

2023–2024

NJ STATE ASSESSMENT

PRESENTATION

West Orange Public Schools

Board of Education Meeting

November 11, 2024



West Orange Board of Education

- **Brian Rock, Board President**
- **Maria Vera, Board Vice-President**
- **Dr. Dia Bryant, Board Member**
- **Dr. Robert Ivker, Board Member**
- **Eric Stevenson, Board Member**



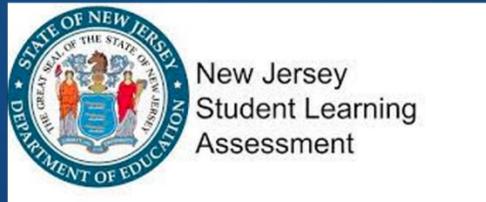
Central Office Administration

- **Hayden Moore, Superintendent of Schools**
- **Tonya Flowers, Business Administrator and Board Secretary**
- **Eveny de Mendez, Assistant Superintendent for Curriculum & Instruction**
- **Michelle Martino, Director of Assessment, Accountability and Intervention**



NEW JERSEY STATE ASSESSMENT PROGRAM

2023-2024



NJ STUDENT LEARNING ASSESSMENT (NJSLA)

- ELA and Math 3-9
- Algebra I, Algebra II and Geometry
- Science 5, 8, 11

Administration: May 2024



DYNAMIC LEARNING MAP

- ELA and Math 3-8, 11
- Science 5, 8, 11

Administration: April - May 2024

Who took the NJSLA in May 2024?

In 2024, the NJSLA were administered to students enrolled in:

- ELA, Grades 3-9
- Math, Grades 3-8
- Algebra I for the 1st time (WO, 7-11)
- Algebra II for the 1st time
 - Grade 8 - OR
 - Testing in Math for the 1st time in high school (9-10)
- Geometry
 - Grade 9 - OR
 - Testing in Math for the 1st time in high school, (10)
- Science, Grades 5, 8, 11

All Students:

- General Education (75%)
- Students with Disabilities and 504 (25%)
- Multilingual Learners (7%)

NJSLA Spring 2024: Performance Levels



New Jersey
Student Learning
Assessment

NJ STUDENT LEARNING ASSESSMENT (NJSLA)

- ELA and Math 3–9
- Algebra I, Algebra II and Geometry

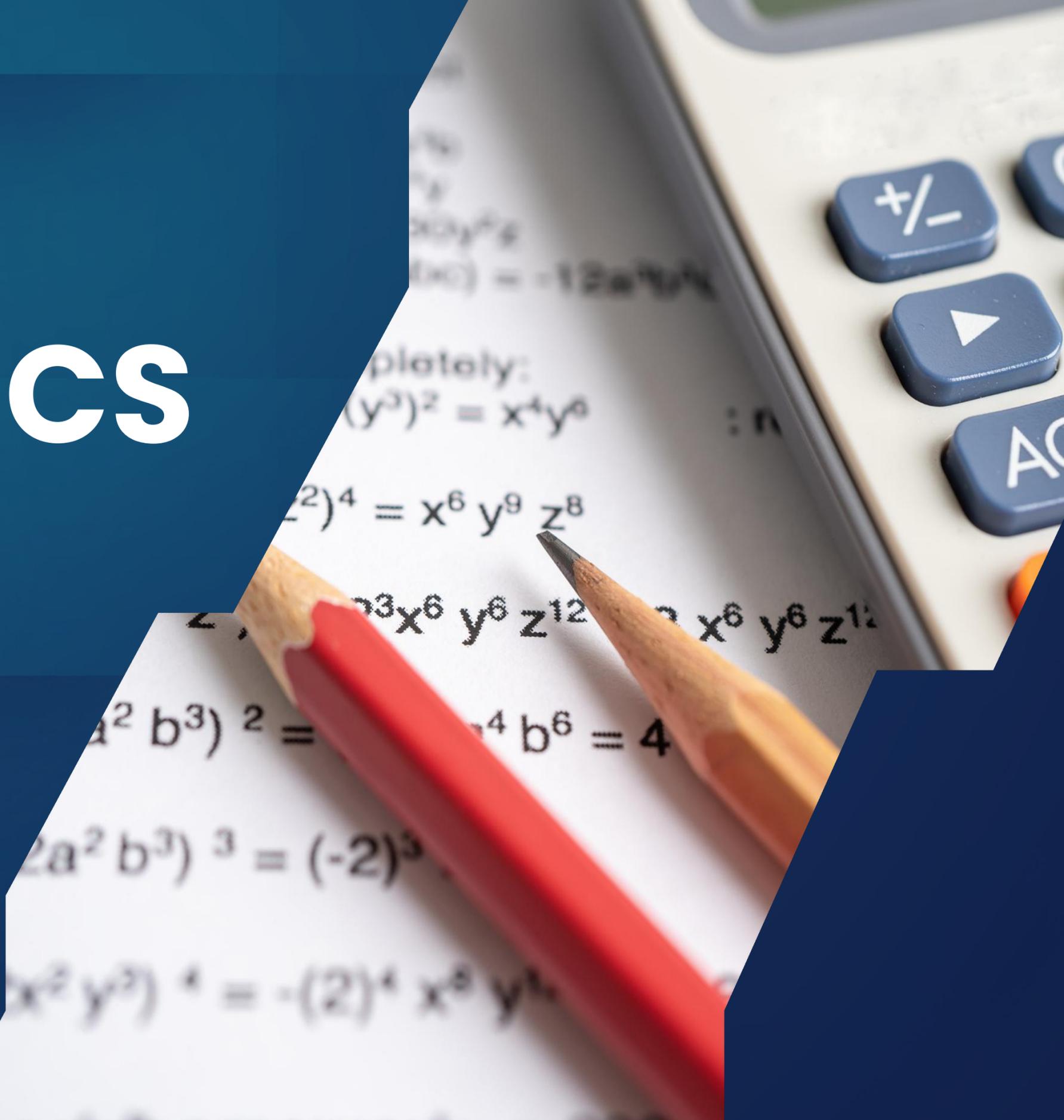
Administration: May 2024

NJSLA Performance Levels for ELA and Math

Level 1	Level 2	Level 3	Level 4	Level 5
Did Not Yet Meet Expectations 650-699	Partially Met Expectations 700-724	Approached Expectations 725-749	Met Expectations 750-Varies*	Exceeded Expectations Varies*-850

MATHEMATICS

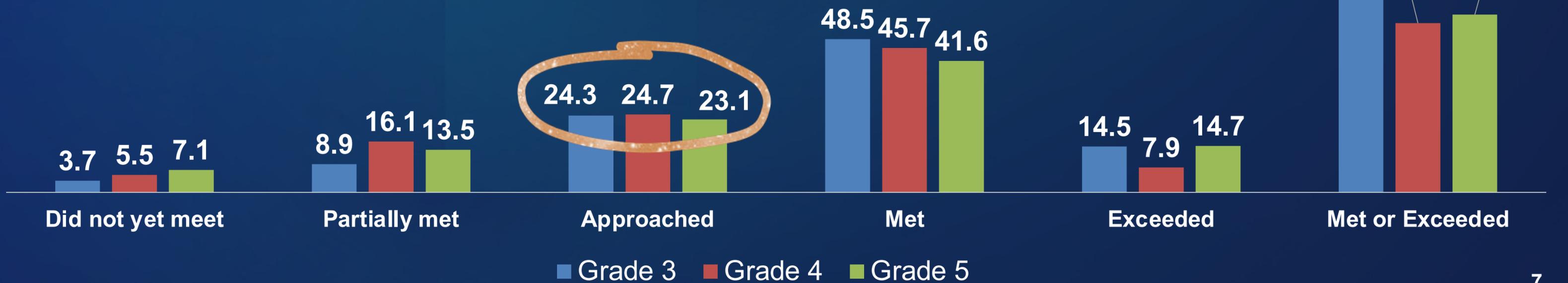
Grades 3-5



NJSLA
SPRING 2024
MATH 3-5

DISTRICT
STATE COMPARISON

Student Groups	% Met or Exceeded Expectations		
	Grade 3	Grade 4	Grade 5
District	63.1	53.6	56.3
State	47.5	44.9	40.2

