SUPERINTENDENT'S ANNUAL GOALS 2025-2026

Board of Education Presentation

October 15, 2025

COMMUNICATIONS

Goal: Enhance district communications by fully integrating and optimizing the district website, Diligent Boards platform, and camera systems to ensure timely and transparent information flow.

Specific actions:

- Implement a camera system for recording public board sessions, ensuring reliable recording by November 2026.
- Conduct a comprehensive audit of the current district website by December 2025.
- Implement Diligent Boards by January 2026.
- Train key district and school staff on effective use of Diligent Boards to improve meeting transparency and document management by February 2026.
- Partner with the IT department and external vendors to upgrade website functionality, ensuring mobile compatibility, accessibility, and ease of navigation by March 2026.

HIRING PROCEDURES

Goal: Implement and standardize district-wide hiring procedures across all schools, ensuring 100% compliance with new protocols.

Specific actions:

- Establish a hiring task force by December 2025 to review current practices, identify gaps, and recommend best practices aligned with district goals and state regulations.
- Develop a comprehensive Hiring Protocol Manual by February 2026. The manual will include standardized job descriptions, interview procedures, candidate screening criteria, and background check requirements.
- Conduct training sessions for all principals, HR personnel, and school-based hiring committees to ensure full implementation of the standardized procedures by March 2026.
- Enhance recruitment efforts by evaluating the benefits of advertising vacancies on platforms such as NJSchoolJobs.com and the New Jersey School Boards Association (NJSBA) website.
- Strengthen partnerships with New Jersey colleges and universities to improve recruitment pipelines for high-quality teaching candidates.

STUDENT ATTENDANCE

Goal: Increase overall student attendance rates to 96% by the end of the 2025-26 school year through targeted interventions, attendance monitoring programs, and increased engagement.

Specific actions:

- Analyze attendance data by November 2025 to identify trends, patterns of chronic absenteeism, and students most at risk.
- Implement targeted intervention programs including strategies such as family outreach, attendance incentives, and partnerships with local community organizations.
- Launch a district-wide attendance awareness campaign to promote the importance of regular attendance. Engage school counselors and social workers to help address underlying barriers.
- Provide professional development to teachers, administrators, and support staff by March 2026, focusing on the impact of attendance on student success and effective intervention strategies.

ELA PROGRAM IMPLEMENTATION

Goal: Fully implement the researched-based *Amplify ELA* program for grades K-6 by November 2025, ensuring staff training, curriculum integration, and at least 85% of teachers reporting proficiency in program use by January 2026.

Specific actions:

- Schedule comprehensive training sessions for K-6 teachers on Amplify program components, instructional strategies, and technology use by November 2025.
- Ensure all classrooms are equipped with necessary materials and technology for the Amplify program by November 2025.
- Distribute crosswalk or correlation between Amplify's lessons and the NJSLS-ELA standards.
- Provide ongoing coaching and support through instructional coaches and peer collaboration starting June 2026.
- Analyze student performance data from annual ELA assessments to evaluate program effectiveness and inform instructional adjustments.

Questions?

NJSLA, NJGPA, & ACCESS Results 2024 - 2025 Administrations

October 15, 2025

Palisades Park School District

Tonight, we will be reviewing the following data metrics for the district:

- NJSLA - Lindbergh and PPHS, Mathematics, ELA, and Science
- NJGPA - High School Graduation Ready Proficiency Exam
- ACCESS for English Language Learners - ECC/LS/HS - All Multilingual Learners in our ESL/ML programs take this assessment to determine their language proficiency.
- Dynamic Learning Maps (DLM) - Special Education exam but we did not have any test takers in district in 2025.

Lindbergh Elementary School
Grades 1-6



Lindbergh Elementary School

2025-2026 Lindbergh Demographics ** Data as of 10/15/25	
Enrollment (total)	723
Number of students who will take the NJSLA in Grades 3-6	469
Hispanic	558 (77%)
Asian	102 (14%)
White	33 (5%)
African American	24 (3%)
Other including Multiple Categories Reported	6 (1%)
Multilingual Learners (MLs)	199 (28%)
IEP Learners	101 (14%)

- 2018-19 Hispanic (50%) Asian (36%) Other (14%)
- ML 25% IEP 11%
- 2019-20 Hispanic (57%) Asian (33%) Other (10%)
- ML 28% IEP 11%
- 2020-21 Hispanic (58%) Asian (31%) Other (11%)
- ML 29% IEP 11%
- 2021-22 Hispanic (63%) Asian (25%) Other (12%)
- ML 32% IEP 9%
- 2022-23 Hispanic (67%) Asian (23%) Other (10%)
- ML 32% IEP 11%
- 2023-24 Hispanic (71%) Asian (20%) Other (9%)
- ML 30% IEP 12%
- 2024-25 Hispanic (74%) Asian (17%) Other (9%)
- ML 30% IEP 12%

New Jersey's Statewide Program Overview

The New Jersey Student Learning Assessments (NJSLA) are statewide assessments that assess students' progress toward the New Jersey Student Learning Standards (NJSLS) in English Language Arts (ELA), Mathematics, and Science.

Interpreting Scores

NJSLA- ELA & Mathematics

- Level 1- Did not yet meet expectations
- Level 2- Partially met expectations
- Level 3- Approached expectations
- **Level 4- Met expectations**
- **Level 5- Exceeded expectations**

Level 4 is the target, demonstrating that a child has met expectations and is well-prepared for the next grade level.

NJSLA- Science

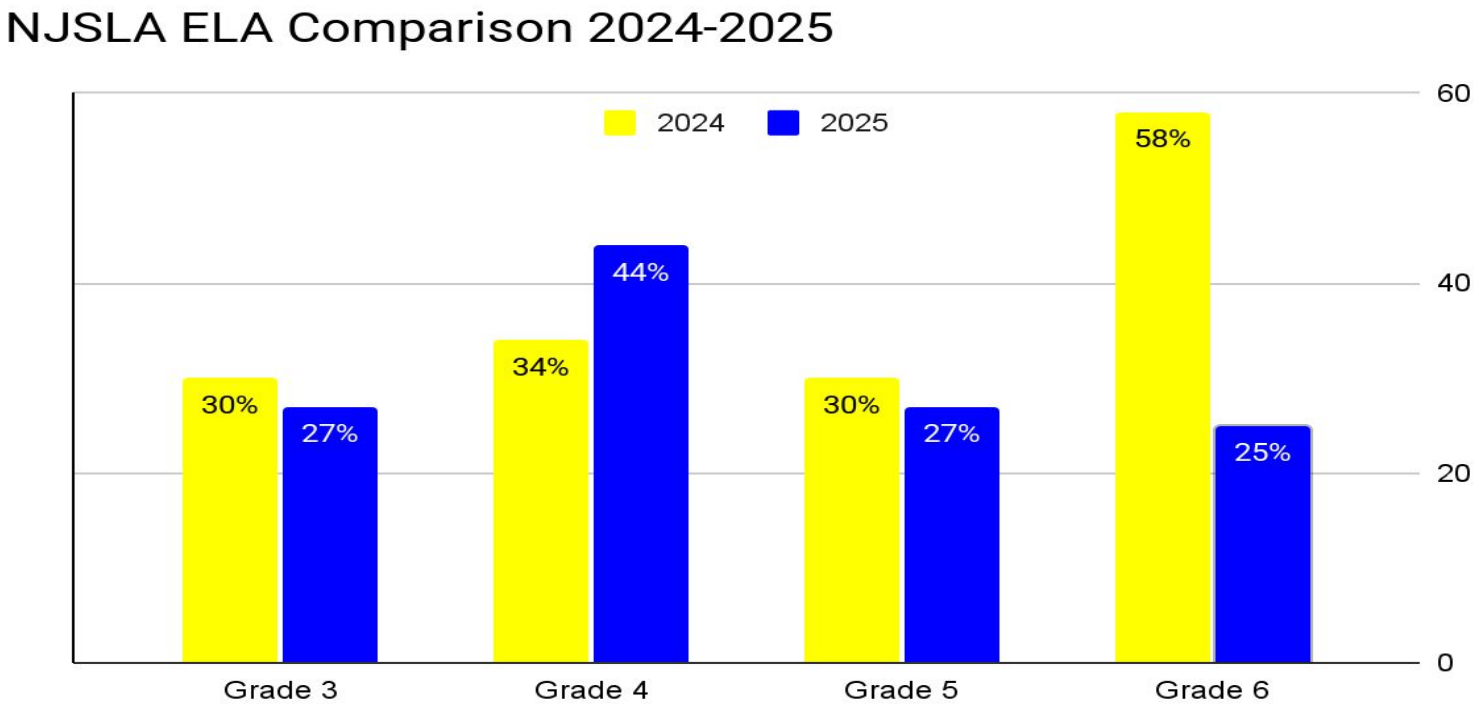
- Level 1- Below proficient
- Level 2- Near proficiency
- **Level 3- Proficient**
- **Level 4- Advanced proficiency**

