLA	49	8%	2%	24%	51%	14%	65%	-1%	10%	-2%
2015-16 G6 ELA PARCC	62	3%	18%	32%	45%	2%	47%		21%	
2016-17 G6 ELA PARCC	47	0%	11%	23%	64%	2%	66%	19%	11%	-10%
2017-18 G6 ELA PARCC	42	2%	2%	24%	50%	21%	71%	5%	5%	-6%
2018-19 G6 ELA NJSLA	43	0%	19%	30%	49%	2%	51%	-20%	19%	14%
2021-22 G6 ELA NJSLA	43	5%	5%	33%	53%	5%	58%	7%	9%	-9%
2015-16 G7 ELA PARCC	54	2%	6%	20%	46%	26%	72%		7%	
2016-17 G7 ELA PARCC	61	5%	10%	21%	43%	21%	64%	-8%	15%	7%
2017-18 G7 ELA PARCC	51	0%	0%	16%	57%	27%	84%	20%	0%	-15%
2018-19 G7 ELA NJSLA	46	2%	9%	13%	30%	46%	76%	-8%	11%	11%
2021-22 G7 ELA NJSLA	60	5%	10%	15%	35%	35%	70%	-6%	15%	4%
2015-16 G8 ELA PARCC	41	2%	5%	10%	73%	10%	83%		7%	
2016-17 G8 ELA PARCC	56	0%	4%	5%	64%	27%	91%	8%	4%	-4%
2017-18 G8 ELA PARCC	64	3%	3%	16%	48%	30%	78%	-13%	6%	3%
2018-19 G8 ELA NJSLA	53	0%	2%	11%	60%	26%	87%	9%	2%	-4%
2021-22 G8 ELA NJSLA	62	6%	15%	18%	42%	19%	61%	-26%	21%	19%
2015-16 ELA All Grades	290	4%	10%	23%	54%	10%	64%		13%	
2016-17 ELA All Grades	293	3%	8%	20%	54%	15%	69%	5%	11%	-2%
2017-18 ELA All Grades	293	4%	6%	19%	48%	22%	70%	1%	11%	-1%
2018-19 ELA All Grades	277	2%	10%	16%	52%	20%	71%	2%	12%	2%
2021-22 ELA All Grades	284	6%	11%	27%	42%	15%	57%	-15%	16%	4%

Student population percentages may not sum to 100% because of rounding.