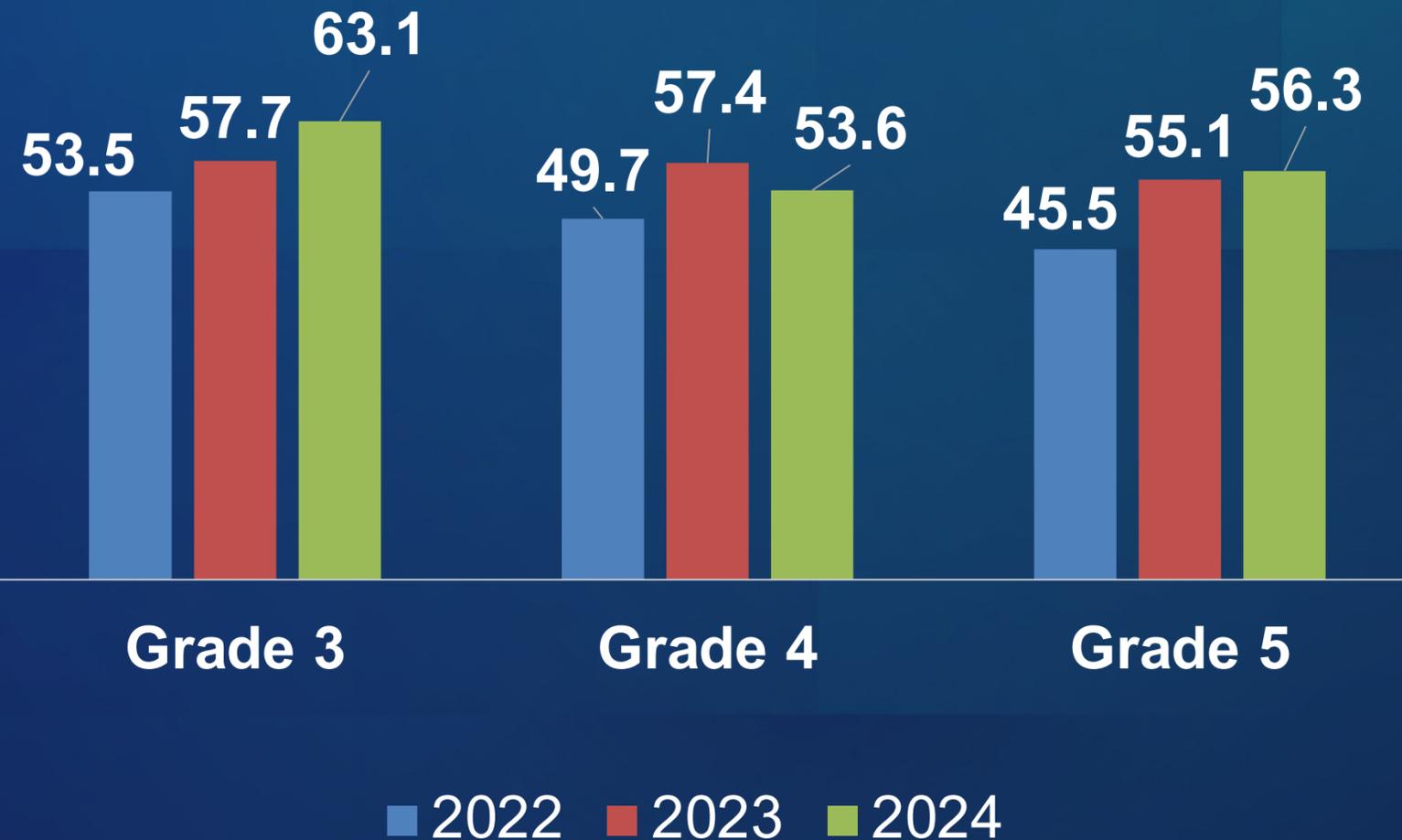


NJSLA MATH 3-5

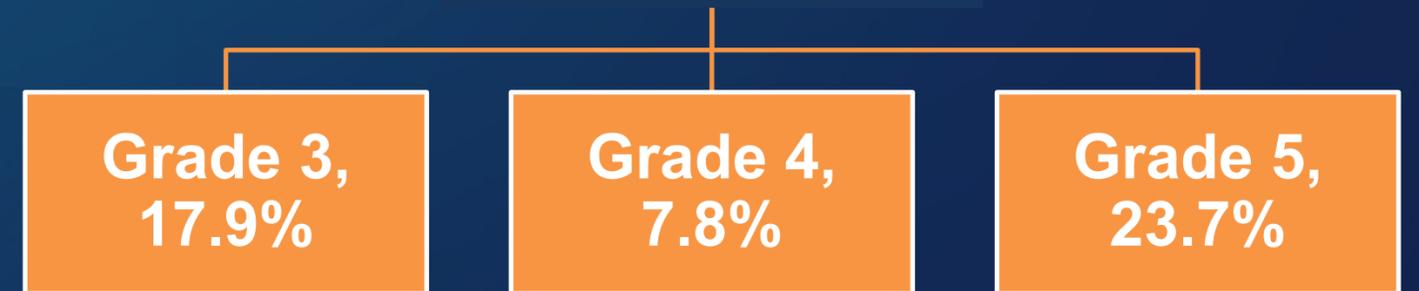
3 Year Comparison

Spring 2022, 2023, 2024

% Met or Exceeded

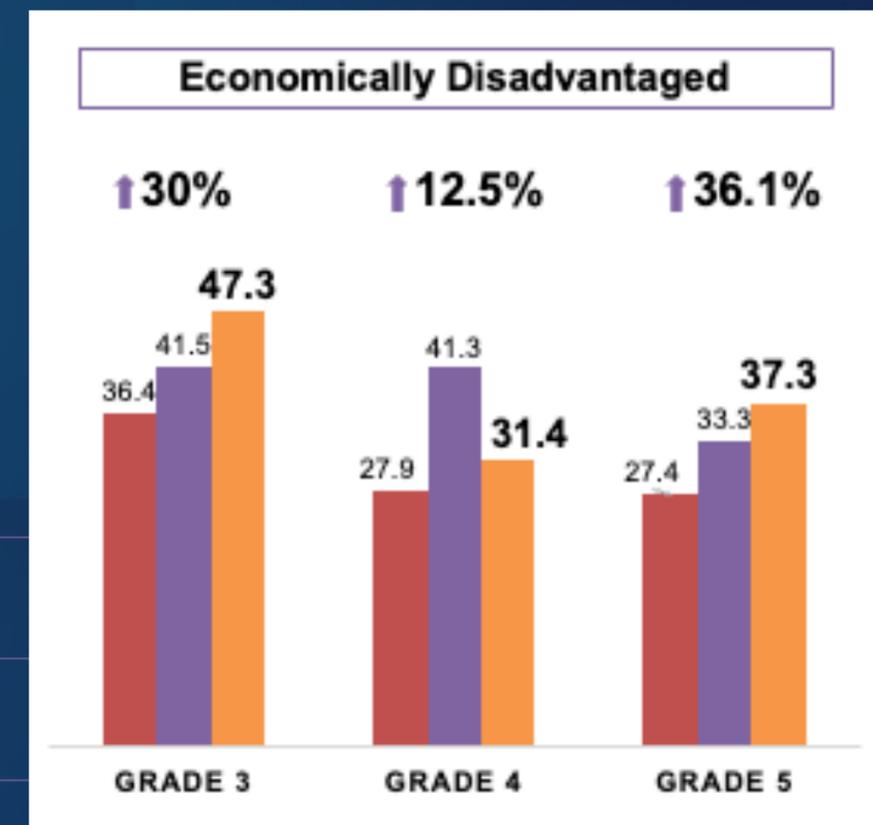
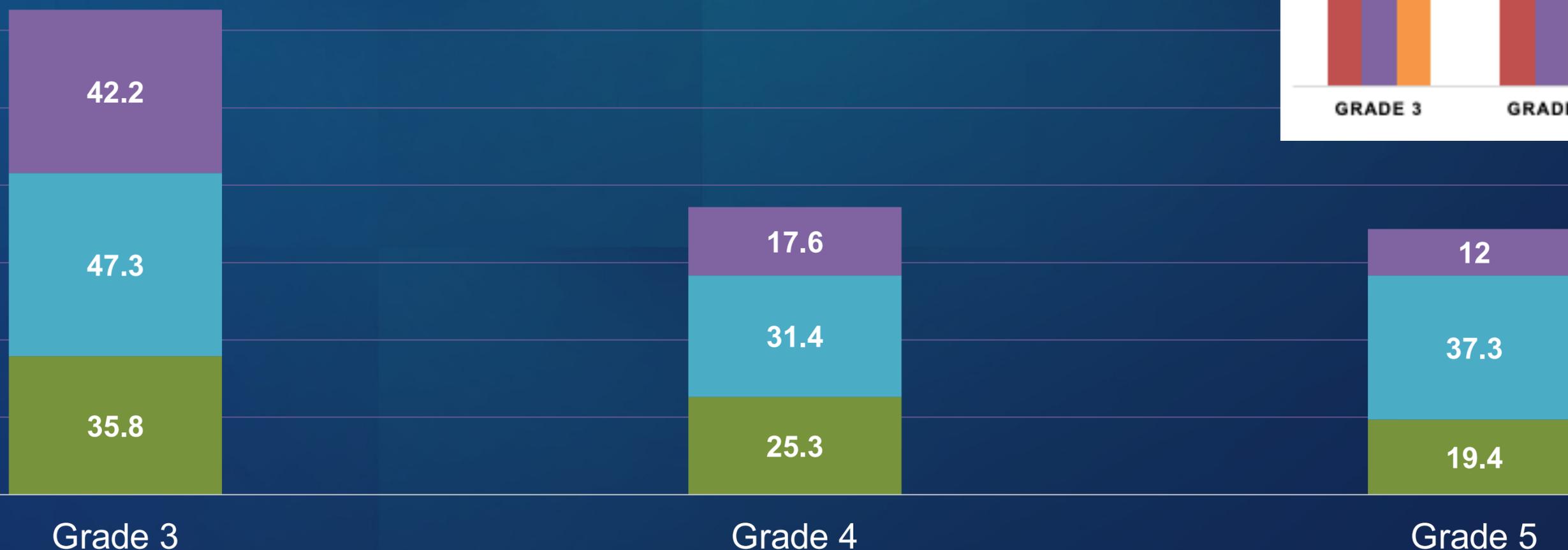


Grade Level Performance
SY 2022 → 2024



NJSLA SPRING 2024 MATH 3-5

Performance By Demographic



■ SWD

■ ED

■ MLs

NJSLA Spring 2024

MATH 3–5: Strengths & Areas of Focus

STRENGTHS

Addition/Subtraction & Multiplication

- Fluently add/subtract within 1000, multiply whole numbers by multiples of 10, and solve word problems.

Multiplication & Division

- Represent and solve problems involving multiplication and division; divide up to four-digit numbers by one-digit divisors.

Fractions

- Understand fractions with denominators 2, 3, 4, 6, 8; solve word problems involving adding/subtracting fractions; multiply fractions by whole numbers.

Geometry & Measurement

- Solve area and perimeter problems, apply volume formulas, and interpret coordinate plane points.

Problem-Solving & Operations

- Apply operations to word problems involving time, measurement, and fractions; use exponents for powers of ten and interpret numerical expressions.

AREAS OF FOCUS

Operations & Word Problems

- Apply operations (addition, subtraction, multiplication, division) to multi-step word problems involving mass, volume, and fractions.

Fraction Comparisons & Models

- Compare fractions to whole numbers, use models for fraction multiplication, and solve problems with fractions and mixed numbers.

Geometry & Measurement

- Decompose figures to find area, classify 2-D shapes, and solve real-world problems involving measurement conversions and fraction models.

Reasoning & Patterns

- Distinguish correct and flawed reasoning in addition and multiplication patterns; explain relationships between operations (e.g., addition/subtraction vs. multiplication/division).

Problem Solving & Number Sense

- Use benchmark fractions and number sense to assess reasonableness, and connect diagrams with symbolic methods for fraction-related problems.

Curriculum, Instruction & Assessment

MATH 3-5

Increased intentionality on curricular areas of focus:

- Math content proficiency, reasoning, justifying and critiquing skills through intentional student discourse and application of skills
- Mathematical modeling to understand and solve multi-step word problems in context
- Mathematical and Academic vocabulary development
- Additional skills and content practice including Fluency Skills in problem-solving context via print and electronic resources

Actionable student-focused data-to-drive-instruction aligned to District Data and Student Achievement Goals

- Instructional Frameworks & Resources support whole class/small group/independent teaching and learning
- My Path Individual Learning to address gaps in content trajectories, support enrichment
- Family Letters & Student Dashboard supporting home/school connection and additional opportunities to practice math skills

Year 2 Implementation: i-Ready Classroom Mathematics

- Trimester Diagnostic Assessments
- Common aligned weekly quizzes and Unit Assessments
- MyPath independent tutorials with embedded quizzes
- Problem Based Learning Applications for Real World Scenarios

Professional Development

MATH 3-5

- NJ Student Learning Standards in Math
- NSO and transfer teachers: Preparing to Teach iReady Classroom Mathematics
- Principals: One-to-One Student Data Analysis with iReady Consultants
- Teachers: Using the Updated Prerequisite Skills Report to Inform Instruction
 - Connecting Mathematical Ideas Around Selected & Sequenced Strategies
 - Promoting Strong Mathematical Conversations
- Building-based Data Analysis of Diagnostics and Planning for Instruction
- Targeted focus on instructional components based on teacher feedback, data from Diagnostics, data from NJSLA Evidence Statements - Math Coach support
- Grade-Level Coaching Cycles inclusive of planning / co-teaching / debrief / transfer with Curriculum Associates Consultants

Multi-Tiered Systems of Support

MATH 3-5

Multi-Tiered Systems of Support

- Academic Support
- Tiered Intervention

Individualized Education Plans

- Align instruction with IEPs to ensure personalized support.
- Use K-5 Online Materials to supplement instruction by targeting skill gaps with online resources.
- Use of MyPath to provide individualized activities based on diagnostic data.
- Implement review, modeling, chunking, vocabulary pre-teaching, and provide resources (e.g., math tools, sentence starters).

Supports for Multilingual Learners

- WIDA PRIME V2 correlation
- Bilingual Glossary E/S
- Academic Vocabulary Glossary E/S