Level 3 is the target, demonstrating that a child has shown proficiency in understanding the NJSLS in Science.

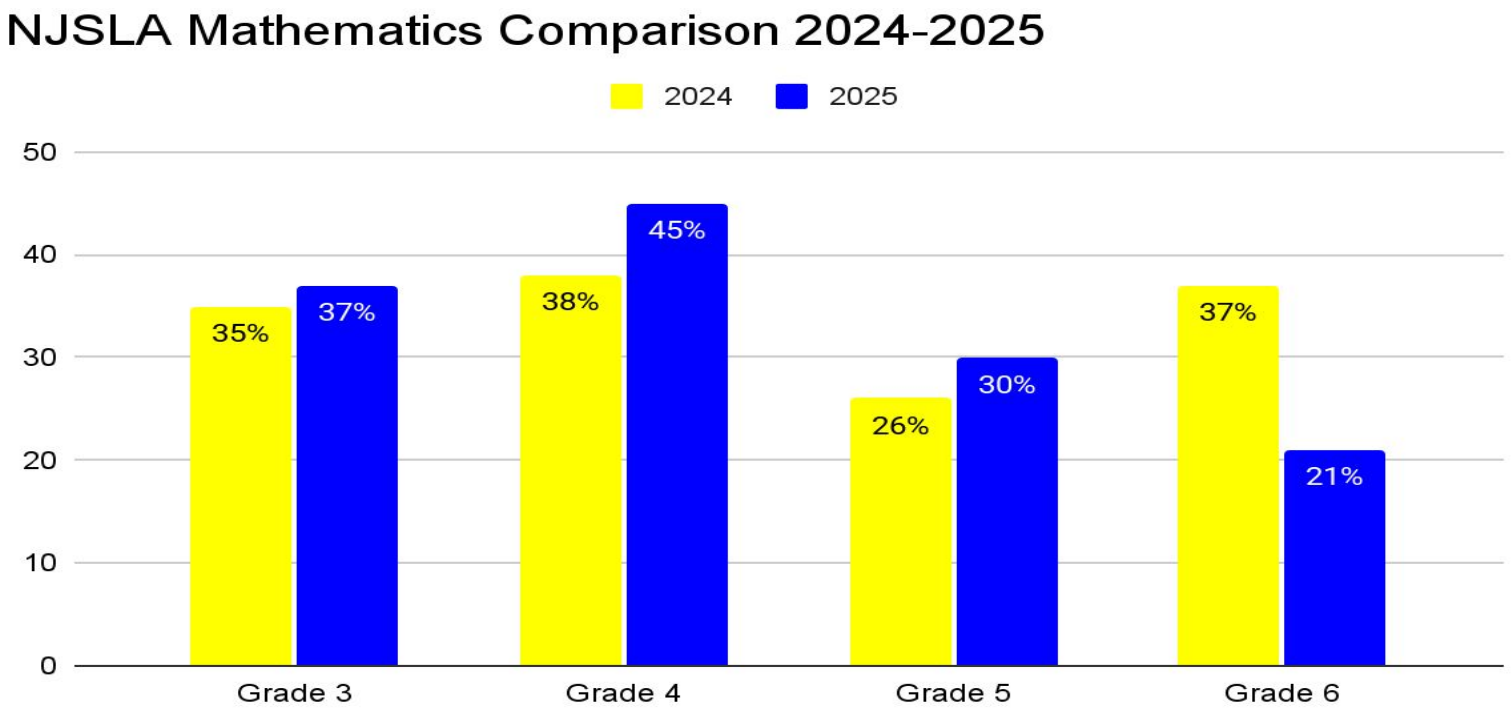
Lindbergh School Participation

All eligible students in grades 3-6 participated in the NJSLA at Lindbergh School. Newly arrived MLs, who enrolled for the first time in a US school after June 1, 2024 utilized the one-time exemption for the ELA portion of the NJSLA or NJGPA during the 2024-2025 school year. These students participated as required in the statewide assessments for mathematics and science.

