



The Oradell Public
School District

***Oradell Public School
District***

District Goal Update

December 8, 2021

District Goals



2021-2022

GOAL #1

Increase the number of students on the New Jersey Student Learning Assessment (NJSLA) who move from Approaching (or below) to either Meeting or Exceeding Expectations in Math (target score of 80%), and English-Language Arts (target score of 90%). In the absence of the administration of the NJSLA, the goal will be revised to demonstrate growth between Linkit! Form A (September) and Linkit! Form C (June) with a target increase of 10 percentage points on ELA and a growth of 30 percentage points in Mathematics.

GOAL #2

Utilize data effectively to provide differentiated academic and social emotional instruction.

GOAL #3

Explore ways to integrate STEM/STEAM principles and activities into the OPS environment.

GOAL #1 – Increasing Academic Achievement

Actions Taken

SEPTEMBER

- Learning the Basics of DreamBox
- Observational Assessment by Denis Sheerin, Math Professional Developer
- Asynchronous Professional Development on Guided Math Workshop

OCTOBER

- Assessment of Linkit! Form A data

NOVEMBER

- Reviewed Start Strong Data*
- Based on findings, teachers began the work of identifying ways to support students in their learning progression.
- DreamBox Professional Development for Staff

**In January, there will be a formal presentation to the Board regarding Start Strong Data.*

GOAL #1 – Increasing Academic Achievement

Sample of Start Strong Assessment Work

| STANDARDS | EXAMPLES OF QUESTIONS | STUDENTS IN NEED OF SUPPORT | SMALL GROUP STRATEGIES |
|---|--|---|--|
| 3.MD.A.1 - Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. | A boat ride across a lake is 49 minutes each way. How many minutes does the boat ride take to go across the lake and back? Multiple Choice | Student A, Student B | Model strategy, use manipulatives, practice numberless word problems, GoMath IISP - Skills 49 - 51 |
| 3.MD.A.2 - Measure and estimate liquid volumes and masses of objects using standard units of grams(g), kilograms (kg), and liters (l).6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.7 | What is the amount of honey in the measuring cup rounded to the nearest 100 milliliters (ml)? Part B Jay needs 740 milliliters (ml) of honey to make banana bread. He has 290 ml. How many more milliliters of honey does Jay need? | Student A, Student B, Student C, Student J | Go Math ISSP (Intensive intervention skill pack, skills 61,64,65) |
| 3.MD.C.7.B - Relate area to the operations of multiplication and addition. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. | Figure 1 is a rectangle with two sides covered in tiles. Which equation shows a way to find the area of Figure 1? | Student A, Student C, Student J, Student M | Go Math ISSP (Intensive intervention skill pack, skills 61,64,65) |

GOAL #2 – Using Data Effectively

Actions Taken

SEPTEMBER and OCTOBER – Moving to an Intervention Model

Analysis of prior year Linkit! Form C Data and Linkit! Form A Data to form Math Intervention Cycle.

3rd Grade - Add and Subtract within a Thousand

4th Grade - Relate Multiplication and Division

5th Grade - Place Value Concepts

6th Grade - Multiplying Fractions

Analysis of prior year Linkit! Form C Data, Reading Level, and Linkit! Form A Data to form ELA Intervention Cycle.

3rd Grade - Main Idea

4th Grade - Main Idea

5th Grade - Key Ideas and Details

6th Grade - Main Ideas

Primary Grades

1st and 2nd Grade Target - Isolate and Blend Sounds

1st Grade Data Used: Reading Level, Foundations Assessments, Words Their Way Assessments, DIBELS, Observation in Classroom

2nd Grade Data Used: Reading Level, DIBELS, Observation

GOAL #2 – Using Data Effectively

Actions Taken

NOVEMBER – Panorama (3-6 Results)

| Areas of Strength | | | |
|-------------------|----------------------------|---------------------|---|
| Topic | Percent Answered Favorably | National Percentile | Observations |
| Classroom Effort | 80% | 70th percentile | 46% responded favorably to: How hard do you try to get involved in discussions during class? |
| Self-Management | 79% | 90th percentile | 48% responded favorably to: During the past 30 days how often did you remain calm, even when someone was bothering you or saying bad things? |
| Growth Mindset | 60% | 90th percentile | 53% responded favorable to: In school, how possible is it for you to change how easily you give up? |

GOAL #2 – Using Data Effectively

Actions Taken

NOVEMBER – Panorama (3-6 Results)

| Priorities to Address | | | | |
|-----------------------|----------------------------|---------------------|--|--|
| Topic | Percent Answered Favorably | National Percentile | Observations | Next Steps |
| Self-Efficacy | 58% | 60th percentile | 41% responded favorably to: When complicated ideas are discussed in class, how sure are you that you can understand them? | Create goal setting portfolios to see growth Have students show work always Call home with good news |
| Grit | 52% | 10th percentile | | Positive self-talk Provide chance to rework assignments Provide specific feedback to support growth |