Math Achievement and Growth

Same grade, different students

	# of results in District	Not Meeting	Partially Meeting	Approaching	Meeting	Exceeding	Meeting + Exceeding (Highest Two Levels)		Not Meeting + Partially Meeting (Lowest Two Levels)	
							District	Yr-Yr	District	Yr-Yr
							2015-16 G3 Math PARCC	40	0%	13%
2016-17 G3 Math PARCC	47	0%	6%	28%	47%	19%	66%	6%	-6%	
2017-18 G3 Math PARCC	43	5%	14%	33%	40%	9%	49%	19%	12%	
2018-19 G3 Math NJSLA	43	0%	12%	21%	58%	9%	67%	12%	-7%	
2021-22 G3 Math NJSLA	41	0%	27%	27%	41%	5%	46%	27%	15%	
2015-16 G4 Math PARCC	42	0%	10%	24%	50%	17%	67%	10%		
2016-17 G4 Math PARCC	42	2%	12%	33%	48%	5%	52%	14%	5%	
2017-18 G4 Math PARCC	51	4%	4%	41%	45%	6%	51%	8%	-6%	
2018-19 G4 Math NJSLA	41	2%	7%	27%	51%	12%	63%	10%	2%	
2021-22 G4 Math NJSLA	29	3%	10%	17%	62%	7%	69%	14%	4%	
2015-16 G5 Math PARCC	51	2%	6%	27%	53%	12%	65%	8%		
2016-17 G5 Math PARCC	40	0%	25%	20%	40%	15%	55%	25%	17%	
2017-18 G5 Math PARCC	43	2%	7%	40%	44%	7%	51%	9%	-16%	
2018-19 G5 Math NJSLA	51	2%	14%	41%	33%	10%	43%	16%	6%	
2021-22 G5 Math NJSLA	49	2%	29%	29%	35%	6%	41%	31%	15%	
2015-16 G6 Math PARCC	63	2%	6%	27%	57%	8%	65%	8%		
2016-17 G6 Math PARCC	47	0%	9%	28%	55%	9%	64%	9%	1%	
2017-18 G6 Math PARCC	42	2%	14%	33%	26%	24%	50%	17%	8%	
2018-19 G6 Math NJSLA	43	7%	19%	33%	35%	7%	42%	26%	9%	
2021-22 G6 Math NJSLA	43	2%	21%	42%	28%	7%	35%	23%	-2%	
2015-16 G7 Math PARCC	52	2%	8%	19%	60%	12%	71%	10%		
2016-17 G7 Math PARCC	59	5%	7%	27%	54%	7%	61%	12%	2%	
2017-18 G7 Math PARCC	52	0%	6%	27%	60%	8%	67%	6%	-6%	
2018-19 G7 Math NJSLA	40	8%	8%	23%	48%	15%	63%	15%	9%	
2021-22 G7 Math NJSLA	56	4%	16%	25%	48%	7%	55%	20%	5%	
2015-16 G8 Math PARCC	14	0%	21%	57%	21%	0%	21%	21%		
2016-17 G8 Math PARCC	16	19%	13%	38%	31%	0%	31%	31%	10%	
2017-18 G8 Math PARCC	22	23%	18%	41%	18%	0%	18%	41%	10%	
2018-19 G8 Math NJSLA	17	18%	12%	29%	41%	0%	41%	29%	-11%	
2021-22 G8 Math NJSLA	34	21%	38%	29%	12%	0%	12%	59%	29%	
2015-16 Alg I (MS) PARCC	28	0%	4%	0%	75%	21%	96%	4%		
2016-17 Alg I (MS) PARCC	41	0%	0%	7%	83%	10%	93%	0%	-4%	
2017-18 Alg I (MS) PARCC	42	0%	0%	7%	83%	10%	93%	0%	0%	
2018-19 Alg I (MS) NJSLA	42	0%	2%	7%	71%	19%	90%	2%	2%	
2021-22 Alg I (MS) NJSLA	28	0%	0%	29%	68%	4%	71%	0%	-2%	
2015-16 Math All Grades	290	1%	8%	26%	53%	11%	65%	9%		
2016-17 Math All Grades	292	2%	10%	25%	53%	10%	63%	12%	3%	
2017-18 Math All Grades	295	4%	8%	31%	47%	9%	57%	12%	0%	
2018-19 Math All Grades	277	4%	10%	26%	48%	11%	60%	14%	3%	
2021-22 Math All Grades	282	4%	21%	28%	41%	5%	46%	25%	11%	

Sub-Groups: Gender ELA

CLINTON-GLEN GARDNER PUBLIC SCHOOLS

2021-22 Spring NJSLA by Subgroup Gender

ELA/Language Arts

Grade Band	Gender	Total Tested	% of Tested	Achievement Levels									
				Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
				# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
ES (G3-G5)	Female	50	42%	<10	4%	<10	10%	19	38%	20	40%	<10	8%
	Male	69	58%	<10	7%	<10	12%	24	35%	29	42%	<10	4%
	<i>All Students</i>	119	0%	<10	6%	13	11%	43	36%	49	41%	<10	6%
MS (G6-G8)	Female	84	51%	<10	1%	<10	4%	17	20%	37	44%	26	31%
	Male	81	49%	<10	10%	14	17%	17	21%	33	41%	<10	11%
	<i>All Students</i>	165	0%	<10	5%	17	10%	34	21%	70	42%	35	21%
All Grades	Female	134	47%	<10	2%	<10	6%	36	27%	57	43%	30	22%
	Male	150	53%	13	9%	22	15%	41	27%	62	41%	12	8%
	<i>All Students</i>	284	0%	16	6%	30	11%	77	27%	119	42%	42	15%