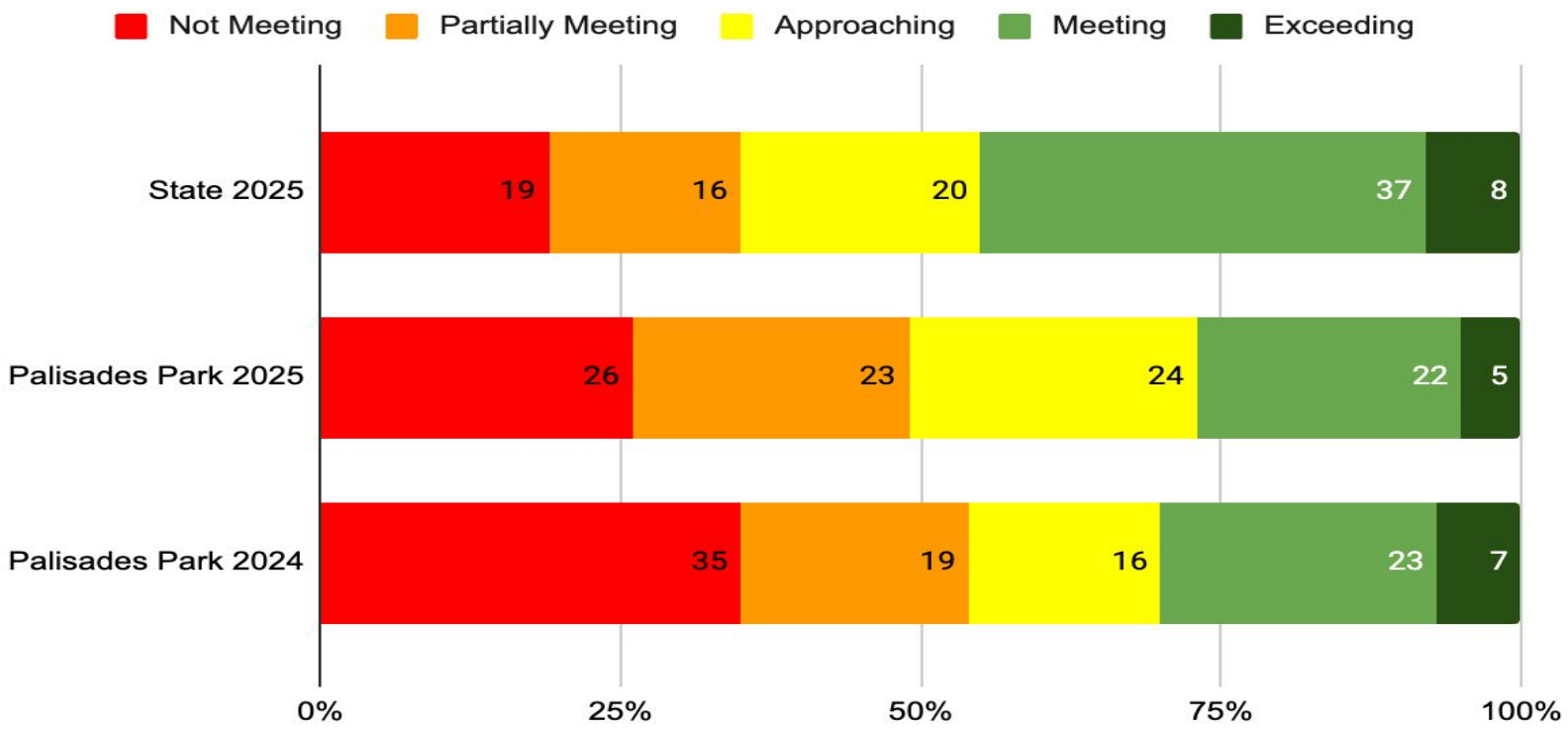
NJSLA ELA Comparison 2024-2025



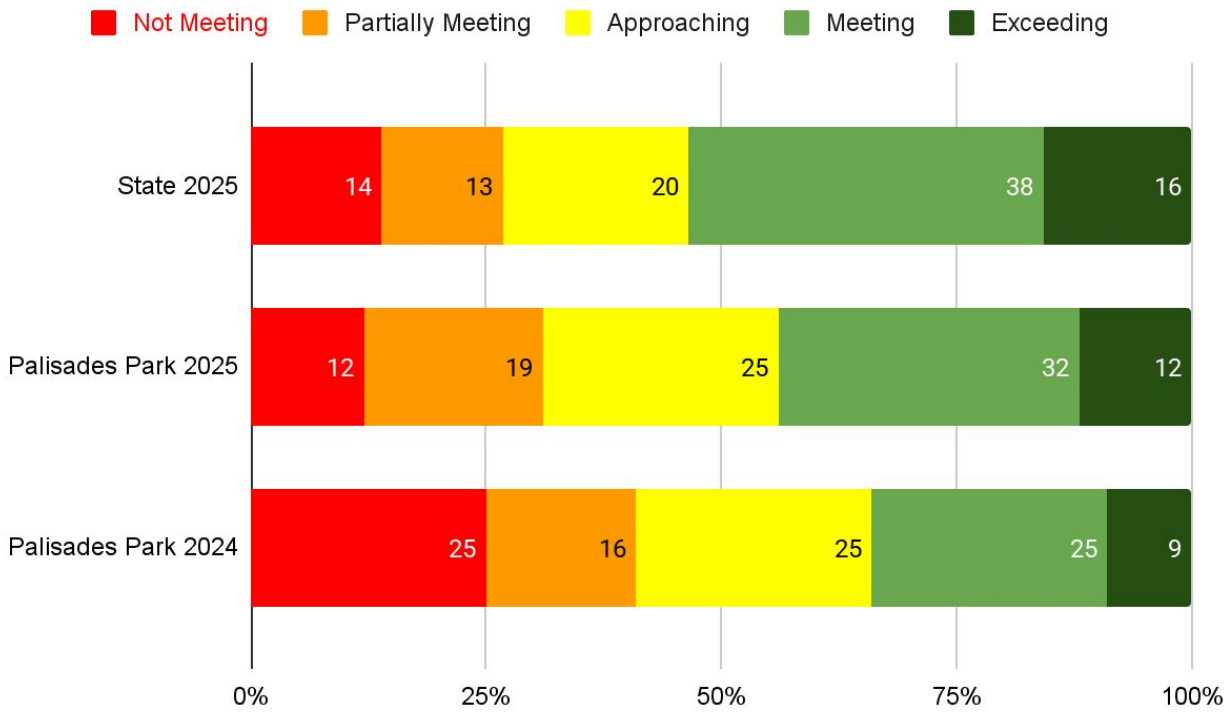
NJSLA Mathematics Comparison 2024-2025



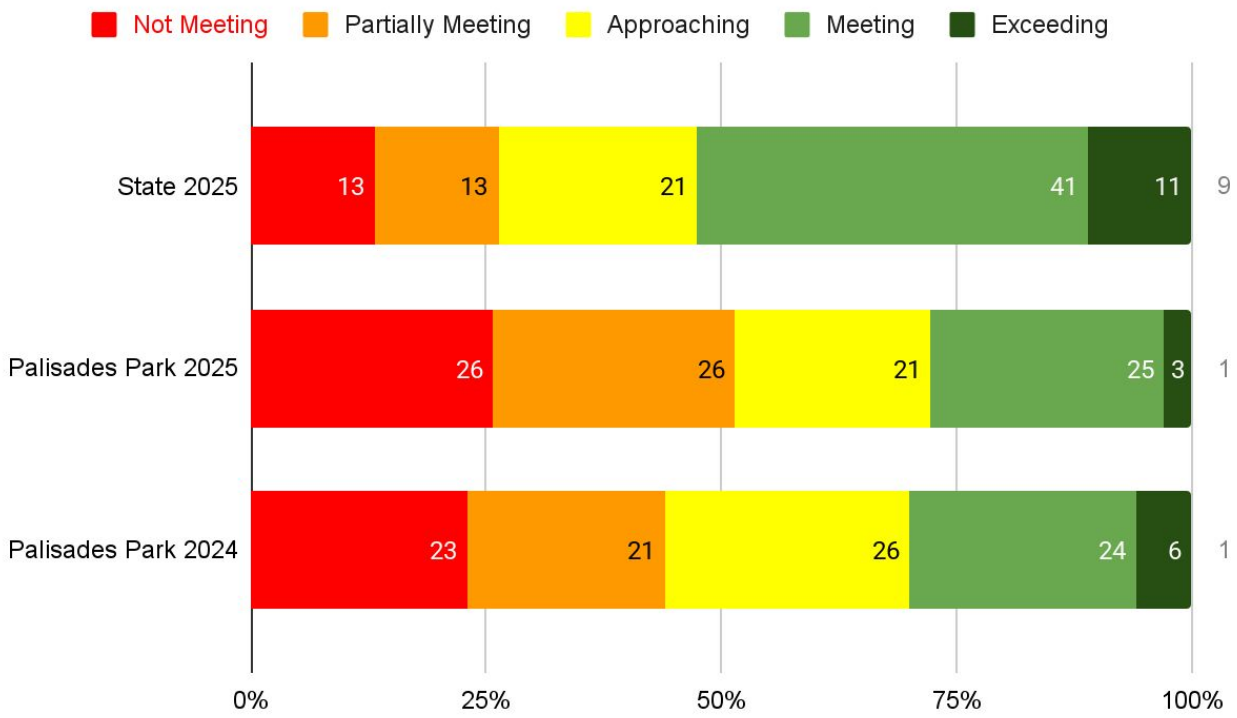
English Language Arts- Grade 3



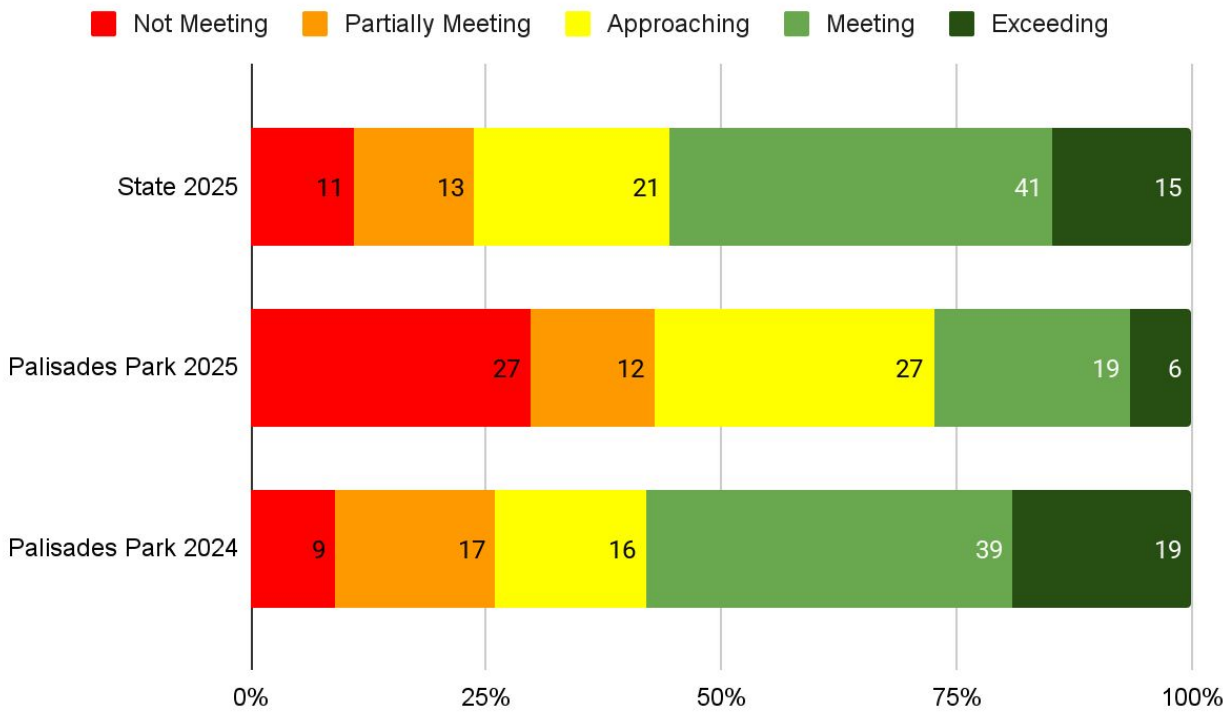
English Language Arts- Grade 4



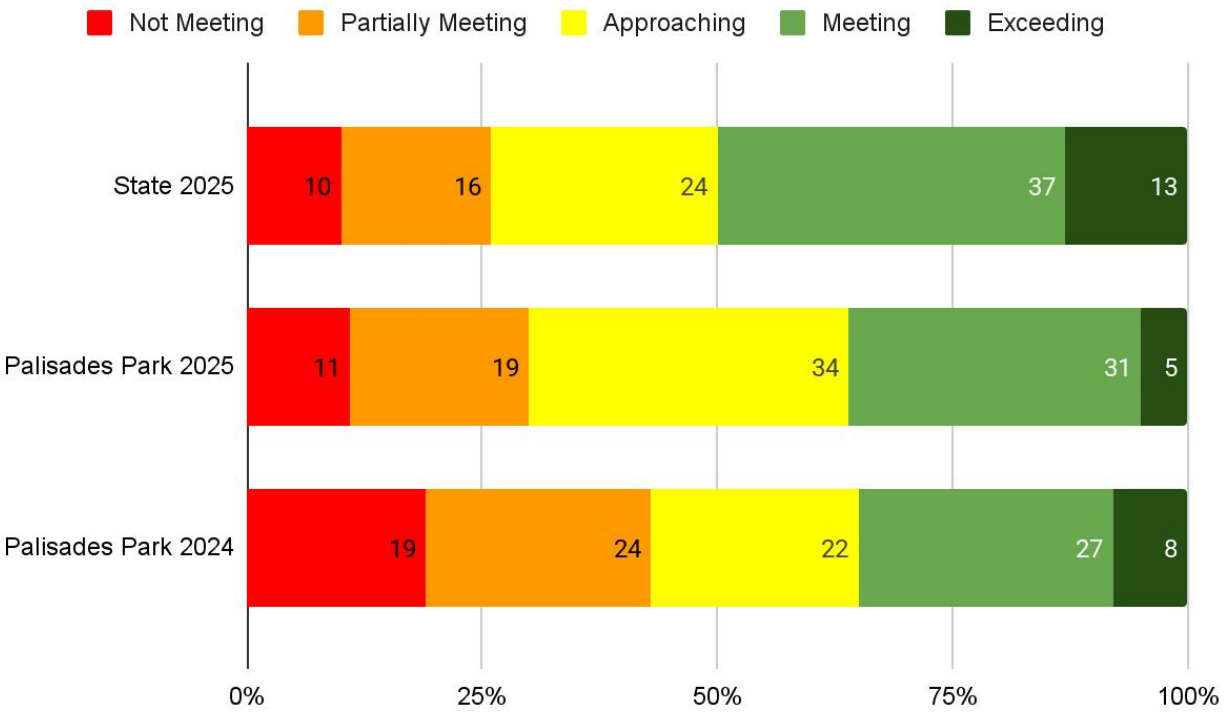
English Language Arts- Grade 5



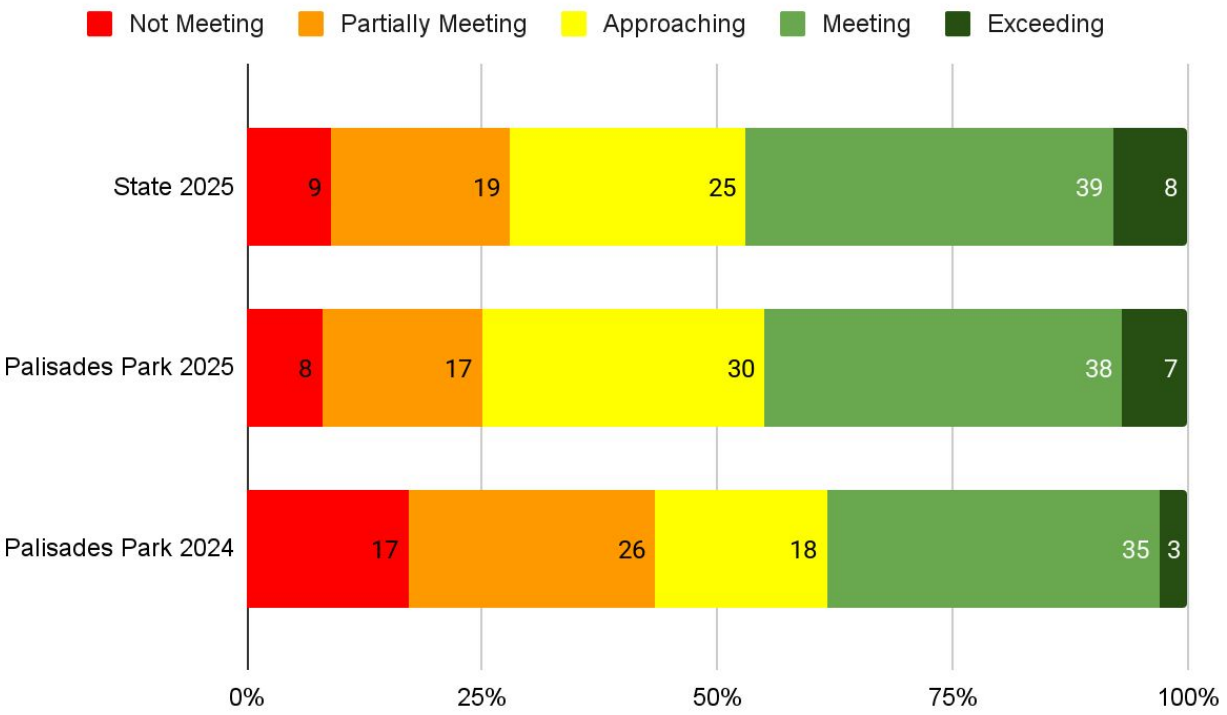
English Language Arts- Grade 6



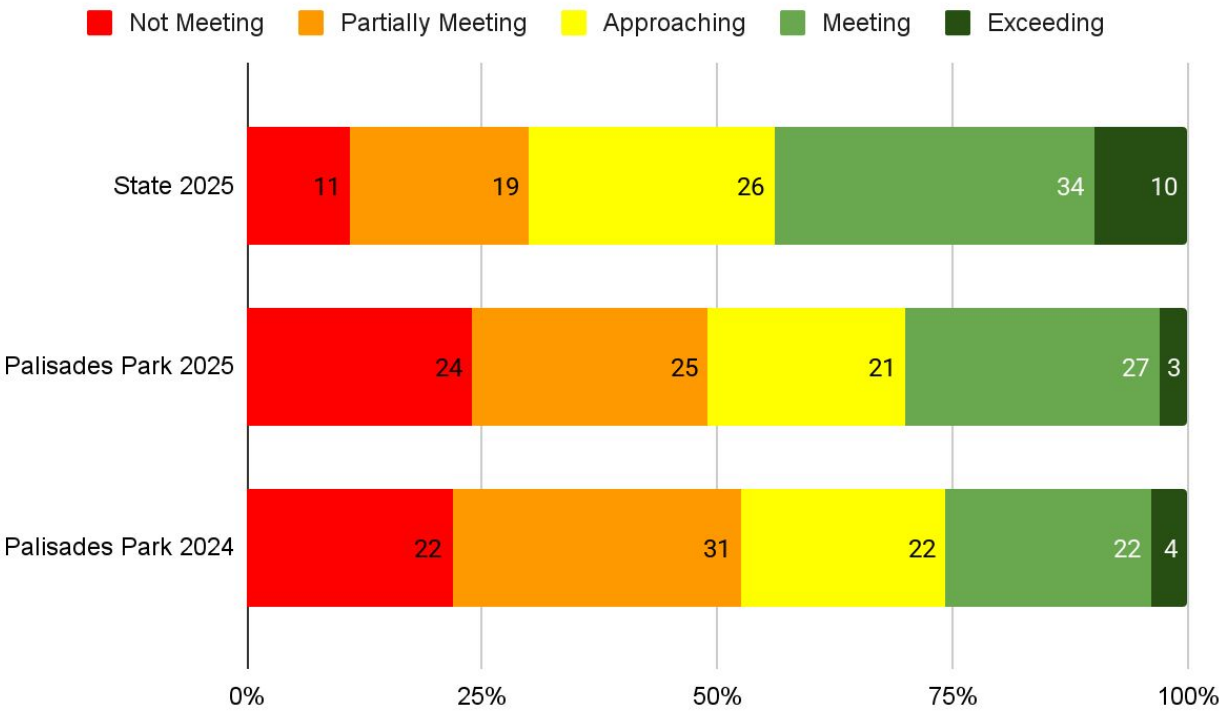
Mathematics- Grade 3



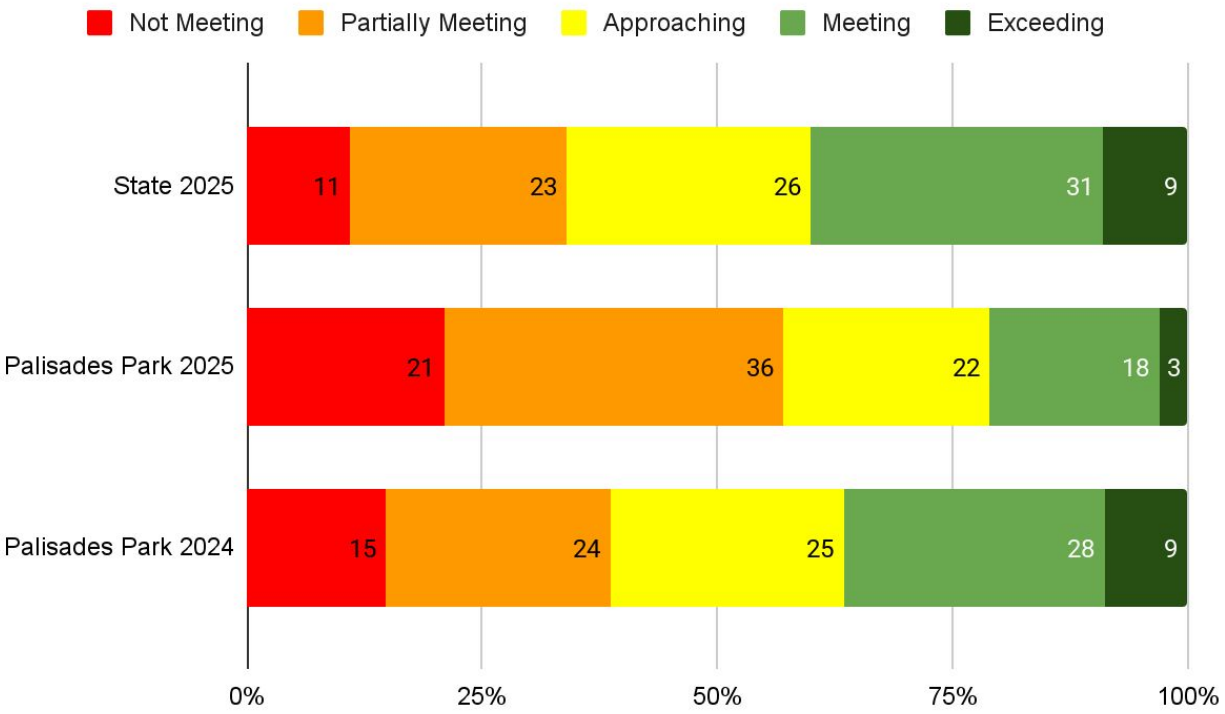
Mathematics- Grade 4



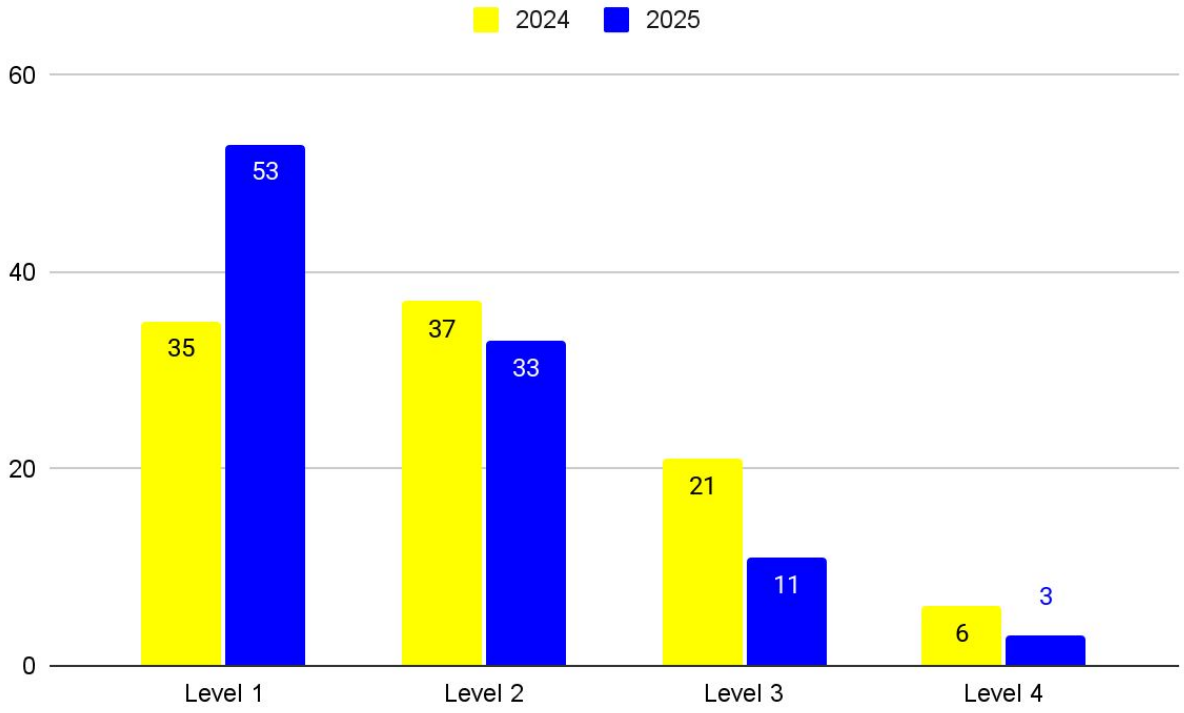
Mathematics- Grade 5



Mathematics- Grade 6



Science - Grade 5



Analyzing NJSLA Scores

Lindbergh School Analysis of Scores from 2024-2025	
Grade 3 ELA	5% Fewer Not/Partially Meeting; 3% Fewer Meeting; 8% More Approaching
Grade 3 Math	1% Increase Meeting/Exceeding
Grade 4 ELA	10% Increase Meeting/Exceeding*
Grade 4 Math	7% Increase Meeting/Exceeding*
Grade 5 ELA	2% Decrease Meeting/Exceeding
Grade 5 Math	4% Increase Meeting/Exceeding
Grade 6 ELA	33% Decrease Meeting/Exceeding**
Grade 6 Math	16% Decrease Meeting/Exceeding**

* Grade 4- CKLA Full implementation with Grade Level collaboration that extended across subjects. 2025-2026- Extending across grade levels.

** Grade 6 students were 1st graders during Covid shutdown and 2nd graders during hybrid year. Large class of 136 vs. current Grade 6 of 111.

Subgroup NJSLA Data- Grade 3 ELA

	Number of Students	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations
EDs	78	32%	22%	26%	19%	1%
MLs	40	40%	30%	23%	5%	2%
Students w/ Disabilities	8	73%	18%	0%	0%	9%

Subgroup NJSLA Data- Grade 4 ELA

