



The Oradell Public
School District



Board of Education Meeting
Superintendent's Report
April 17, 2024

+ District Goals

- *Implement activities across the curriculum that foster creativity resulting in increased student engagement.*
- *Enhance the partnership between home and school through deliberate communications structures and increased opportunities for family involvement.*
- *Meet the needs of all learners via a differentiated approach to learning as evidenced by the number of students who meet or exceed expectations on the NJSLA with a target goal of 80% Meeting or Exceeding in Mathematics and 85% Meeting or Exceeding in English-Language Arts.*
- *Develop a comprehensive technology plan that addresses current and future hardware needs, operational and instructional software usage, and protocols for safety and security.*





OVERALL INSTRUCTIONAL MOVES

Data Analysis

-LinkIt! Form C (from prior year), Form A and Form B analysis.

-Administration met with LinkIt! to review Navigator reports. We looked at global reports and more specific class and student data.

Oradell PS (2023-24)

Math	n=	Avg. Score		Growth	Neg./Zero Growth		Positive Growth		Low LGP		Typical LGP		High LGP		Avg. LGP P
		A	B	A-B	%	Growth	%	Growth	%	Growth	%	Growth	%	Growth	
G3	95	41%	58%	17%	7%	-2%	93%	19%	37%	7%	40%	18%	23%	32%	44
G4	119	50%	59%	10%	25%	-4%	75%	14%	33%	-2%	39%	10%	29%	22%	47
G5	126	51%	68%	18%	9%	-5%	91%	20%	29%	5%	36%	17%	36%	29%	54
G6	102	52%	59%	7%	31%	-4%	69%	13%	34%	-3%	41%	10%	25%	18%	47
All Grades	442	49%	62%	13%	18%	-4%	82%	17%	33%	2%	39%	13%	29%	26%	48

Oradell PS (2022-23)

Math	n=	Avg. Score		Growth	Neg./Zero Growth		Positive Growth		Low LGP		Typical LGP		High LGP		Avg. LGP P
		A	B	A-B	%	Growth	%	Growth	%	Growth	%	Growth	%	Growth	
G3	112	46%	58%	12%	20%	-5%	80%	16%	53%	3%	29%	17%	18%	32%	39
G4	125	55%	63%	9%	30%	-5%	70%	15%	36%	-3%	34%	10%	30%	22%	47
G5	104	53%	68%	14%	19%	-6%	81%	19%	31%	1%	37%	14%	33%	28%	50
G6	123	52%	63%	11%	19%	-6%	81%	15%	21%	-5%	47%	10%	32%	22%	54
All Grades	464	51%	63%	11%	22%	-5%	78%	16%	35%	0%	37%	12%	28%	25%	48

LGP (LinkIt! Growth Profile) compares the amount of change (growth) in a student's Form B score relative to a peer cohort with the same Form A achievement level using 2022-23 NJ Statewide normed data. Students are placed in one of three LGP achievement levels based on whether they scored in the top-third (High LGP), middle-third (Typical LGP), or bottom-third (Low LGP) of growth when compared to their cohort.

LGP P designates the student's growth percentile.



OVERALL INSTRUCTIONAL MOVES

Data Analysis

-LinkIt! Form C (from prior year), Form A and Form B analysis.

-With Form B, staff spent faculty meeting time looking at data from the Navigator reports.

Content Area: (type ELA or Math here)

USE TEACHER SLIDES 1 & 2

Students that moved up in achievement		Students that moved down in achievement	
Name	Why do you think they improved?	Name	Why do you think they performed lower?
What can you plan to do to support students who need additional instruction? Please write an initial plan in the space below for each student.			

USE TEACHER SLIDES 8-9

Which topics show improvement from Form A to B?		Which topics show no improvement or a decrease in scores from Form A to B?	
Topics	Where is it taught in the curriculum? (i.e. unit or month)	Topics	Where is it taught in the curriculum? (i.e. unit or month)
What can you plan to do to address the standard(s) that need additional instruction? Please write an initial plan in the space below.			