Instructional Coaching

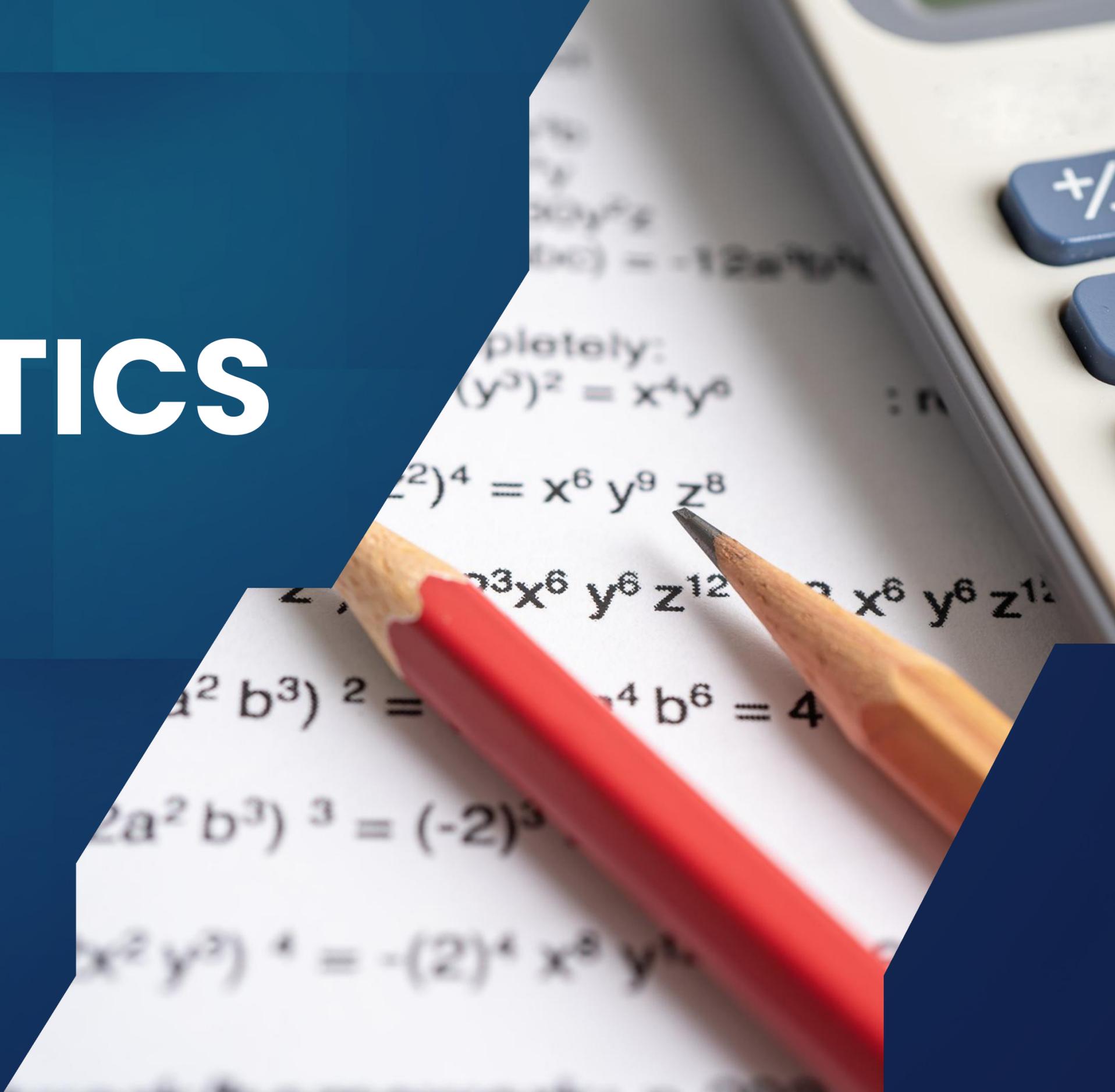
- Coaching, modeling, instructional strategies and support in the math classroom (K-5)
- Classroom visits to identify instructional needs, support teacher development and implementation of iReady Classroom Mathematics
- Unpacking data to inform classroom instruction

MATHEMATICS

Grades 6-8

Algebra I, II

Geometry



NJSLA SPRING 2024 MATH 6-8

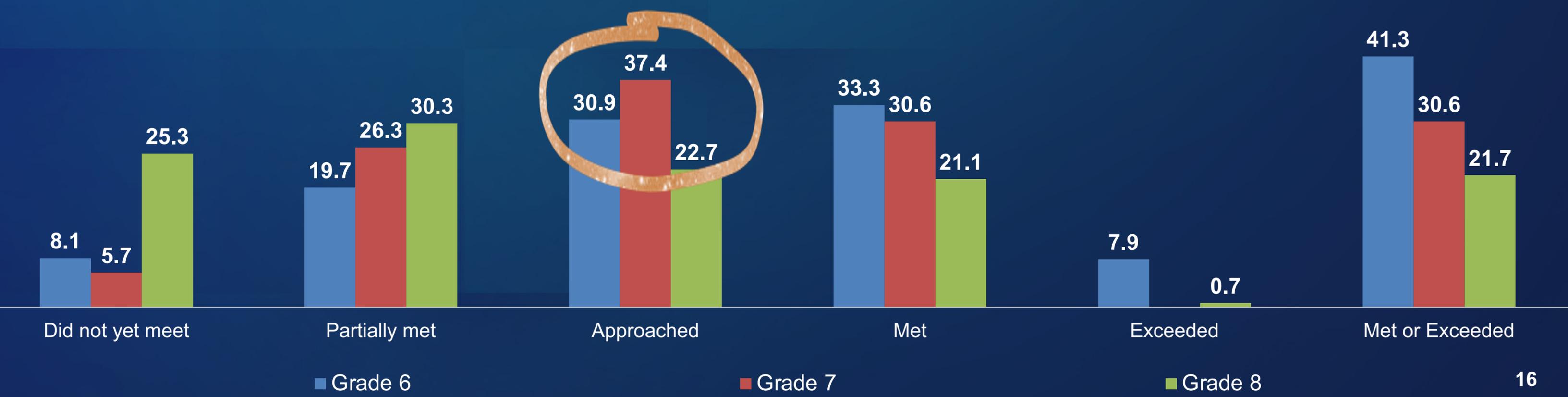
DISTRICT STATE COMPARISON

***In Grade 7**, 70 students participated in the Algebra I assessment in place of Grade 7 Math.

****In Grade 8**, 142 students participated in the Algebra I (86), Algebra II (56) assessments in place of Grade 8 Math.

*****Algebra I State:** All Grade Levels

Student Groups	% Met or Exceeded Expectations					
	Grade 6	Grade 7*	Grade 7 Algebra I	Grade 8**	Grade 8 Algebra I	Grade 8 Algebra II
District	41.3	30.6	98.6	21.7	72.1	51.7
State	36.2	37.5	39.5***	19.5	39.5***	58.9***