	Number of Students	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations
EDs	99	14%	21%	26%	31%	7%
MLs	43	26%	30%	33%	12%	0%
Students w/ Disabilities	14	36%	29%	21%	14%	0%

Subgroup NJSLA Data- Grade 5 ELA

	Number of Students	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations
EDs	90	31%	27%	24%	18%	0%
MLs	27	67%	30%	4%	0%	0%
Students w/ Disabilities	12	50%	33%	17%	0%	0%

Subgroup NJSLA Data- Grade 6 ELA

	Number of Students	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations
EDs	112	28%	22%	27%	18%	5%
MLs	29	76%	17%	7%	0%	0%
Students w/ Disabilities	17	65%	12%	24%	0%	0%

Subgroup NJSLA Data- Grade 3 Mathematics

	Number of Students	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations
EDs	82	12%	21%	37%	29%	1%
MLs	45	16%	20%	40%	24%	0%
Students w/ Disabilities	11	36%	18%	36%	0%	9%

Subgroup NJSLA Data- Grade 4 Mathematics

	Number of Students	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations
EDs	102	10%	17%	32%	37%	4%
MLs	46	11%	24%	33%	30%	2%
Students w/ Disabilities	14	29%	14%	29%	29%	0%

Subgroup NJSLA Data- Grade 5 Mathematics

	Number of Students	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations
EDs	93	27%	30%	19%	22%	2%
MLs	30	60%	33%	7%	0%	0%
Students w/ Disabilities	12	42%	42%	17%	0%	0%

Subgroup NJSLA Data- Grade 6 Mathematics

	Number of Students	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations
EDs	114	21%	37%	24%	18%	1%
MLs	32	50%	31%	19%	0%	0%
Students w/ Disabilities	17	35%	41%	18%	6%	0%

WIDA ACCESS for ELLS Proficiency Levels

- **Entering** (minimal social language with visual and graphic support)
- **Emerging** (knows and uses some social English and general academic language with visual and graphic support)