OVERALL INSTRUCTIONAL MOVES

Data Analysis

- Triangulated Data (2nd grade sample)
 - Beginning and Middle of the Year Reading Level
 - Beginning and Middle of the Year DIBELS
 - Form B of LinkIt!

Student	Program	2023-24 Gr 2 ELA LinkIt! NJSL Form B			23-24 G-2 TC Reading (b) Winter		2023-24 BOY Gr 2 ELA DIBELS		DIBELS MOY Composite 389			
		Teacher	Level	Percent	Level	TC Reading Level	Level	TC Reading Level	Level	Scaled	Level	Scaled
504	LEP, started	Bubble		52	Exceeding Stand	L (12)	Exceeding Stand	M (13)	Core Support - N	348	Core Support - N	404
		Bubble		52	Exceeding Stand	O (15)	Exceeding Stand	P (16)	Core Support - N	377	Core Support - N	434
		Approaching		33	Meeting Stand	K (11)	Exceeding Stand	M (13)	Strategic Support	323	Strategic	381
		Meeting		63	Meeting Stand	K (11)	Meeting Stand	L (12)	Core Support - N	340	Core Support - N	398
		Partially Meeting		19	Approaching Sta	H (8)	Approaching Sta	I (9)	Strategic Support	318	Strategic	375
		Meeting		74	Exceeding Stand	P (16)	Exceeding Stand	Q (17)	Core Support - N	414	Core Support - N	491
		Meeting		78	Exceeding Stand	Q (17)	Exceeding Stand	Q (17)	Core Support - N	399	Core Support - N	449
		Meeting		59	Meeting Stand	K (11)	Meeting Stand	L (12)	Core Support - N	374	Core Support - N	421
		Meeting		85	Exceeding Stand	O (15)	Exceeding Stand	P (16)	Core Support - N	396	Core Support - N	452
		Approaching		48	Meeting Stand	K (11)	Meeting Stand	K (11)	Core Support - N	359	Core Support - N	411
		Bubble		52	Exceeding Stand	L (12)	Exceeding Stand	M (13)	Core Support - N	441	Core Support - N	476
		Approaching		48	Meeting Stand	I (9)	Meeting Stand	L (12)	Core Support - N	331	Core Support - N	394
		Approaching		33	Exceeding Stand	L (12)	Exceeding Stand	M (13)	Strategic Support	324	Strategic	384
		Meeting		89	Exceeding Stand	M (13)	Exceeding Stand	M (13)	Core Support - N	362	Core Support - N	435
		Approaching		44	Meeting Stand	I (9)	Meeting Stand	L (12)	Intensive Support	313	Strategic	377
		Exceeding		96	Exceeding Stand	M (13)	Exceeding Stand	N (14)	Core Support - N	418	Core Support - N	462
		Partially Meeting		26	Meeting Stand	K (11)	Exceeding Stand	M (13)	Core Support - N	352	Core Support - N	428
		Approaching		37	Approaching Sta	H (8)	Approaching Sta	J (10)	Strategic Support	317	Strategic	377
		Approaching		33	Meeting Stand	I (9)	Meeting Stand	L (12)	Strategic Support	316	Strategic	386
		Bubble		52	Meeting Stand	K (11)	Exceeding Stand	M (13)	Core Support - N	344	Core Support - N	417
		Partially Meeting		30	Exceeding Stand	L (12)	Meeting Stand	L (12)	Core Support - N	354	Core Support - N	446
		Approaching		44	Meeting Stand	I (9)	Approaching Sta	J (10)	Intensive Support	310	Intensive	370
		Partially Meeting		30	Meeting Stand	J (10)	Meeting Stand	K (11)	Intensive Support	315	Intensive	370
		Approaching		44	Meeting Stand	I (9)	Meeting Stand	K (11)	Core Support - N	367	Core Support - N	423
		Partially Meeting		26	Meeting Stand	J (10)	Meeting Stand	K (11)	Core Support - N	335	Core Support - N	398
		Approaching		48	Exceeding Stand	M (13)	Exceeding Stand	O (15)	Core Support - N	363	Core Support - N	440
		Approaching		44	Exceeding Stand	L (12)	Exceeding Stand	M (13)	Core Support - N	394	Core Support - N	465
		Meeting		59	Meeting Stand	K (11)	Exceeding Stand	N (14)	Core Support - N	369	Core Support - N	426
Partially Meeting		15	Does Not Meet	F (6)	Approaching Sta	J (10)	Strategic Support	322	Core Support - N	397		
Meeting		67	Exceeding Stand	L (12)	Exceeding Stand	M (13)	Core Support - N	382	Core Support - N	442		
Meeting		63	Exceeding Stand	M (13)	Exceeding Stand	N (14)	Core Support - N	369	Core Support - N	432		
Approaching		33	Exceeding Stand	M (13)	Exceeding Stand	M (13)	Core Support - N	353	Core Support - N	413		