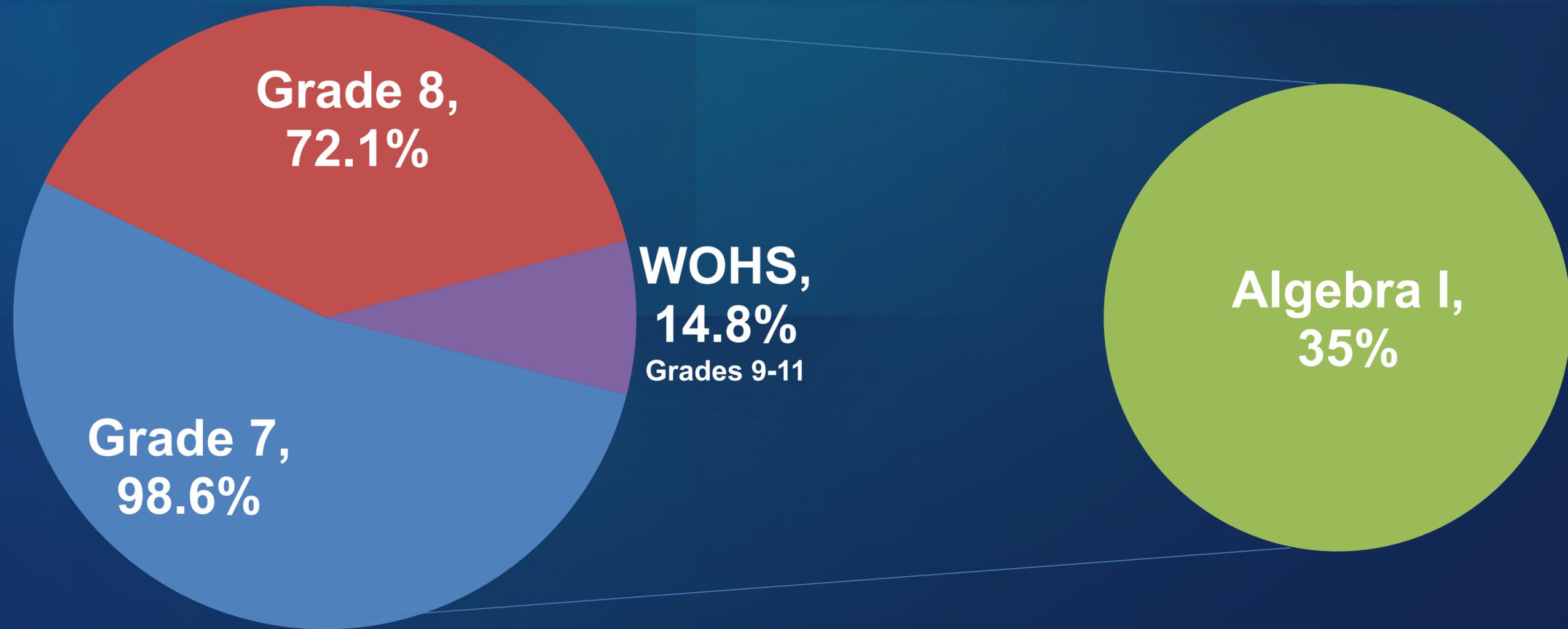


**NJSLA SPRING
2024**

Algebra I

DISTRICT

Disaggregated by Grade

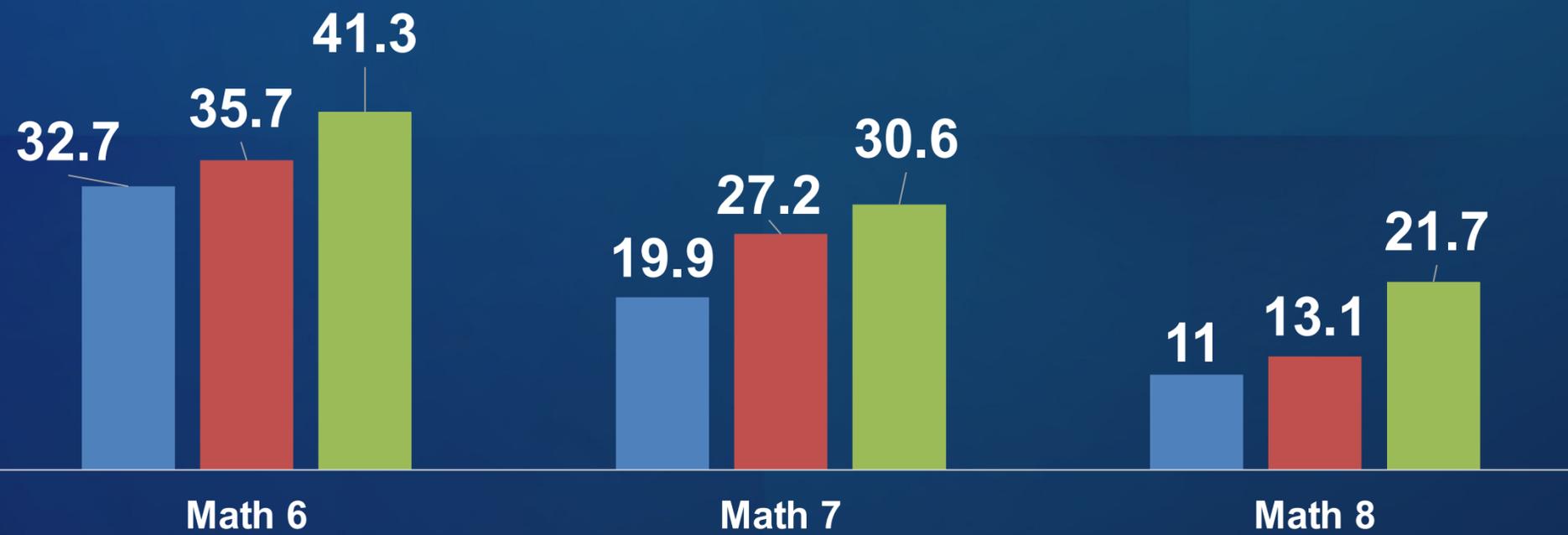


NJSLA Math 6-8

3 Year Comparison

Spring 2022, 2023, 2024

% Met or Exceeded



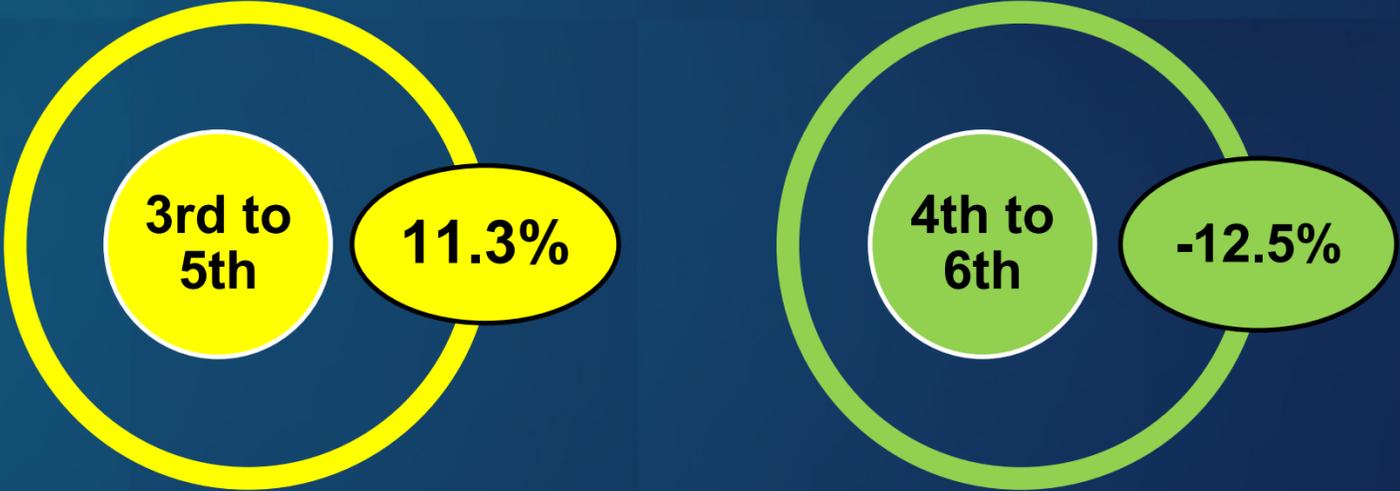
■ 2022 ■ 2023 ■ 2024

Grade Level Proficiency
SY 2022 → 2024

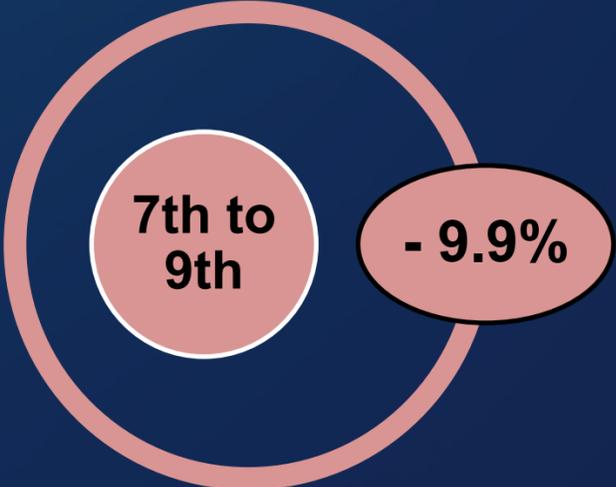
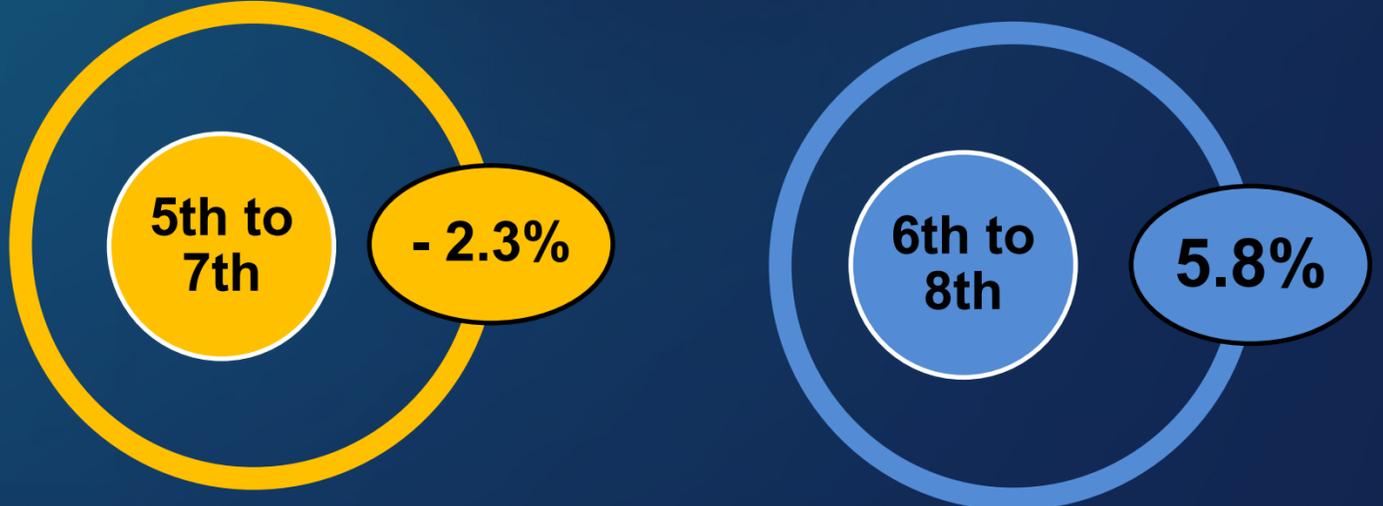


MATH Pure Cohort Performance

3 Years: 2022, 2023, 2024



Grade	2022	2023	2024
3rd	54.9	59	61.1
4th	51.3	57.1	44.9
5th	44.3	38.1	43.3
6th	34.7	38.1	36.7
7th	33.1	38.1	29.8
8th	24.3	27.9	na
9th	24.5	24.8	na
10th		na	na
11th			61.5



STRENGTHS

Math 6-8

- Fractions & Operations: Compute quotients of fractions, find the greatest common factor (GCF), and apply the distributive property.
- Ratios & Proportions: Create equivalent ratio tables, recognize proportional relationships, and explain graph points.
- Expressions & Equations: Write, evaluate, and solve algebraic expressions and equations, including inequalities.
- Number Relationships: Understand opposite quantities and their combinations (e.g., additive inverses).
- Functions & Modeling: Define, evaluate, and use functions to model relationships between quantities.
- Rational & Irrational Numbers: Perform operations with rational numbers and compare irrational numbers.
- Systems of Equations: Solve and analyze simultaneous linear equations.

Algebra I

- Functions & Graphs: Use function notation, calculate average rate of change, and graph linear and quadratic functions.
- Equations & Data: Rearrange formulas, summarize data, and interpret single-variable data.

AREAS OF FOCUS

Math 6-8

- Data & Statistics: Summarize numerical data sets, calculate measures of center and variability, and relate data to context.
- Percentages: Find percentages of quantities as a per 100.
- Division & Operations: Fluently divide multi-digit numbers using the standard algorithm and perform operations with rational numbers.
- Geometry & Measurement: Solve problems involving angles, area, surface area, and volume; verify properties of transformations and understand similarity through transformations.
- Algebraic Equations & Inequalities: Solve word problems leading to linear equations and inequalities.
- Probability & Inferences: Draw comparative inferences from data, investigate chance processes, and use probability models.
- Scientific Notation: Perform operations with numbers in scientific notation, including conversions between decimal and scientific notation.

Algebra I

- Linear Equations & Inequalities: Solve and graph linear equations and inequalities in one variable, including those with coefficients represented by letters.
- Quadratic Functions: Complete the square to find the maximum or minimum of quadratic functions.
- Exponential Functions: Use properties of exponents to transform exponential expressions.
- Function Interpretation: Interpret functions in the context of real-world applications.

Math 6-8, Algebra I Action Plan

Edison, Liberty, Roosevelt, WOHS

Areas of Focus	Action Steps
Instructional Framework	<ul style="list-style-type: none"> • Ready Math 6-8 <ul style="list-style-type: none"> ◦ Core Instruction and Assessment • iReady Diagnostic (Fall, Winter, Spring) • My Path Personalized Instruction
Fidelity of Implementation	<ul style="list-style-type: none"> • Try-Discuss-Connect Instructional Framework • Classroom Visits • Observation of Instructional Framework <ul style="list-style-type: none"> ◦ Comprehension Checks ◦ End of Unit Assessments ◦ Instructional Groupings ◦ Use of Data to Inform Instruction • Content specific feedback aligned to Ready Math look-fors
Professional Development	<ul style="list-style-type: none"> • Ready Math Instructional Framework • Use of Data to Inform Instruction • Lesson Modeling

Areas of Focus	Action Steps
Math Improvement Teams	<ul style="list-style-type: none"> • Content area expectations for fidelity of implementation • Data Analysis Initiatives • Intervention Cohorts
Instructional Supports 6-8	<ul style="list-style-type: none"> • Advisory Connections <ul style="list-style-type: none"> ◦ Math Intervention ◦ MyPath • Math After School Support (3x week) <ul style="list-style-type: none"> ◦ December through May • Math Incentive Program
Instructional Supports WOHS	<ul style="list-style-type: none"> • Math Lab • Math After School Support (3x week) <ul style="list-style-type: none"> ◦ December through May • Math Honor Society Tutoring
Home / School Connection	<ul style="list-style-type: none"> • MyPath (30-50 minutes per week) • Parent Engagement

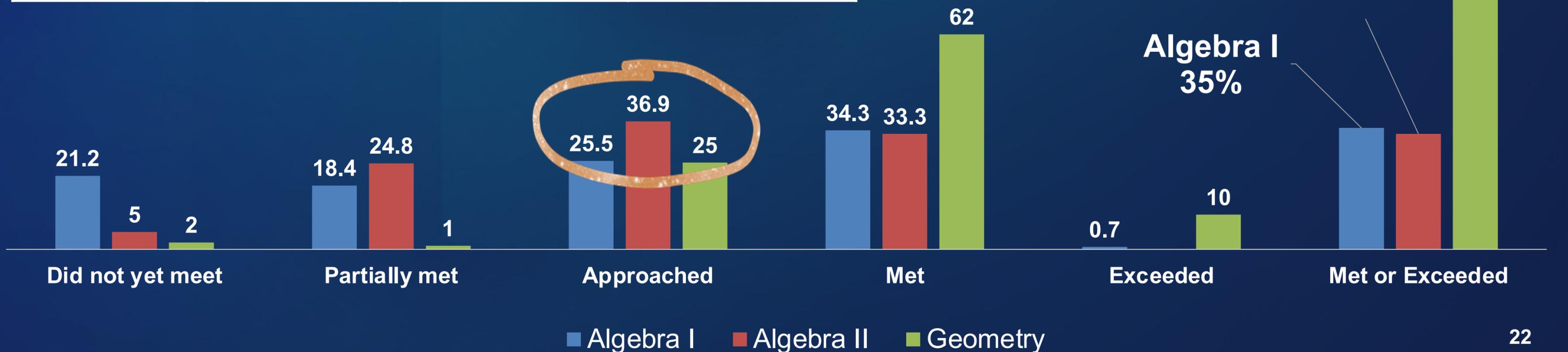
Areas of Focus	Action Steps
Exploration for Future Implementation	<ul style="list-style-type: none"> • Additional time for math instruction, Grades 6-9 • Double dosing (Pre-Algebra integration across Math 6) • Double dosing (Algebra integration across Math 7-8)

NJSLA SPRING 2024

ALGEBRA I, II, Geometry

DISTRICT STATE COMPARISON

Student Groups	% Met or Exceeded Expectations		
	Algebra I	Algebra II	Geometry
District	35	33.3	72
State	39.5	58.9	49