Sub-Group by Gender Mathematics

CLINTON-GLEN GARDNER PUBLIC SCHOOLS 2021-22 Spring NJSLA by Subgroup **Gender** Mathematics

Grade Band	Gender	Total Tested	% of Tested	Achievement Levels									
				Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
				# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
ES (G3-G5)	Female	50	42%	<10	2%	10	20%	14	28%	23	46%	<10	4%
	Male	69	58%	<10	1%	18	26%	16	23%	29	42%	<10	7%
	<i>All Students</i>	119	0%	<10	2%	28	24%	30	25%	52	44%	<10	6%
MS (G6-G8)	Female	81	50%	<10	2%	15	19%	23	28%	36	44%	<10	6%
	Male	80	50%	<10	10%	16	20%	27	34%	26	33%	<10	4%
	<i>All Students</i>	161	0%	10	6%	31	19%	50	31%	62	39%	<10	5%
All Grades	Female	131	47%	<10	2%	25	19%	37	28%	59	45%	<10	5%
	Male	149	53%	<10	6%	34	23%	43	29%	55	37%	<10	5%
	<i>All Students</i>	280	0%	12	4%	59	21%	80	29%	114	41%	15	5%

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

RESET



ELA

ELA Evaluation

Evaluate the K-8 ELA program in the areas of instructional materials, curriculum units, assessment, and student work in order to achieve a comprehensive and cohesive K-8 ELA program in our reset by building instructional support and providing professional development.

ELA

- Elementary Literacy Coach
- Revised Schedule Grade 3 to include Foundations
- Professional Development in Foundations for Grade 3 Teachers in November
- Increased Aides
- Built in basic skills at the middle school through the elective period
- Increased resources to provide daily ELL support due to going from a population of under 10 students to over 10 students
- Increased resources to provide G&T and School Wide Enrichment
- Integrated Literacy Coach at the Middle school Level
- Weekly RTI Meetings

Building Instructional Support and Professional Development

Revising K-4 Literacy Block to strengthen and support balanced literacy approach and provide:

- Access to quality instructional materials across grade levels.
- Consistent integration of of mentor texts
- instruction and modeling
- Building up classroom leveled libraries

Focus on improving teacher practice and instructional decision making through modeling during mini-lessons and student conferences. Push in coaching facilitated by Reading Specialist to further support instruction in components of balanced literacy.

November Foundations Professional Development for all 3rd grade teachers

Grade 3 Literacy Block

8:45-9am Every Day

Morning Meeting



9am - 9:30 Everyday



Foundations

9:30 - 10:20

Monday/Wednesday Reader's Workshop

Tuesday/Thursday Writer's Workshop

Fridays NJSLA Review and Timed Writes



11:33 - 12:19

WIN: Additional Guided Reading/Writing Conferences and Student Independent work

Grade 3 Reader's Workshop Components: Monday and Wednesday

- Read Aloud/ Teacher Models Skill with high interest text
- Students work on skill modeled with text that is on their independent level
- Closure: Students

When students are reading whole class novels, they will still be reading at independent levels with free choice independent reading books

Pacing Chart:

- Muggie Maggie novel study (Sept-Oct)
- **Guided reading** groups at independent levels (Oct-Dec)
 - Mini-lesson followed by independent practice; guided practice as necessary
 - Leveled texts and activities based on DRA levels; mixture of leveled books (LLI) and shorter passages
- Informational Text Structure (whole class) (January)
- Chocolate Fever novel study (whole class) (February)
- **Guided reading** groups at independent levels (Feb-March) [see above for details]
- Informational Text Structures (April)
- The Mouse and the Motorcycle novel study (May)
- Literature Circles (June)

