Oradell Public School District

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District Goal Update - Part 1

November 16, 2022

District Goals

Oradell Public School

2022-2023

GOAL #1
Increase student engagement through the implementation of an inquiry approach to learning.

GOAL #2
Develop and document structures to effectively implement a differentiated approach to increase learning achievement for all students.

GOAL #3
Increase the number of students on the New Jersey Student Learning Assessment (NJSLA) who Meet or Exceed Expectations in Math (Target Score of 80%), and English-Language Arts (Target Score of 85%).

GOAL #4
Research possible after school and evening enrichment opportunities.

GOAL #5
Develop a comprehensive technology plan for students and teachers that identifies both hardware devices and software applications that improve operational efficiency and increase academic achievement.

GOAL #1

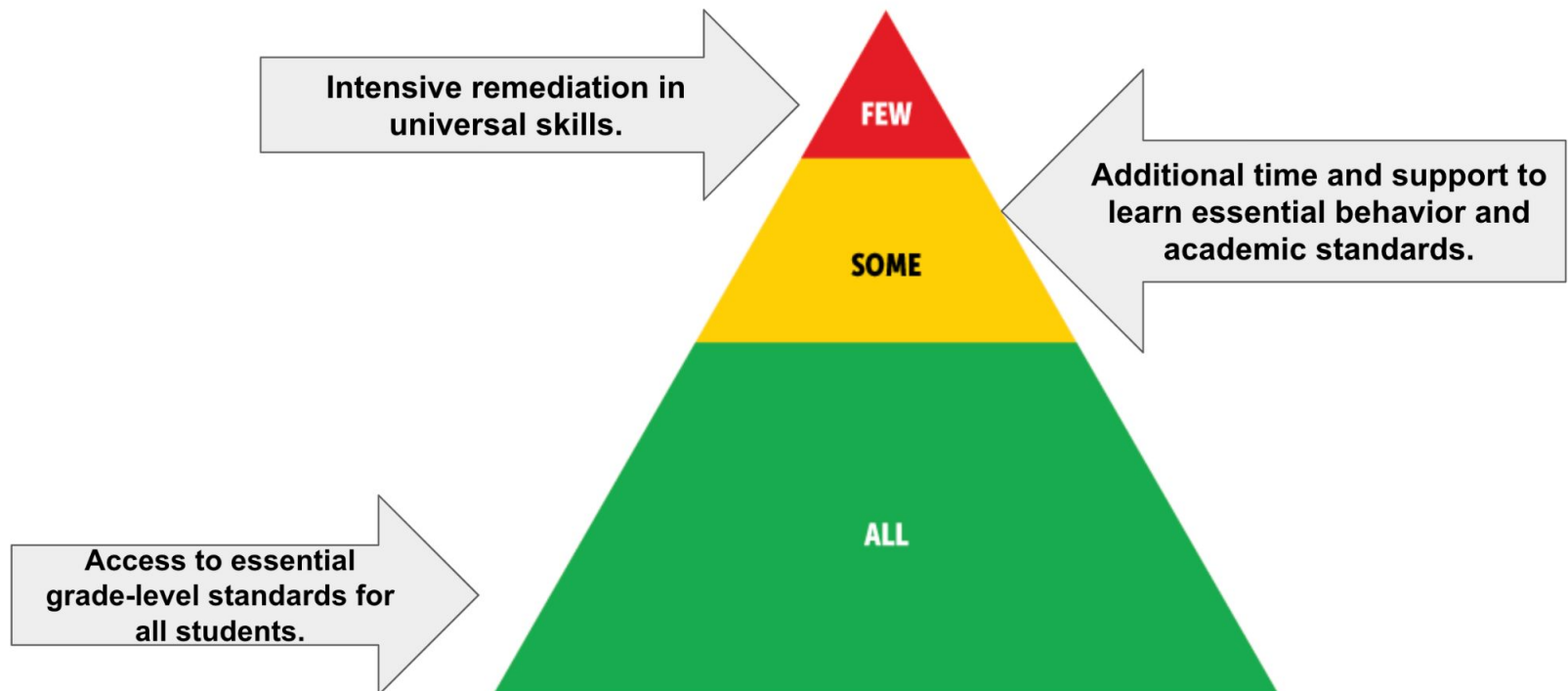**Increase student engagement through the implementation of an inquiry approach to learning.**