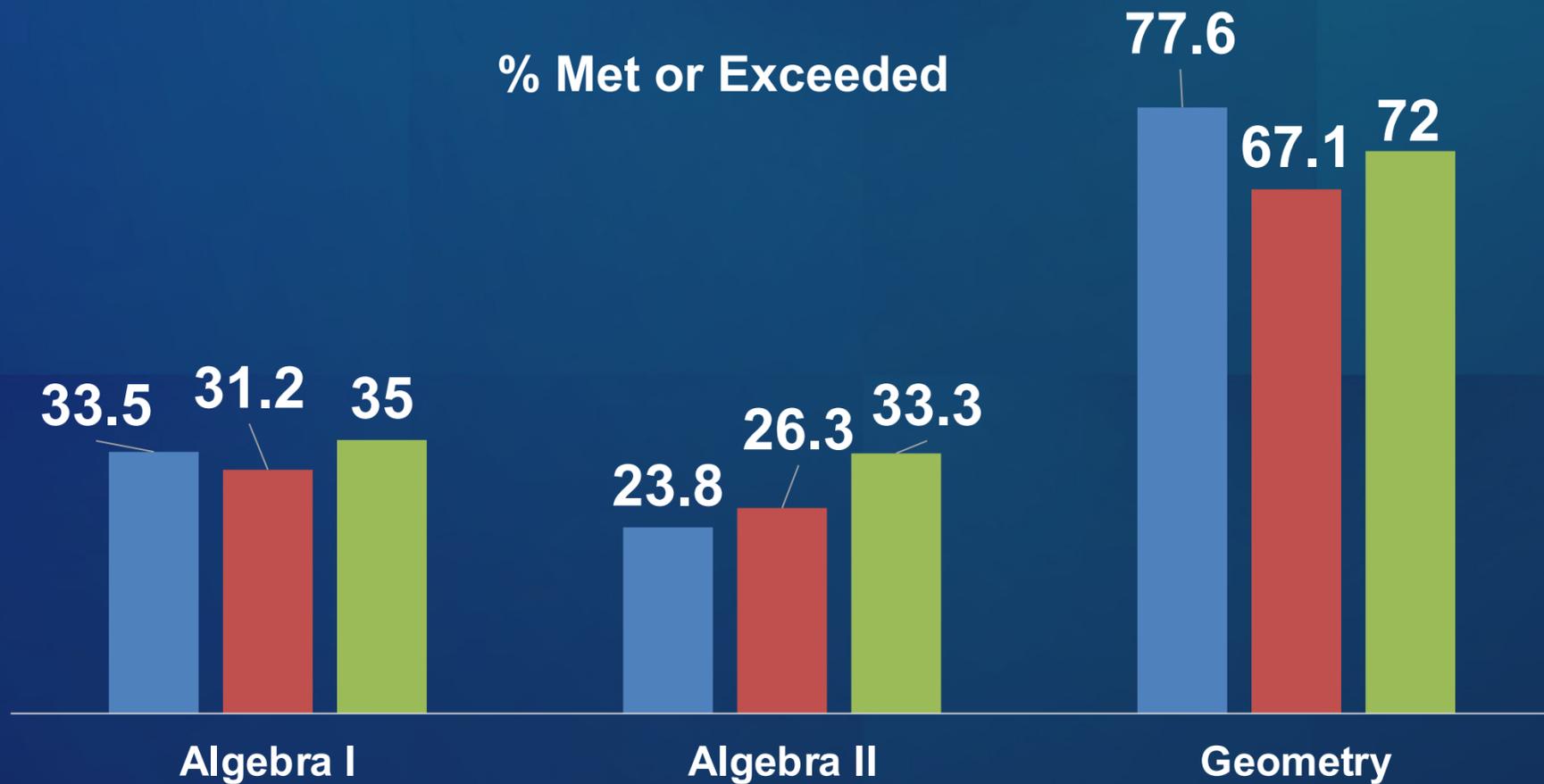
NJSLA SPRING 2024

ALGEBRA I, II, Geometry

3 Year Comparison

Spring 2022, 2023, 2024

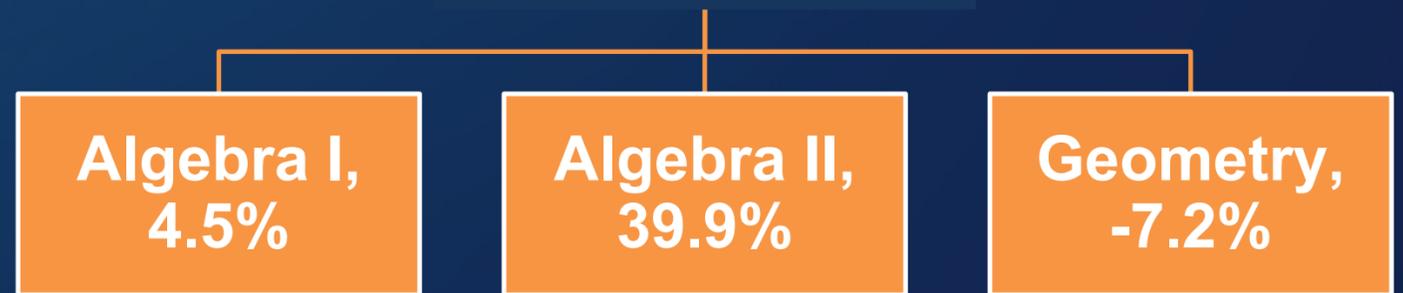
% Met or Exceeded



■ 2022 ■ 2023 ■ 2024

Algebra I	Algebra II	Geometry
Grades 7- 11	Grades 8 - 10	Grades 9 - 10

Grade Level Performance
SY 2022 → 2024

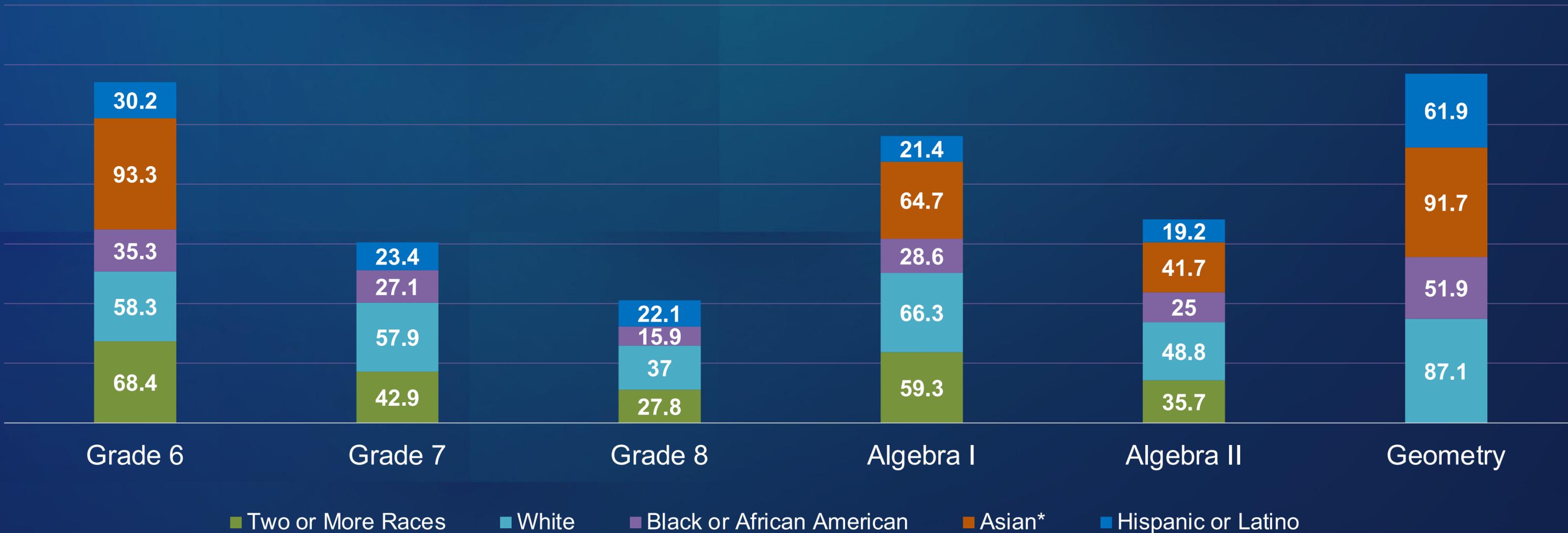


NJSLA
SPRING 2024
MATH 6-8
Algebra I, II, Geometry

Performance

By Ethnicity / Race*

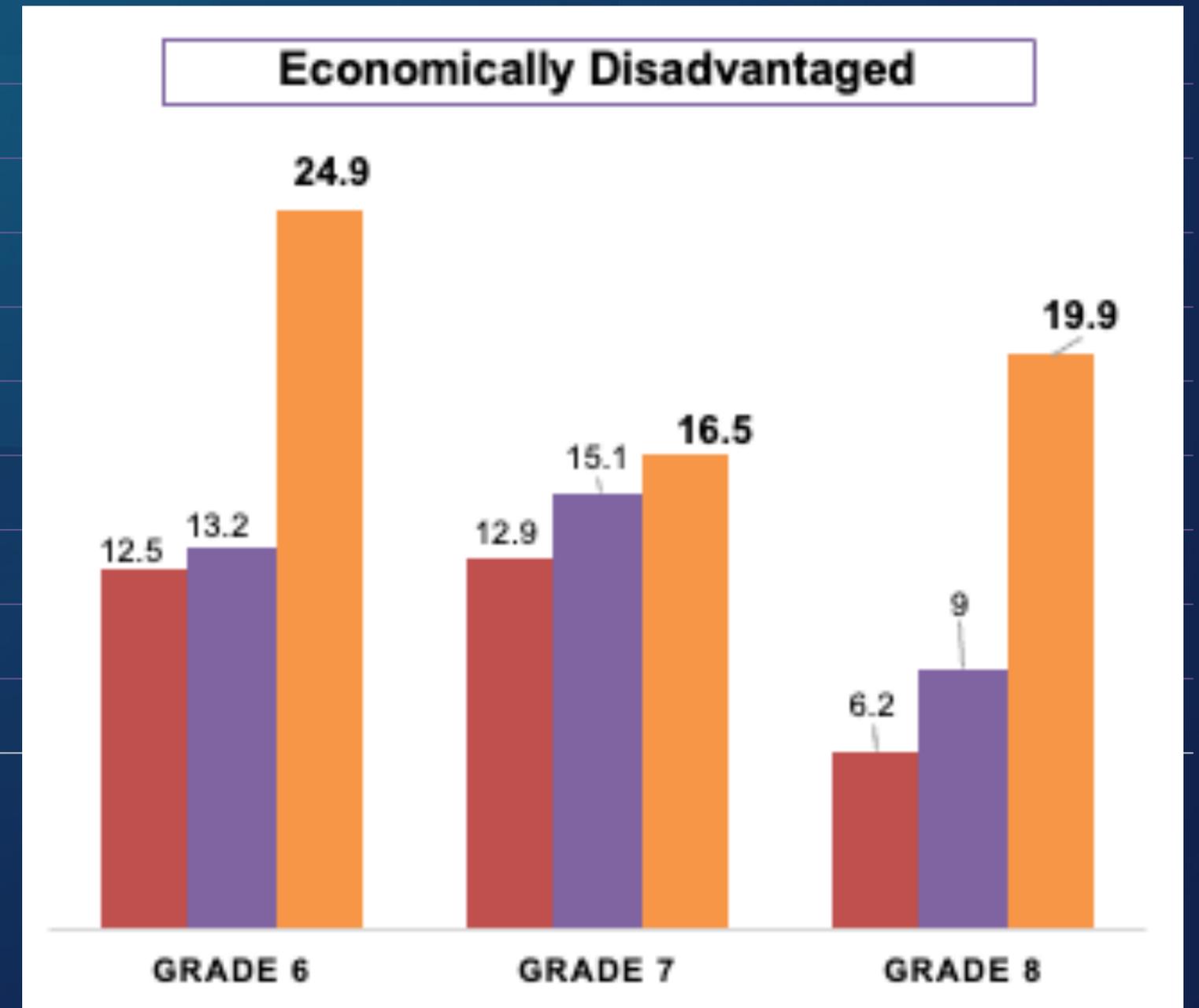
*Fewer than 10 students is not represented.



NJSLA
SPRING 2024
MATH 6-8
Algebra I, II, Geometry

Performance By Demographic*

*Fewer than 10 students is not represented.



STRENGTHS

Algebra II:

- **Modeling & Expressions:** Use basic modeling, combine functions, and manipulate expressions to find equivalent forms.

Geometry:

- **Geometric Proofs & Theorems:** Prove theorems about lines, angles, and polygons.
- **Similarity & Trigonometry:** Apply similarity transformations, trigonometric ratios, and the Pythagorean Theorem.
- **Modeling & Problem Solving:** Use geometric figures to model and solve problems.

AREAS OF FOCUS

Algebra II:

- **Modeling & Nonlinear Functions:** Advanced modeling and reasoning using nonlinear functions.
- **Trigonometry:** Understand radian measure and use trigonometric functions to model periodic phenomena.
- **Systems of Equations:** Solve systems of linear equations exactly and approximately, focusing on pairs of equations in two variables.
- **Polynomials:** Understand the relationship between zeros and factors of polynomials.

Geometry:

- **Geometric Modeling:** Use geometric figures and concepts for advanced modeling and reasoning.
- **Symmetry & Transformations:** Describe rotations and reflections of rectangles, parallelograms, trapezoids, and regular polygons.
- **Similarity:** Use similarity transformations to determine if two figures are similar.

