

## Start Strong

- Grades 4-8 students required less support in ELA (61%), and the majority of our student subgroups also showed they needed less support
- In Math, students required strong support (38%).
- LA
  - 61% Less Support
  - 17% Strong Support
- Math
  - 28% Less Support
  - 28% Strong Support
- In both Math & ELA, two student subgroups (Hispanics & Students w/Disabilities) required stronger support than other subgroups.
- Grades 5 & 6 math underachieved in comparison.
- Overall, Math and Science are the areas where our students need the most support
- Professional development and/or priority standards in the areas of science, mathematics, language arts, and intervention will be offered to continue to improve teacher practice, understanding of the NJSLs, and state standardized testing. These are the main areas of focus for the American Rescue Plan Grant.
- Teachers in general education and intervention will provide targeted skills- based practice to all students who are in need of support (levels vary) on Start Strong through direct practice activities integrated into instructional units for all students, with a focus on instructional areas that have been identified for improvement.
- Teachers will continue to utilize various assessment and practice programs to continue to progress monitor students and to provide additional instructional practice on technology based assessments (MAP Assessments, IXL, NJ Digital Item Library).
- Data used as additional evidence to consider students for participation in school resources and courses that focus on learning acceleration and extra assistance (ie, workshops, basic skills, afterschool programs, extra help, etc.)
- Curriculum committees and PLCs will utilize the data to continue to review and revise district curriculum in these areas and make recommendations to the district to continue to improve the overall instructional program.

## English Language Arts

- Collaborative review of the data to enhance planning of daily and unit instruction
- Developed individualized instruction in the classroom, when appropriate, based on the data
- Small Group Academic Support with targeted interventions & goals based on multiple data points

## Mathematics

- Collaborative review of available data to enhance planning of daily and unit instruction
- Focus on differentiation techniques and scaffolding within the structure of our math programs
- Enhanced Spiral Reviews to support students ongoing mathematical skill development
- Small Group Academic Support with targeted interventions & goals based on multiple data points
- Focus groups specifically include Hispanics and Special Ed, with Grades 5 and 6 at forefront.
- Envisions upgrade
- Enhanced BSIP programming and added math specific personnel.
- Shift in math personnel at grade levels
- RTI at Memorial focus
- IXL enhancements
- NWEA/MAP continuation followup
- Summer remediation/enrichment

## Science

- Review and Revision of grade level scope & sequence parameters
- Small group tutoring
- Increased focus on providing scaffolds and multiple opportunities for practice using the science and engineering practices
- Spiraled curriculum
- Added PD
- LabAids and Mystery Science inclusion

## Analysis/Action Plan

- NWEA/MAP: Standard based assessment four times a year
- Implementation of Math Envisions to build foundation
- Calendar Math implementation for Grades 4 and 5
- IXL Learning in Grades 6, 7, and 8
- Realign the Title One Tutoring Program to allow for more students to seek support, gather data and determine success.
- Investigate both assessment tools and literacy programs to support instruction at the standards level.
- Broaden Summer Academy offerings to address learning loss
- As a result of data trends, the district revamped its master schedule to include a 68 minute block for grades 4-6 to add needed time for supplemental instruction.
- As a result of data analysis, district formative and summative assessments, the 6th and 7th grade class was divided into two separate classes in mathematics with a double period of mathematics infused into the schedule in an effort to reinforce mathematical practices.
- All ELA and Math team and articulation meetings analyzed evidence statements at their respective September and October meetings in order to develop corresponding SGOs as well as develop the IXL template for each individual student that will be using the supplemental class time designated in the Pupil Assistance periods.
- The ESL program was enhanced with the hire of another staff person at each building. The ESL curriculum and program content specifications are aligned with ACCESS data as well as the use of the IXL benchmarking program.
- The District formally infused the IXL Benchmark Assessments this school year and is investigating the use of NWEA MAP assessments.

Language Arts and mathematics team meetings were scheduled across grade levels. The foundations of the meetings consisted of the following foundation:

- NJSLA/Start Strong, Growth Trends and data analysis of data
- An alignment of year to year teaching strategies;
- The development of supplemental services with the use of the district's approved Targeted-At-Risk Aide;
- The development of a language arts and mathematics curriculum committee meeting schedule and coverage matrix.