Actions Taken

- Development of a Data Collection Tool to study current levels of engagement
- Professional Development from Innovative Designs for Education (IDE) on using questioning as a way to facilitate engagement
- Implementation of "Creative Thinkers' Lab"
- Incorporation of STEM learning modules throughout the curriculum
- *Green Our Planet* and Green*Garden Connect* Grant Applications
- Purchase of *Exemplars* Math Resource, which is focused on a problem-solving approach
- Weekly Wonders and Thoughts for Staff:
  - **WEEKLY WONDER:** How does fear impact you and your students' lives? It's okay to be afraid. That's normal. But you'll never know what lies on the other side of your fears unless you face them. To see how one child deals with her fear, check out this video **Girl's First Ski Jump.** This is a great one to show during Open Circle.

GOAL #2

Develop and document structures to effectively implement a differentiated approach to increase learning achievement for all students.

Tiered Systems of Support

Intensive remediation in universal skills. → **FEW**

← Additional time and support to learn essential behavior and academic standards. **SOME**

Access to essential grade-level standards for all students. → **ALL**

GOAL #2

Develop and document structures to effectively implement a differentiated approach to increase learning achievement for all students.
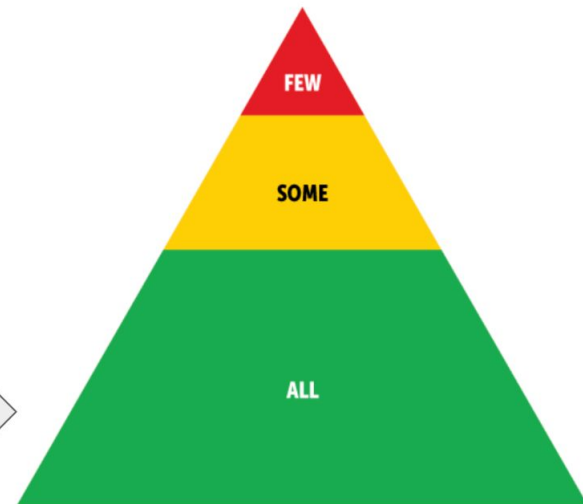
Tiered Systems of Support

There are three tiers of support in this model

Tier 1: Universal Prevention (All - conducted in class by the teacher)

- Instruct using quality curriculum aligned to grade level standards
- Continually use formative assessments to track progress
- Differentiate to ensure all students are learning
- Gather data and make adjustments based on student need

Example for ELA: Data is showing students in K and 1 were having trouble with foundational reading skills. There was not a schoolwide program for phonics instruction. To strengthen these decoding skills in K and 1, OPS purchased Fundations to be used with all students in all classrooms in K and 1.

Example for Math: DreamBox. All students are assigned and complete lessons.

FEW

SOME

ALL

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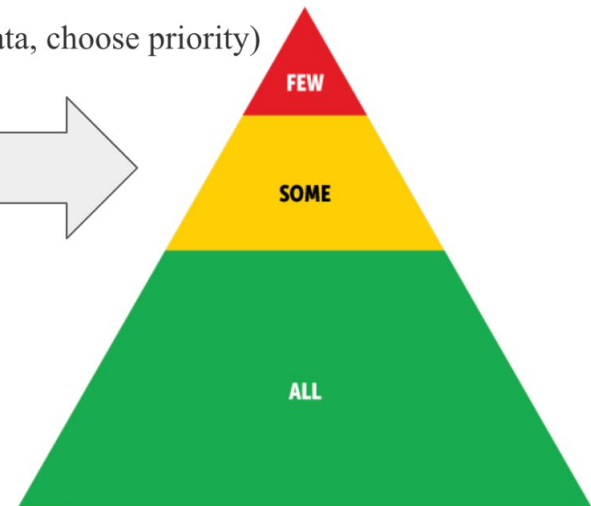
Tiered Systems of Support

Tier 2: Targeted Prevention (Some - conducted in small group by the teacher or other staff member in the classroom)

- Incorporate during WIN period
  - Focus on improving specific skill deficits (Looking at data, choose priority)
  - Target needs
  - Collect data
  - Assess progress over period of 4-6 weeks

ELA Example: Students have completed the first unit in Fundations and have been assessed. 80% of the students have scored 80% or higher but 20% have not. The students who have not shown mastery will be pulled in a small group during WIN to address their areas of growth in foundational reading skills.