Math Improvement Strategies

Grades 9-12

Areas of Focus	Action Steps
Delta Math	<ul style="list-style-type: none"> • Assign Targeted Practice <ul style="list-style-type: none"> ◦ Use student performance data to focus on specific skills based on student needs • Monitor Progress Regularly <ul style="list-style-type: none"> ◦ Adjust assignments and rigor based on student progress to ensure growth • Instructional Feedback <ul style="list-style-type: none"> ◦ Review common mistakes to provide timely, focused feedback and address misconceptions • Content Based Professional Development
Common Assessments	<ul style="list-style-type: none"> • Comprehension exams are being developed for Algebra I, Algebra II, Geometry, and Precalculus • A Mid-Year and an End-Of-Year Exam for each subject are being developed • Exams are designed to: <ul style="list-style-type: none"> ◦ Measure progress towards NJSLs and prepare students for NJSLA ◦ Measure growth ◦ Provide data to inform instruction and curriculum modification
Professional Development	<ul style="list-style-type: none"> • Train all administrators on i-Ready look fors • Calibrate observation protocols

Areas of Focus	Action Steps
Math Improvement Team	<ul style="list-style-type: none"> • Create a team of teachers, administrators, and math specialists to focus on improving math instruction. • Analyze data, identify best practices, and develop action plans for implementation across the school.
Data Analysis Meetings	<ul style="list-style-type: none"> • Conduct data analysis meetings to review assessment data focusing on trends and areas of need • Set specific, measurable goals for student performance and track progress throughout the year • iReady Diagnostic Implementation (Fall, Winter, Spring)
Observations	<ul style="list-style-type: none"> • Assess the fidelity of instructional practices • Identify strengths and areas for growth in math teaching • Provide content specific feedback and support to teachers • Schedule regular classroom visits / observations / peer observations for each math teacher • Meet with the improvement team / teacher / math supervisor / consultants beforehand to discuss specific focus areas • Review student data with teachers during pre-observations • Use iReady look-fors to help guide the observation process that focus on key areas of effective math instruction

ENGLISH LANGUAGE ARTS

District

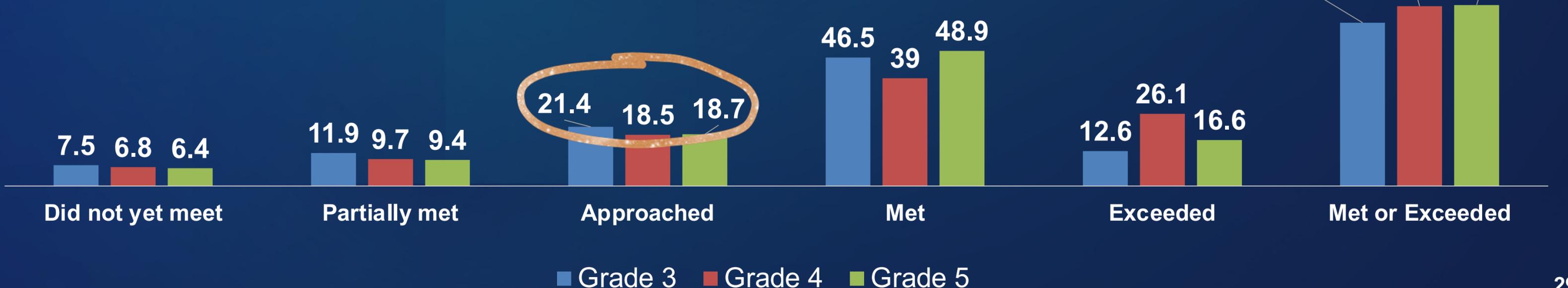
Performance



NJSLA SPRING 2024 ELA 3-5

DISTRICT STATE COMPARISON

Student Groups	% Met or Exceeded Expectations		
	Grade 3	Grade 4	Grade 5
District	59.1%	65.1%	65.5%
State	43.6%	50.8%	52.2%

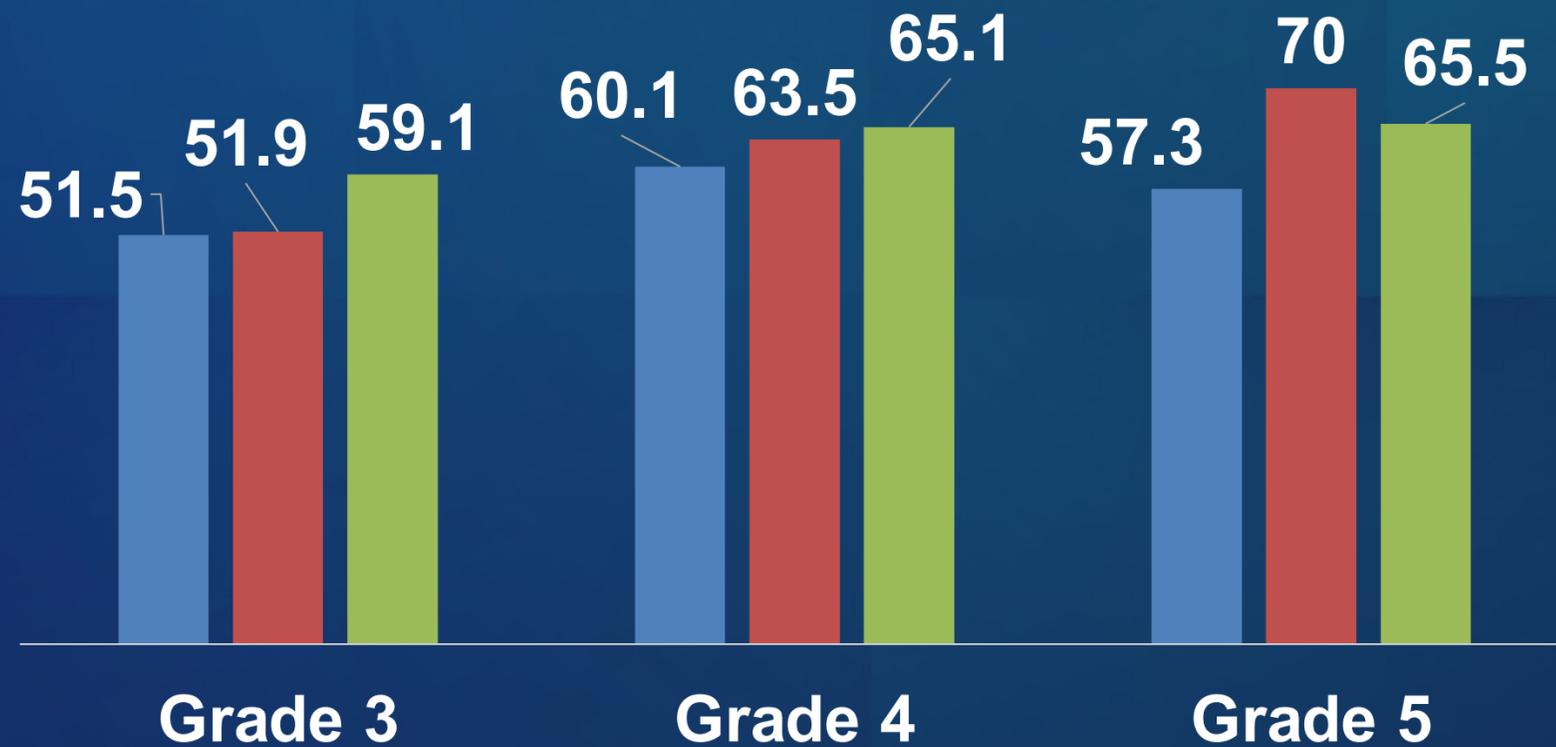


NJSLA
ELA 3-5

3 Year Comparison

Spring 2022, 2023, 2024

% Met or Exceeded



Grade Level Performance
SY 2022 → 2024

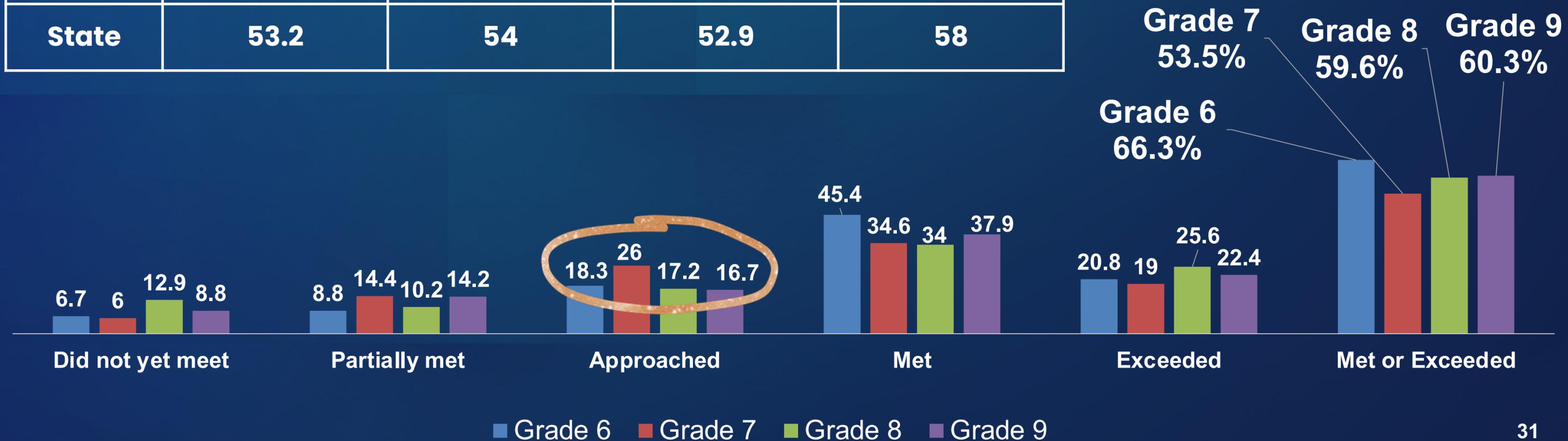


■ 2022 ■ 2023 ■ 2024

NJSLA SPRING 2024 ELA 6-9

DISTRICT STATE COMPARISON

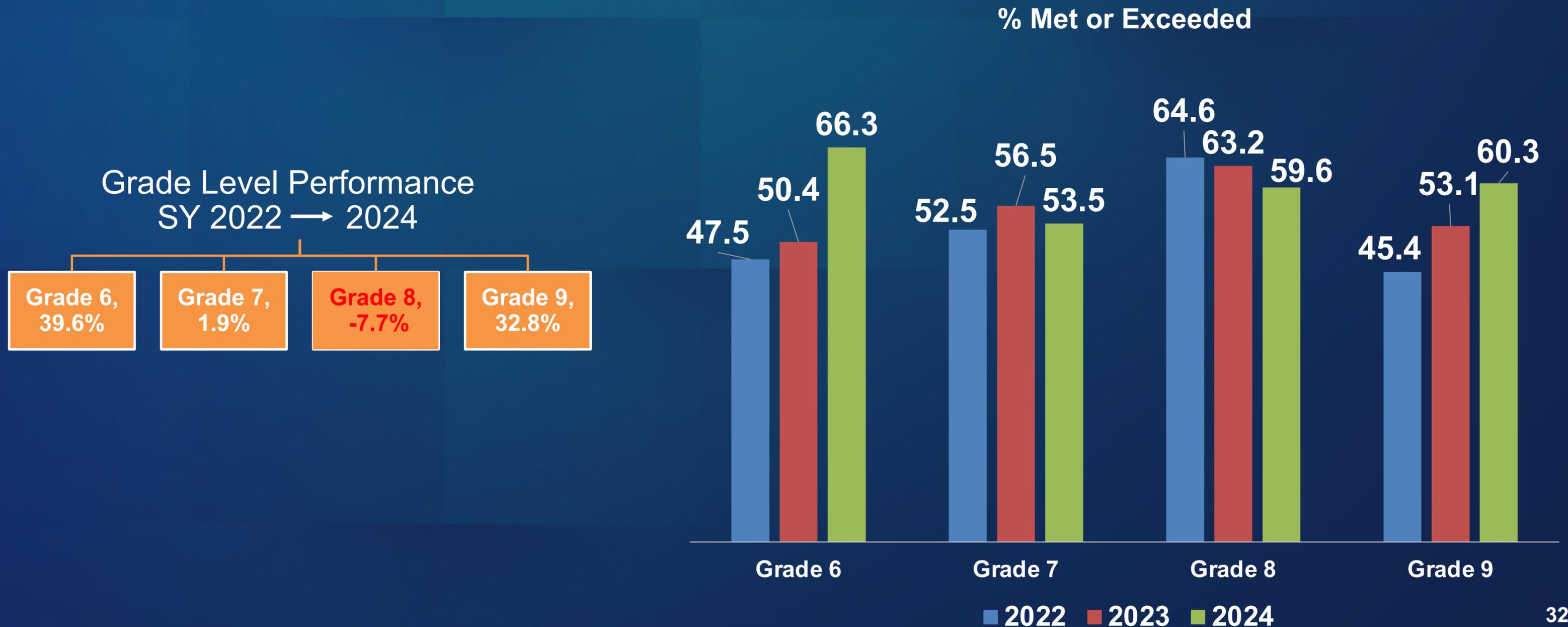
Student Groups	% Met or Exceeded Expectations			
	Grade 6	Grade 7	Grade 8	Grade 9
District	66.3	53.5	59.6	60.3
State	53.2	54	52.9	58