Grade 3 Writer's Workshop Components: Tuesday and Thursday

- Read Aloud/ Teacher Models Skill with high interest text
- Students work on skill text
- Closure (Students come together to discuss what happened during their independent Work and share their writing)

When students are reading whole class novels, they will still be reading at independent levels with free choice independent reading books

Pacing Chart:

- Muggie Maggie novel study (Sept-Oct)
- **Guided reading** groups at independent levels (Oct-Dec)
 - Mini-lesson followed by independent practice; guided practice as necessary
 - Leveled texts and activities based on DRA levels; mixture of leveled books (LLI) and shorter passages
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Instructional Supports & Interventions

Examine the scope of the varying intervention services provided and provide training regarding data driven / research based alignment between student need and services provided.

- An index of intervention services that are provided to students across grade level needs to be developed along with related professional learning in order to define the type of service, criteria for eligibility, and the type of student that would best be serviced by the specific intervention in order to best meet the individual needs of our students and provide targeted intervention that directly aligns to student performance outcome
- Implementation of intervention programs such as, Basic Skills, Orton Gillingham, Foundations Double Dose, and Leveled Literacy Intervention (LLI), School wide enrichment, Gifted & Talented, and ELL support is in progress
- Continue to integrate professional development for special education teachers alongside content area teachers, while adding professional learning opportunities unique to student programming such as the Heggerty Program for Phonological Awareness being piloted in grades K-3 and the Step Up to Writing program, Mega Words for morphology.

Curriculum & Instruction

- Over the summer we examined middle school curriculum units to ensure cohesive flow of instruction and genre
- Infuse more literature study into the 5-8 curriculum by adding more contemporary and diverse texts and incorporating book clubs across grade levels to create community such as the reading of Refuge this year.
- Collaborate with other departments (Science and Social Studies) to further infuse reading and writing across content areas.
- In partnership with Library Media Specialist adding complex literary and informational texts to include more current and diverse authors, relatable characters, and contemporary issues

Mathematics

Across grades 3-5, evidence statements demonstrate need for growth in the following areas:

Operations and Algebraic Thinking

- Solve multi-step contextual word problems with degree of difficulty appropriate to grade level, requiring application of knowledge and skills in problems having 3 steps (**Reasoning**).
- Base explanations/reasoning on the properties of operations and place value (**Reasoning**).
- Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations (**Reasoning**).

Number and Operations Base Ten

- Multiply a whole number of up to four digits by a one-digit whole number using strategies based on place value and the properties of operations (**Concept**).
- Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models (**Modeling**).
- Add two decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used (**Modeling**).

Mathematics 3-8

Instruction:

- Teachers will focus on strategies to enable students to think critically, critique reasoning of others , and to develop deeper conceptual understanding.
- Address issues of Reading Comprehension as they apply to mathematics
- Review evidence statements/formative assessment data in order to effectively design small group instruction, inform lesson planning, design interventions, and address student misconceptions.
- Mathematics Program K-5 form committee to review different math programs and textbooks and pilot top two so that recommendation can be made for new series.

Mathematics Recommendations 7/8

Evaluate, recommend and, adopt a new math program for grades 6-8 that that supports instructional goals, addresses findings, and provides integration with elementary and secondary program and ensures:

- Instructional materials are aligned to the Shifts and major features of the standards (focus, coherence, and rigor).
- Grade level materials meet the quality criteria for conceptual understanding, applications and fluency with high quality and engaging materials and assignments.
- Lesson plans / units align to the depth of the standards, key shifts of the standards, and include instructional supports.

In compliance with NJDOE mandates, the purpose of this presentation was to share with the public and Board our district's Spring 2022 New Jersey Student Learning Assessment data, including the following:

- Grade Year-to-Year Comparisons**
- Multi-Year Comparisons for Single Classes**
- Subgroup Comparisons (if N => 20**