GOAL #2 – Using Data Effectively

The screenshot shows the Panorama Playbook interface. At the top, there's a navigation bar with 'PANORAMA' logo, 'Surveys', and 'Playbook' tabs. Below that, a menu lists various topics like 'Character Lab', 'FuelEd', 'Happy Teacher Revolution', etc. The main content area is titled 'Self-Efficacy' and includes a paragraph about SEL measures, a list of questions, and a link to explore moves. Below this, there's a section for 'The Positronic' move, which includes a photo of students in a classroom and a description of the activity.

Self-Efficacy

Panorama's SEL Measures ask students to answer questions related to how much they believe they can succeed in achieving academic outcomes. Research indicates that students who self-report higher levels of self-efficacy tend to do better in school, career, and life.

Questions on Panorama's SEL Measures related to Self-Efficacy include:

- How confident are you that you complete all the work that is assigned in your classes?
- When complicated ideas are presented in class, how confident are you that you can understand them?

Explore moves related to Self-Efficacy to find moves to cultivate your students' belief in their own ability to succeed.

The Positronic

Move This World

Students will work in groups to embody how they can respond to challenges with an optimistic perspective versus a pessimistic perspective. Students will...

Playbook

What are strategies for improving **Grit**?

Allow Students to Do Work for Other Classes When They Ask



Leigh VandenAkker



If at First You Don't Succeed...



Bonnie Nieves



Brainstorm Suggestions for Positive Self Talk



David Moisl



Have Students Reflect on Their Performance



Anne Claire Tejtel Nornhold



Connect Course Material to Students' Futures



Anne Claire Tejtel Nornhold



Using Revisions to Build Skills



Megan Jacobson



[See more on Playbook](#) →

GOAL #2 – Using Data Effectively

Actions To Be Taken

MOVING FORWARD – Data Meetings

- On December 3, all grade levels had 90-minute data meetings.
- Administration and staff worked to identify next round intervention targets and students who would benefit from intervention in this specific area.
- We have allotted ESSER money for continued data meeting work.

MOVING FORWARD – Involving Students in the Process

- Student-Facing Rubrics
- Learning Progressions

I can make sense of problems and persevere in solving them. SMP - 1

Level 4:
I can find a second or third solution and describe how the pathways to these solutions relate.

Level 3:
I can make sense of problems and persevere in solving them.

Level 2:
I can ask questions to clarify the problem, and I can keep working when things aren't going well and try again.

Level 1:
I can show at least one attempt to investigate or solve the task.

@jgough
@jwilson328
#LL2LU

| Information Writing Checklist | | | | | |
|-------------------------------|---|---|--|--------------------------|--------------------------|
| Grade 5 | | | | | |
| STRUCTURE | | | | | |
| Overall | I taught readers different things about a subject. I put facts, details, quotes, and ideas into each part of my writing. | | | | |
| | Did I do it like a fifth grader? | | | NOT YET | STARTING TO |
| Lead | | I wrote an introduction that helped readers get interested in and understand the subject. I let readers know the subtopics I would be developing later as well as the sequence. | | <input type="checkbox"/> | <input type="checkbox"/> |
| Transitions | | When I wrote about results, I used words and phrases like <i>consequently</i> or <i>as a result</i> . When I compared information, I used words and phrases such as <i>in contrast</i> , <i>by comparison</i> , and <i>especially</i> . In narrative parts, I used phrases such as <i>a little later</i> . In sections that stated an opinion, I used words such as <i>but the most important reason</i> and <i>for example</i> . | | <input type="checkbox"/> | <input type="checkbox"/> |

GOAL #3 – FINDING A PLACE FOR STEM

ACTIONS TAKEN

Administrative Team

- Discussed the connection between GRIT and STEM
- Brainstormed how not to put one more thing on teachers' plates during this time and instead make it something they enjoy

Focused Launch

- Identified grant funds that could be used for the purchase of STEM materials
- Representative of the Kindergarten team, science lab instructor, and tech coach met with Mrs. Brancato to look at materials and develop an implementation plan.

STEM Day

- Students in grades K-6 were grouped together to participate in STEM activities led by the administrative team.
- Students worked collaboratively to solve problems with specific materials and goals.
- Purpose was a soft launch to see how students attacked problems, worked through the design process naturally, etc.

Coding

- Family Code Night (12/7)
- Hour of Code coming soon

Next Steps

- Continuing to do grade level activities where each lesson has a specific goal (i.e., brainstorming strategies, dealing with difficulties, etc.)



Strong Roots Grow at OPS