NJSLA ELA 6-9

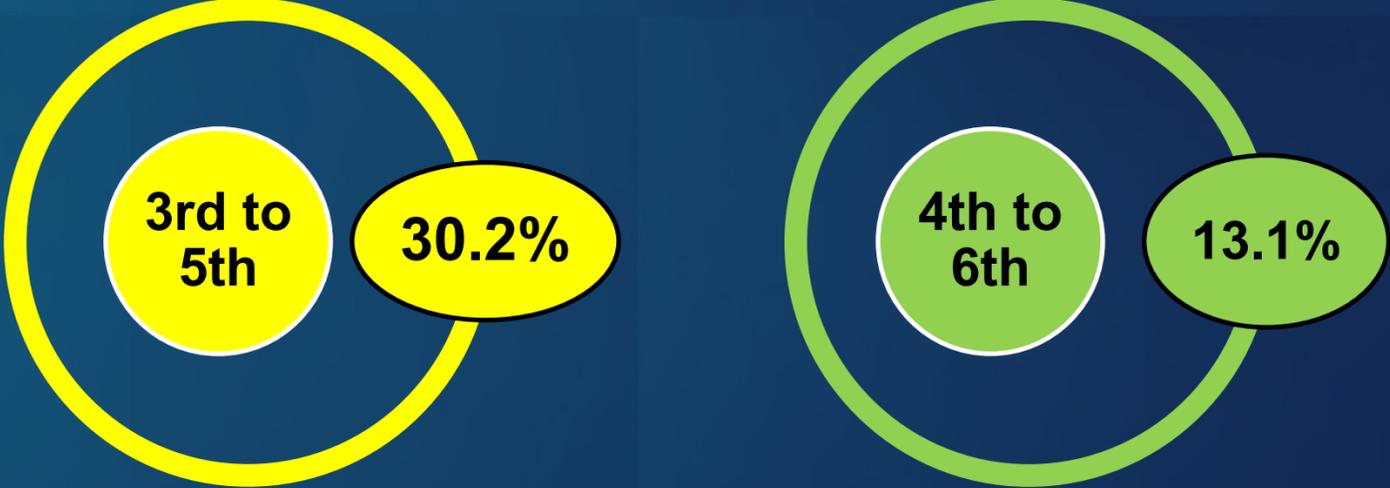
3 Year Comparison

Spring 2022, 2023, 2024

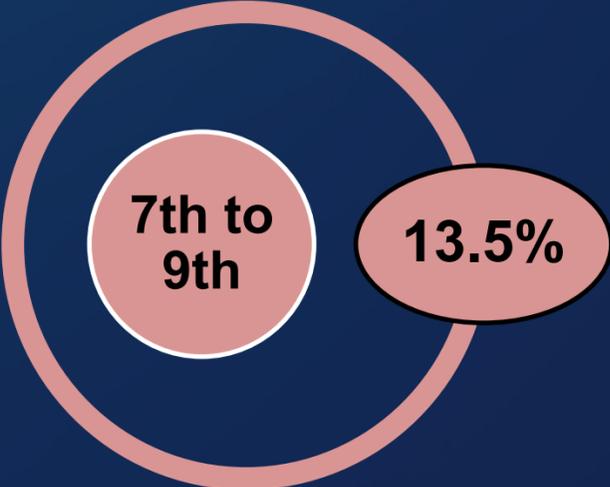
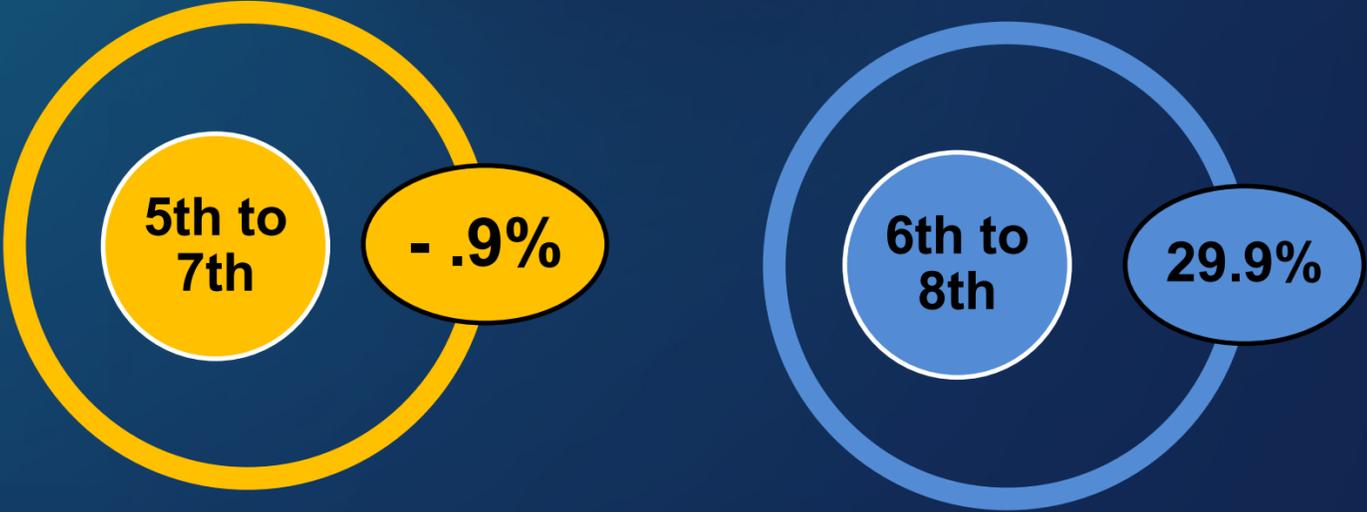


ELA Pure Cohort Performance

3 Years: 2022, 2023, 2024



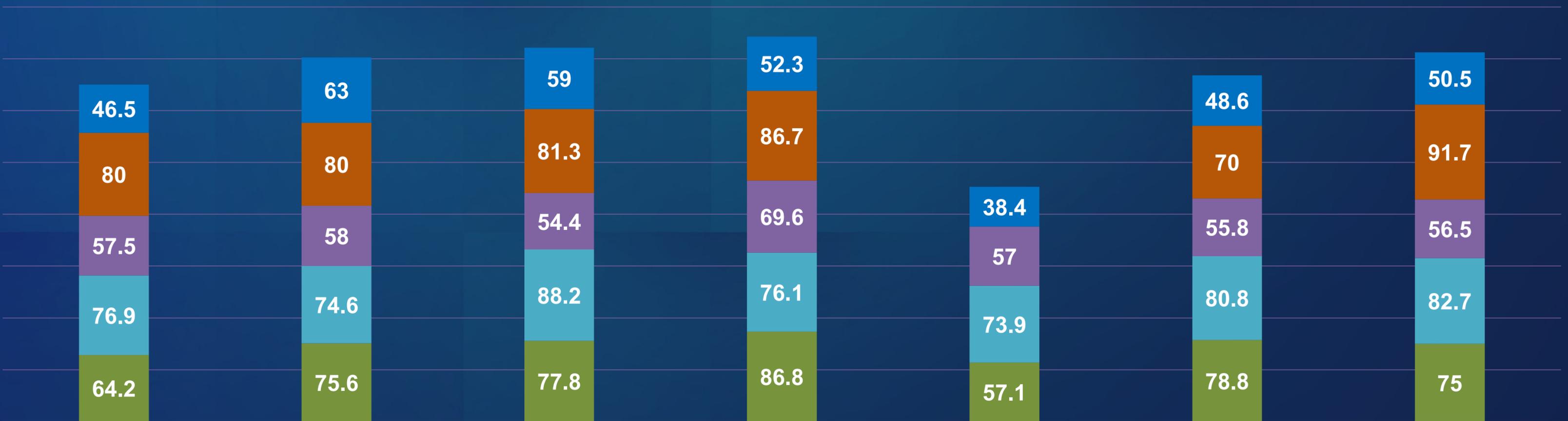
Grade	2022	2023	2024
3rd	53.8		70.1
4th	61.6	66.7	69.7
5th	55.8	72.8	55.3
6th	48.1	50.8	62.5
7th	54.8	57.3	62.2
8th	68.4	65.2	
9th	50.7	59.4	
10th		na	na
11th			93.5



NJSLA SPRING 2024 ELA 3-9

Performance By Ethnicity / Race*

*Fewer than 10 students is not represented.



■ Two or More Races
 ■ White
 ■ Black or African American
 ■ Asian
 ■ Hispanic or Latino

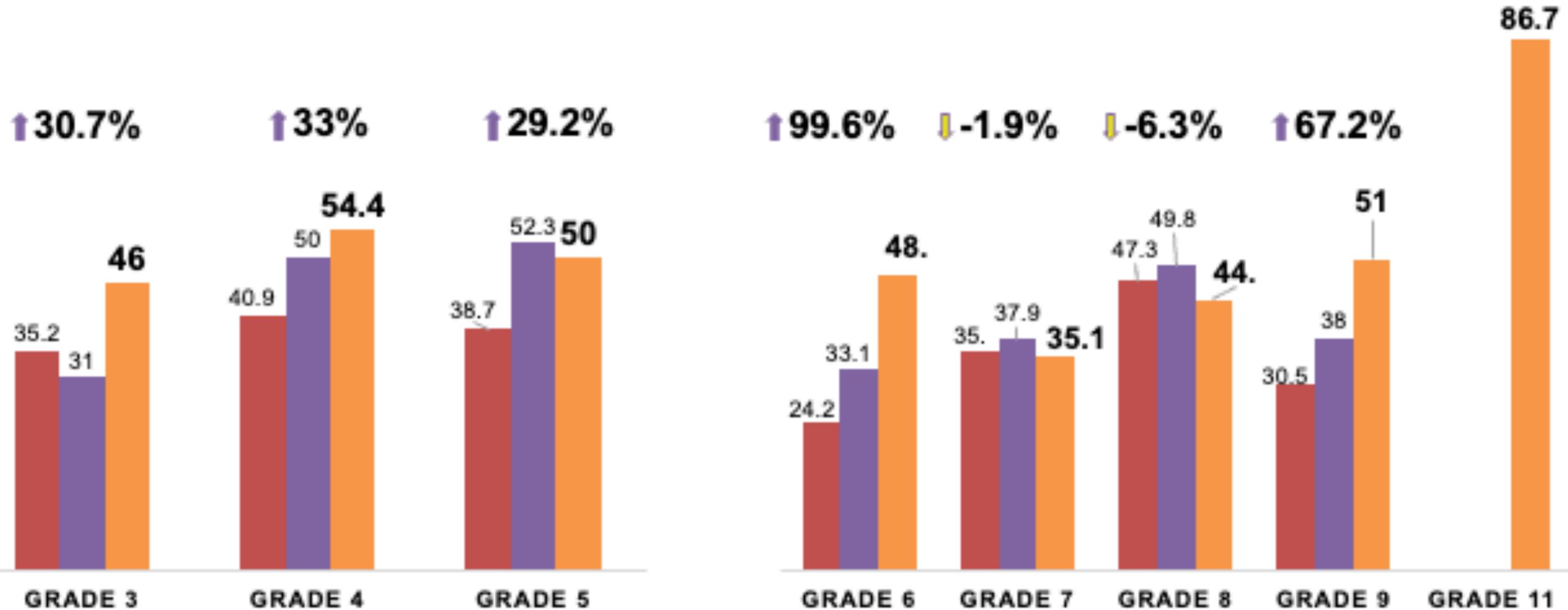
NJSLA SPRING 2024 ELA 3-9

Performance By Demographic*

*Fewer than 10 students is not represented.