- **Developing** (knows and uses social English and specific academic language with visual and graphic support)
- **Expanding** (knows and uses social English and some technical academic language)
- **Bridging** (knows and uses social and academic language working with grade level material)
- **Reaching** (knows and uses social and academic language at the highest level measured by this test)

WIDA ACCESS for Multilingual Learners K-12

Palisades Park School District Report 2025

Proficiency Level/Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12
1 - Entering	43%	38%	9%	30%	11%	17%	17%	35%	28%	23%	46%	32%	37%	28%
2 - Emerging	12%	42%	32%	13%	11%	27%	23%	13%	14%	23%	15%	34%	23%	22%
3 - Developing	19%	15%	36%	35%	27%	20%	53%	43%	36%	26%	20%	29%	30%	30%
4 - Expanding	19%	6%	19%	22%	40%	33%	7%	9%	14%	21%	20%	5%	10%	17%
5 - Bridging	7%	0%	4%	0%	11%	3%	0%	0%	3%	8%	0%	0%	0%	3%
6 - Reaching	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Total Tested	58	48	53	46	45	30	30	23	36	39	41	38	30	517

Intervention Strategies for Multilingual Learners

- Conduct organized analyses of educational and achievement trends, paired with ongoing horizontal and vertical curriculum articulation.
- Facilitate PLCs focused on MLL data analysis to drive instructional practice and inform targeted interventions.
- Strengthen collaboration between ESL teachers and content specialists to enhance student achievement.
- Implement both push-in and pull-out models to integrate MLL support with CKLA instruction.
- Maintain a formalized I&RS protocol to ensure students at risk of academic failure receive targeted supports and interventions.