- Funds delegated to instructional supplies, PM tutoring, NWEA benchmarking and Start Strong RTI implementation

Longitudinal analysis studies of the following areas of at risk students were completed to select the students eligible for the supplemental:

- Identification of partially proficient students as per NJSLA and Start Strong data;
- Identification of transfer students who are at risk;
- Identification of proficient students at the low end of the score range as per assessment data.

#### After School Supplemental

This program will continue as in the past and it will be funded by the Title 1A funds. The program will meet on average 22 times after school for an hour from January through the testing season. The classes will be offered once per week and then will increase to two times per week four weeks prior to the testing date.

#### Spiraling

Spiraling of the curriculum through the use of daily in class and homework assignments that deal with topics at hand and items from the Buckle Down and/or Measuring Up series that will expose them to prior learning and test taking strategies.

#### Schedule/Personnel Modification

Students in grades 4 and 5 will have an academic enrichment period built into their schedules while grades 6-8 will have a rotating block schedule of extended 68 minute class periods.

#### Benchmark Exams

All grade levels will receive benchmark quarterly exams

#### Articulation Meetings

Every other month mathematics and language arts teacher articulation meetings will be scheduled.

## Intervention Strategies

- Work closely with teachers in identifying standards, skills, and concepts not adequately grasped
- Work closely with teachers in identifying standards, skills, and concepts not adequately grasped in particular in the Math standards breakdown analysis.
- Student performance must be regularly monitored, analyzed, and discussed by staff including teachers, counselors, and administrators at team/department meetings
- Provide targeted interventions at the individual level through targeted small group instruction
- Reading specialist provides modeling/coaching to teachers
- Provide opportunities to read daily at appropriate reading levels by increasing the number of leveled readers in classroom libraries, also include leveled readers in ELLs native language

The District utilizes the following as it relates to the development of interventions and strategies for the school year:

- Individual NJSLA/NWEA Score Reports for each student
- Individual year to year NJSLA/NWEA scoring trends for each student
- Individual NJSLA Evidence Statement analysis for each student
- Individual year to year NJSLA Evidence Statement trends for each student Grade level and grouping
- NJSLA Evidence Statement analysis for each student Grade level year to year
- NJSLA Evidence Statement trends for each student
- Analysis of Formative Assessments for each student each year
- Analysis of Benchmark Assessments for each student each year
- Overall academic achievement based on report cards
- Overall academic achievement based on teacher input
- Focus on areas where decrease in Level 4 & 5 was noted as well as where increase in Level 1 & 2 was noted.
- Focus on cusp students – those in Level 3 as well as those on the lower side of Level 4.
- Procedures at each school for identifying students in need of assistance – I&RS / NJ Tiered System of Supports

- Curriculum committees and PLCs will utilize the data to continue to review and revise district curriculum in these areas and make recommendations to the district to continue to improve the overall instructional program.

The District uses both IXL and NWEA Accelerator as its RTI and intervention platforms: Each student is provided with a unique ID and password. Both platforms' resources are specifically calibrated to the level of progression for each student based on initial benchmarks as well as evidence statement analysis of the prior year's assessments. Students who fall into the 1 or 2 category of the NJSLA and/or SS assessments are placed into an 80 minute double class period in either ELA, Mathematics or both. Students who fall into the 1 or 2 category of the NJSLA and/or SS assessments are placed into a PA (Pupil Assistance) period in either ELA, Mathematics or both twice per week with their ELA and/or math teacher. Intervention Strategies

- Students who fall into the 1 or 2 category of the NJSLA/Map assessments are placed into the BSIP program period in either ELA, Mathematics or both three times per week with their ELA and/or math teacher.
- Students who fall into the 3 categories of the NJSLA/Map assessments are placed into one of the three aforementioned intervention programs. This decision is made by a consensus of classroom teachers, guidance and administration, with parental input.
- For all areas of intervention described above, the students are monitored via the IXL and NWEA Accelerator platforms related to progress in the areas that are specifically calibrated for their unique profile as per the score reports and evidence statement analysis.