Math Example: Data from DreamBox reports indicate some students need additional support in understanding place value. With this information, the teacher pulls a small group during WIN to reinforce this skill.

FEW

SOME

ALL

GOAL #2

Develop and document structures to effectively implement a differentiated approach to increase learning achievement for all students.

Tiered Systems of Support

Tier 3: Intensive, Individualized Prevention (Few - Conducted out of class)

- Implemented when student is non-responsive to Tier 1 and 2
- Individualized support
- Often targets pre-requisite skills in order to fill gaps
- Uses progress monitoring

ELA Example: A third grade student is having trouble in reading. The student is receiving grade level instruction with the OPS Reader's Workshop curriculum and receiving support through conferring (Tier 2). Additionally, the teacher meets with the student in a small group or 1:1 to build fluency but there are gaps in foundational reading skills. This student would benefit from additional Tier 3 supports outside of the classroom to target blending and segmenting words as a prerequisite skill for reading fluency.

Math Example: Linkit! And DreamBox data indicated gaps in prior year skills. The student would receive Tier 3 supports for this.
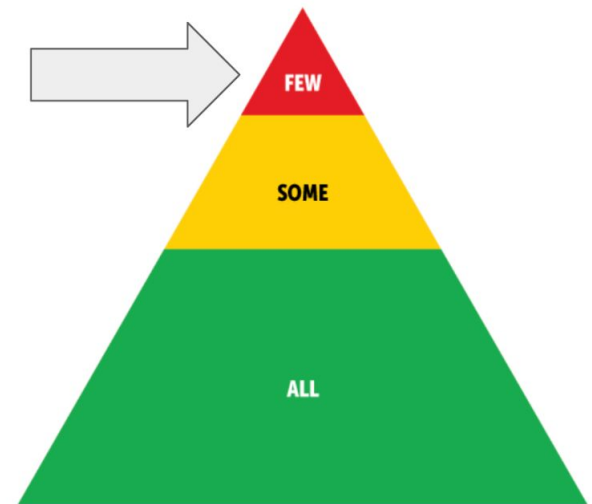
FEW

SOME

ALL

GOAL #2

Develop and document structures to effectively implement a differentiated approach to increase learning achievement for all students.

Actions Taken

- Tier 1 Checklist shared with teachers to document interventions/modifications in place for students of concern
- Administrative Team worked with LinkIt! to develop Intervention Manager platform, which streamlines the data and creates weighted criteria to "progress monitor" students that need Tier I, Tier II & Tier III supports
- Teachers worked together during data meetings to determine specific grade level student needs and began gathering resources and developing plans to meet those needs during WIN (What I Need)
- Professional Development on November 8th was used for teachers to finish developing plans for differentiation
- Refined the role of intervention teachers to include time to consult with classroom teachers and observe students to provide additional Tier II resources and supports for individual student and/or small group needs

GOAL #3

Increase the number of students on the New Jersey Student Learning Assessment (NJSLA) who Meet or Exceed Expectations in Math (Target Score of 80%), and English-Language Arts (Target Score of 85%).

Actions Taken

- Child Study Team members are working in teams with general education teachers, special education teachers, and specialists to determine effective interventions for students with IEPs
- Teachers reviewed benchmark data, state assessments, and in-class assessments to determine areas of strengths and growth and planned for next steps in instruction in Math and ELA
- Exploration of Fundations with grade 2 to ensure students are leaving the grade level with an understanding of patterns in reading and writing
- Student participation in an outside of the school day Title I program to address gaps in foundational reading skills
- Use of Title III funds to purchase leveled readers and educational technology to support ELL students in both math and ELA
- Beginning planning for an afterschool math academy to target cusp students

After viewing this presentation, what do you wonder?