- Provide regular after-school academic support with ESL programming designed to deliver intensive remediation for students with the greatest need.
- Promote a positive school climate and culture, resulting in a significant reduction in behavioral issues and chronic absenteeism, thereby increasing instructional time.
- Continue supporting a school-based mental health team to address students' social-emotional and academic needs, with particular attention to the unique challenges faced by newcomers.

A Pathway to Increasing Student Achievement at Lindbergh School

- Full implementation of CKLA in Grades 1-5 with collaborative teaching to support MLs.
- Piloting of Amplify ELA for Grade 6.
- Continuing the NJSLA After School Academy for Grades 3-6 with a focus on teaching skills and strategies to meet standards while addressing test-taking obstacles and tips.
- Continuing the After School Program for Grades 3-6 to support our MLs in the Expanding level of proficiency.
- Providing greater support during the WIN (What I Need) period with additional staff and progress monitoring.
- Supporting collaboration among teachers by providing additional time to plan together.
- Encouraging support through peer observations.
- Continuing professional development in CKLA and Conquer Mathematics.

NJSLA, NJGPA, & AP Results 2024 - 2025 Administrations

October 15, 2025

Palisades Park School District

Tonight, we will be reviewing the following data metrics for the district:

- NJSLA - PPHS, Mathematics, ELA, and Science
- NJGPA - High School Graduation Ready Proficiency Exam
- Advanced Placement Exams
- Dynamic Learning Maps (DLM) - Special Education exam but we did not have any test takers in 2024-2025.