OVERALL INSTRUCTIONAL MOVES

What have we done with data?

- 4 Intervention Cycles (Samples from Cycle 3)
 - Understanding Place Value (2nd Grade)
 - Multiplication/Division (3rd Grade)
 - Phonemic Awareness (Kindergarten)
 - Decoding (1st Grade)
- High Impact Tutoring Grant
- Additional intervention cycle specifically for bubble students who would benefit from additional work with writing about reading and test-taking strategies.





OVERALL INSTRUCTIONAL MOVES

Differentiating Within the Classroom

- Reviewed Tier 1 Checklist as part of the Intervention Manager Platform to all staff at a September faculty meeting. This checklist has teachers document the interventions they have tried in the classroom for students who are showing academic or behavioral struggles.
- Intervention teachers have been provided a consult period in their schedule. It provides times for an intervention specialist to assist teachers to brainstorm strategies and speak about individual students.
- Surveyed staff regarding the structures utilized in the WIN period.
- Facilitated session on differentiation during November PD:
 - Best Practices Using Learning Trajectories to assist with the creation of small group math activities tailored to student need. (Kindergarten)
 - Using DIBELS and FUNdations data to plan for differentiated activities during the WIN period. (1st - 3rd grade)





PROFESSIONAL DEVELOPMENT

IDE

- IDE created asynchronous modules to assist staff in creating individual learning plans often through the use of choice boards.
- After the modules were completed, staff were surveyed regarding areas where additional support is needed. IDE came in during the January Professional Day and provided tailored workshops based on those topics.

Multilingual Learners

- K and 1 teachers participated in two days of PD with a focus on language acquisition.
- Teachers were provided with strategies to support multilingual students as well as best practices overall to meet the needs of all learners.

Wordle

Digital Reading
Complete the Back to School Mini Book attached to this assignment in Google Classroom

Brain Extenders
Invent something that would help kids be more successful in school. Create an advertisement to promote it. Add it to this assignment when finished.

Magazine Center
Use 9/18/23 to complete the Cause and Effect worksheet in your Choice Board NB

SEL Complete Hopes and Dream ebook that is attached to this assignment

Tier 2 Vocabulary
Read Vocabulary Boards and choose any three to complete in your Word Study Notebook - follow directions

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PROFESSIONAL DEVELOPMENT

Math Work - K-5 Math

- Consultant walked through all classrooms to take an inventory of where we were as a school.
- Met with administration to talk about goals and an action plan.
- Met for 2.5 hours with each grade level to share best practices and familiarize staff with structures and tools to differentiate math instruction via the use of standards-based center work.
- Met and will continue to meet with each grade level team for two additional days to coach them through implementing new structures and using new resources.
- Will meet with Kindergarten and 1st grade teachers on the use of a new math screener to be implemented in Fall 2024.
- Will assist in curriculum writing to ensure standards-based centers and resources are included in the curriculum.