Palisades Park Jr./Sr. High School

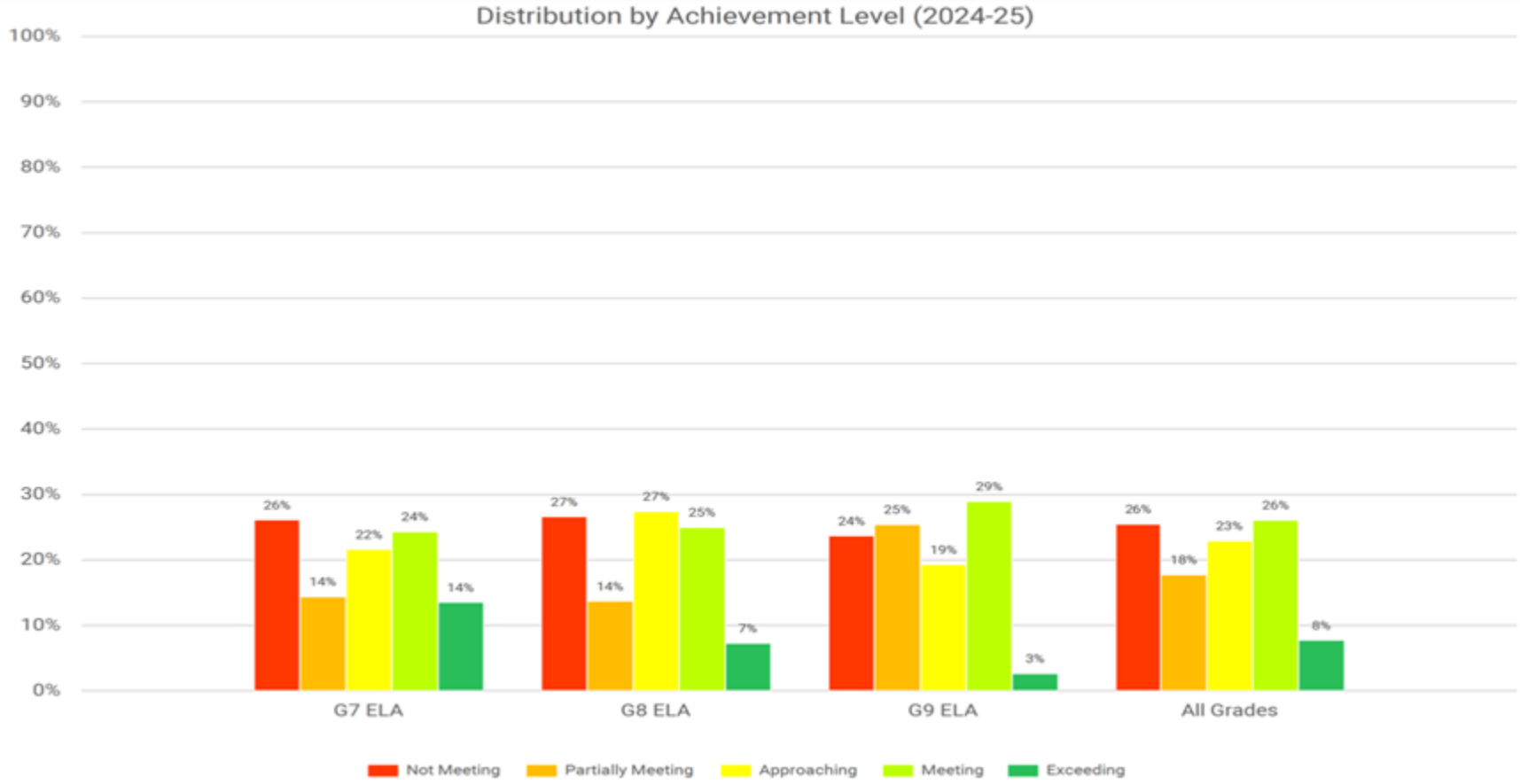
2024 - 2025

Grade 7	112
Grade 8	125
Grade 9	124
Grade 10	128
Grade 11	137
Grade 12	114
Total	740

- **71.8% Econ. Disadvantaged**
- **66.9% Hispanic/Latino**
- **22.7% Asian**
- **7.7% White non Hisp**
- **2.7% other**

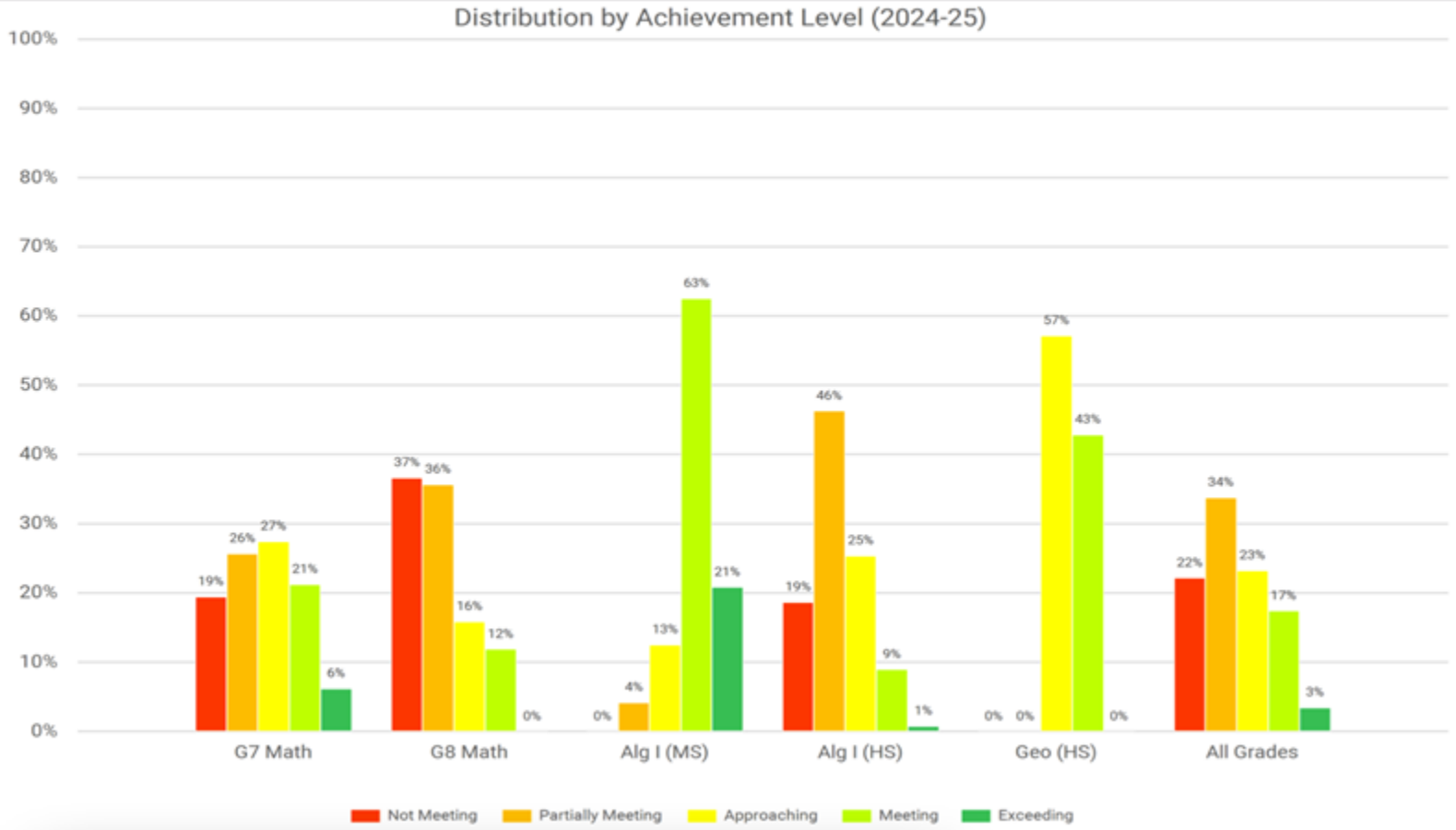
Palisades Park
2024-25 Spring NJSLA

Language Arts



Palisades Park
2024-25 Spring NJSLA

Math



Palisades Park 2024-2025 Spring NJSLA Science														
Grade	% Below Proficiency (Level 1)			% Near Proficiency (Level 2)			% Proficient (Level 3)			% Advanced Proficiency (Level 4)			Change in Level 1 & 2 2024-2025	Change in Level 3 & 4 2024-2025
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025		
	%	%	%	%	%	%	%	%	%	%	%	%		
8	54.1	57	47.2	32.8	34.4	40.8	9.8	5.5	8.8	3.3	3.1	3.2	-3.4	+3.4
11	55.4	56.9	52.2	22.3	22	25.4	17.9	18.7	14.5	4.5	2.4	8	-1.3	+1.3

Percentages may not total 100 due to rounding.

AP Courses Offered

2-D Art and Design
Biology
Calculus AB/BC
Chemistry
Computer Science A
Computer Science Principles
Drawing
English Language and Composition
English Literature and Composition
Environmental Science
Italian Language and Culture
Physics 1
Pre-Calculus
Psychology
Spanish Language and Culture
Statistics
US Government and Politics
United States History
World History: Modern

AP Scores

	2023	2024	2025
Total AP Students	78	73	85
Number of Exams	153	161	209
AP Students with Scores 3+	48	51	74
% of Total AP Students with Scores 3+	61.54	69.86	87.06

NJGPA - Overview (1 of 2)

- The New Jersey Graduation Proficiency Assessment (NJGPA) shall be administered to all 11th grade pupils and to any 11th grade or 12th grade pupil who has previously failed to demonstrate mastery of State graduation proficiency standards on said test (N.J.S.A. 18A:7C-6)
- NJGPA is designed to measure the extent to which students are graduation ready in English Language Arts (ELA) and Mathematics.
- Graduation readiness is reported separately for each content component.
- The ELA component is aligned to the grade 10 standards.
- The Mathematics component is aligned to Algebra I and Geometry standards.

NJGPA - Overview (2 of 2)

- Students who take but do not meet the minimum required score (725) on each component of the assessment will have the opportunity to receive additional supports and may take the following steps:
- Retake the ELA and/or mathematics components of the New Jersey Graduation Proficiency Assessment in the following summer or fall;
- Meet a designated cut score from the menu of substitute competency tests; or
- Complete a portfolio appeal

PPHS NJGPA Participation Rates

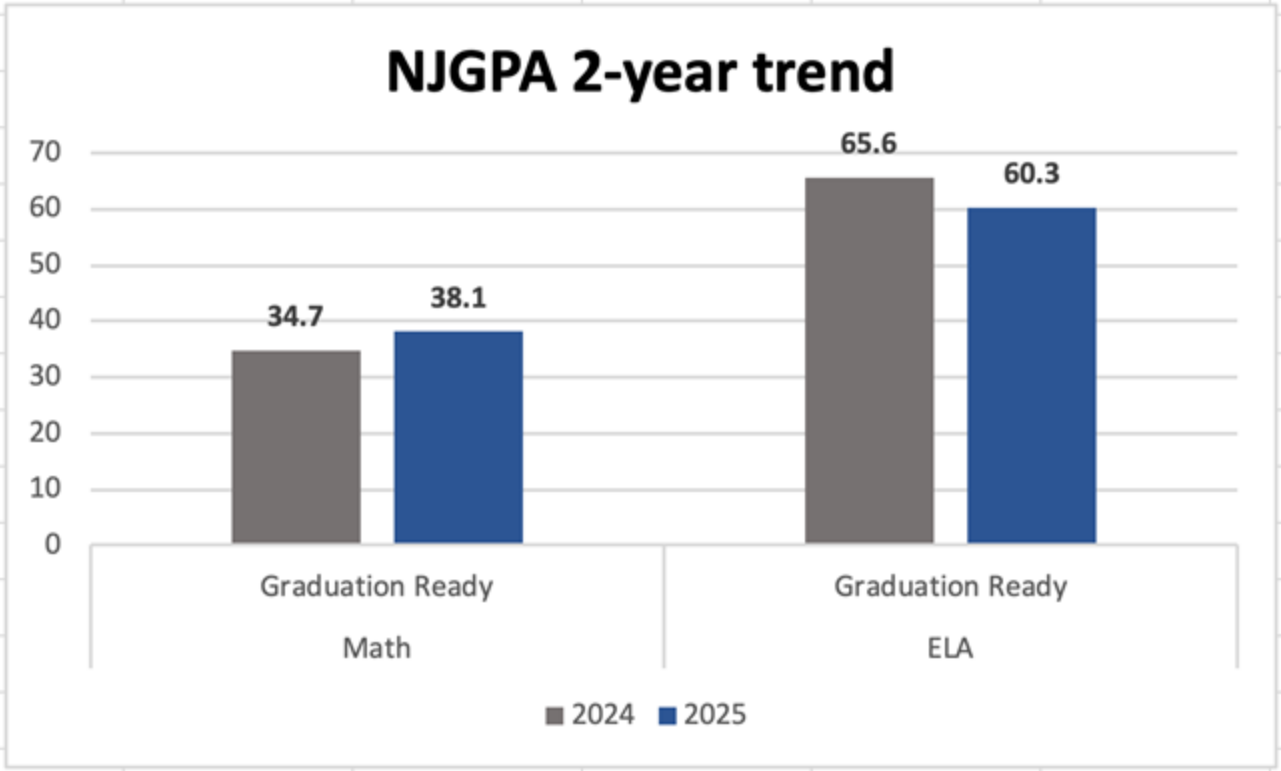
Number of Students Tested

Content Component	Grade 11	Grade 12	Total
English Language Arts (ELA)	136	0	136
Mathematics	139	0	139

Participation Rate

Content Component	Grade 11
English Language Arts (ELA)	100%
Mathematics	100%

2024 v 2025 NJGPA Comparison



2024 v 2025 NJGPA Comparison

	Not Yet Graduation Ready		Graduation Ready		Change in % Grad Ready
	Spring 24	Spring 25	Spring 24	Spring 25	% change
ELA	34.4%	39.7%	65.6%	60.3%	-5.3
Math	65.3%	61.9%	34.7%	38.1%	+3.4

Grad Rates
2022 - 2025

Palisades Park Jr./Sr. High School

2021-2022	2022-2023	2023-2024	2024-2025
89.10%	94.20%	94.60%	98.20%

Notable Successes

Comparing 2024 and 2025 administrations, the following were notable successes

- Grade 8 ELA - 10.8% increase in Meeting/Exceeding
- Grade 8 ELA - 5.6% decrease in Not Meeting. Meaning, even those students who are not yet meeting/exceeding are making progress.
- Grade 8 Math - 7.3% increase in Meeting/Exceeding

- NJGPA Math - 3.4% increase

- Increase in the number of AP exams taken by 48 tests and an 17.2% increase in students who passed (earned 3 or higher)

PPHS Interventions to Increase Achievement

- Organized analysis of education and achievement trends paired with continued horizontal and vertical curriculum articulation;
- Purchase of new Math and ELA curriculum resources.
- PLCs in core content areas focused on data analysis to drive instructional practice.
- District Wide focus on data analysis (e.g. School Evidence Statements) and creation of centralized digital data and resource center for teachers
- Use of digital supplemental materials such as IXL and Newsela to target specific standards deemed in need of support while tracking student progress
- ELA Lab courses integrated into daily schedule at PPHS
- Continued implementation of a formalized I&RS protocol to ensure students at risk of academic failure receive targeted supports and interventions;
- Peer tutoring opportunities provided through the Honor Societies;
- Increase in positive school climate and culture, resulting in a significant decrease behavioral issues and chronic absenteeism/tardies leading to increased learning time
- Continued support of a school-based mental team to support students' social-emotional and academic needs.
- Regular after school academic support provided by teachers four days/week;
- Implementation of lesson plans to demonstrate the implementation of learning standards in teaching strategies.
- NJSLA/NJGPA "30 for 30"
- NJGPA Fall Administration