Economically Disadvantaged

NJGPA 2024
District: 88.5%
Graduation Ready



STRENGTHS

Reading

Grade 3: Identify main idea, recount key details, describe character traits and actions, ask/answer questions to demonstrate understanding.

Grade 4: Determine theme, summarize text, understand word meanings, figurative language, and word relationships.

Grade 5: Identify key details, summarize text, explain how chapters/scenes fit together.

Writing

Grades 3-5

- Narrative Task – Develops narrative elements and maintains organization.

Grade 4

- Research Simulation Task – Addresses the prompt with effective development and relevant evidence.

AREAS OF FOCUS

Reading

Grade 3: Explain how illustrations enhance the text's meaning.

Grade 4: Describe text structure (chronology, comparison, cause/effect, problem/solution) and analyze character, setting, or events.

Grade 5: Compare and contrast characters, settings, or events using text details.

Writing

Grades 3-5

- Literary Analysis Task – Analyze explicit and inferential ideas with accuracy.

NJSLA Spring 2024

ELA: Strengths & Areas of Focus, Grades 6–9

STRENGTHS

Reading

Informational Texts

Grade 6: Key steps in a process

Grade 7: Author's organizational structure

Grade 9: Relationships among concepts and terms, comparing and contrasting info from experiments, simulations, or multimedia

Grade 11: Author's purpose in explanations/procedures

Literary Texts

Grade 6: Summarizing texts and understanding word meanings (diction)

Grade 7: Identifying themes and author's point of view

Grade 11: Analyzing character development and interactions throughout the text

Writing

Grade 6: Research Simulation Task

Grade 7: Writing Conventions (grammar, syntax, etc.)

Grade 8: Research Simulation and Narrative Tasks

Grade 9: Narrative Writing and Research Simulation Task

Grade 11: Literary Analysis and Research Simulation Task.

AREAS OF FOCUS

Reading

Informational Texts

Grades 6-8: Science and technical texts, with Grade 6 focusing on historical texts

Key Skills

Grade 6: Central idea, point of view

Grade 7: Author's purpose, distinguishing facts vs. judgments/speculations.

Grade 8: Follow multistep procedures, identify central ideas, provide text evidence

Grade 9 & 11: State conclusions, analyze structure, summarize text

Literary Texts

Grade 6: Characterization

Grade 7: Theme or central idea development

Grade 8: Dialogue and incidents driving action

Grade 9: Complex character development, theme/central idea statement

Grade 11: Theme/central idea statement

Writing

Grade 6: Literary Analysis

Grade 7: Research Simulation & Narrative Task

Grade 9: Research Simulation

Grade 11: Literary Analysis

English Language Arts K-5

Increasing Levels of Support

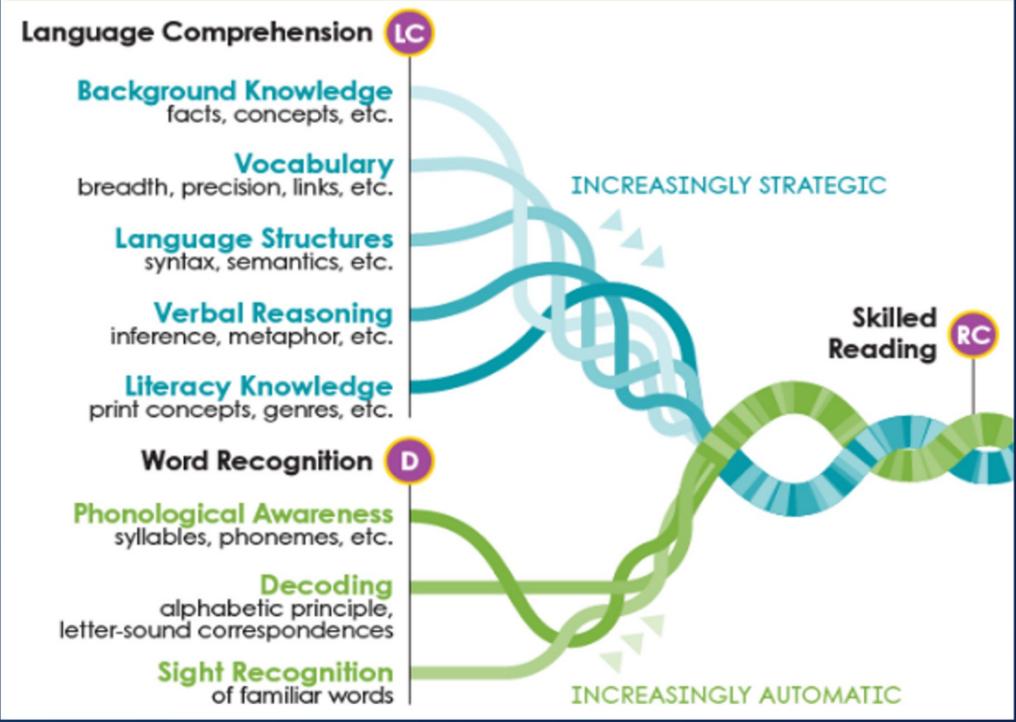
Purpose

- Increasing levels of support document ensures that on-grade-level content is accessible to all students. It supplies teachers with possible HMH resources to use with their classrooms as they scaffold and modify instruction to fit student's needs.

Every Reading and Writing Unit includes

- Increasing Levels of Support
- Multilingual Learners
- Assessment Crosswalk (iReady & HMH)

Scarborough's Reading Rope



Light Support	Moderate Support	Substantial Support
Directly Correlates to Curriculum Content Standards	Encompass all the resources from light support.	Encompass all the resources from light and moderate supports.

Word Recognition
(Phonological Awareness, Phonics, and High Frequency Words)

To gain deeper insights into your students' proficiency with print concepts, phonological awareness, phonics and word recognition, and fluency, administer the Screening assessments in Into Reading's Screening, Diagnostic, and Progress-Monitoring Assessments.

English Language Arts K-5

Multilingual Learners Levels of Support

Multilingual Learners Grade 3, Reading Unit 1	Resource	L1	L2-L3	L4-L5
KNOWLEDGE				
Background Knowledge	Family Letter (Spanish) Family Letter (Haitian Creole) Student Language Abilities by English Language Proficiency Level Grades 3-5	SW use strategies from L2-L3 and: SW rewatch Get Curious video: Calamity Jane with audio support. SW answer multiple choice questions . (Ex. <i>Does individuality mean people are alike or different?</i>) Preview shared reading text with audio support on myBook.	SW use strategies from L4-L5 and: SW rewatch Get Curious video: Calamity Jane with audio support. SW complete the sentence frame : <i>Individuality means that people are _____.</i> Preview shared reading text with audio support on myBook.	SW answer open-ended questions : (Ex. <i>What does individuality mean? Describe an example of individuality.</i>)
FOUNDATIONAL SKILLS AND WORD STUDY				
Vocabulary	Spanish/English Glossary Grades 3-5 Haitian Creole/English Glossary Grades 3-5 Student Personal Vocabulary Glossaries	Send home study list with critical vocab cognates. (Ex. suggest/sugerir, usual/usual, and bilingual/bilingue) Pronoun vocab: I, She, He to support Point of View Critical Vocab TW orally introduce vocabulary (Student Personal Vocabulary Glossary - Module 1). SW orally respond with nonverbal cues (eg- thumbs up/down) to teacher-led questions about the vocabulary.	Critical Vocab TW orally introduce vocabulary (Student Personal Vocabulary Glossary - Module 1). SW orally respond with simple words and phrases to teacher-led questions about the vocabulary. SW fill in the blank with corresponding vocabulary words and complete the sentence with simple words and phrases using the sentence frame provided in the graphic organizer.	Critical Vocab TW orally introduce vocabulary (Student Personal Vocabulary Glossary - Module 1). SW orally respond with complete sentences to teacher-led questions about the vocabulary. SW fill in the blank with corresponding vocabulary words and use the vocabulary word in their own complete original sentence in the graphic organizer.

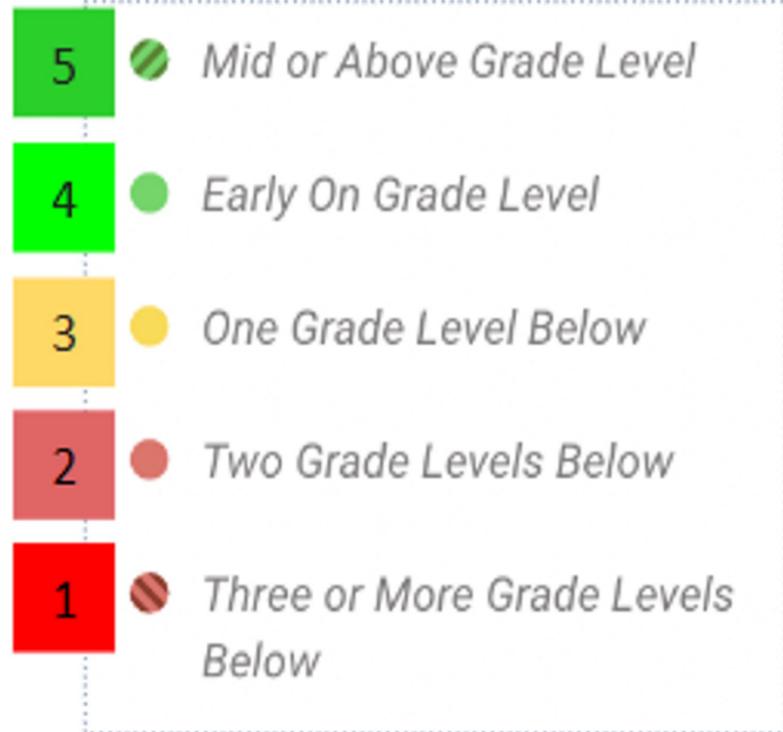
Every Reading and Writing Unit includes scaffolded levels of support aligned to instructional resources based on a student's Language Acquisition Level.

English Language Arts K-5

Assessment Crosswalk

i-Ready Groupings:

- i-Ready Group descriptions stay the same from September to June. This document provides all possible resources per grade.
- Students move from group to group as they learn.
- The Assessment Crosswalk is for the entire year, and students will move from group to group.



Grade 3 i-Ready Group 1 <i>Students in this Grouping are below grade level in Phonics and have a limited vocabulary.</i>		
Word Recognition (Phonological Awareness, Phonics and High Frequency Words)		
Instructional Priorities	i-Ready Resources	HMH Resources
Phonological Awareness	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A
Phonics	<p>Review decoding common sound-spelling patterns, and more complex sound-spelling patterns.</p> <ul style="list-style-type: none"> • Decode Words with Short Vowel a • Decode Words with Short Vowels • Words with Initial l, r Blends • Words with Initial s Blends • Words with Final Digraph ck or Double Consonants • Words with Final Consonant Blends • Words with Initial Consonant Digraphs • Words with Final Consonant Digraphs • Words with r-Controlled Vowels • Words with Long Vowel Digraphs • Words with Vowel Diphthongs and Digraphs • Identify Long vowel syllable types • Inflectional Endings without Spelling Changes • Inflectional Endings with Spelling Changes • Inflectional Endings without Spelling Changes • Inconsistent Sound-Spelling Correspondences • Understand Contractions • Decode Words with Silent Letters • Words with Complex r-Controlled Vowel Patterns • Short Vowel Digraphs • Final Stable Syllables: tion, sion • Contractions: 'll, 've, 'm, 're, 's • Suffixes er, or • Singular and Plural Possessives • Prefixes pre-, un-, re- 	<p>Review decoding common sound-spelling patterns, and more complex sound-spelling patterns.</p> <ul style="list-style-type: none"> • Use index cards to put prefixes and suffixes on root words to make new words. • Rigby Readers • Blend-It Books • Differentiated Spelling Lists • Phonics Interactive Practice • Interactive Blending Board
	<ul style="list-style-type: none"> • Suffixes -ful and -less <p>Teach decoding two-syllable words</p> <ul style="list-style-type: none"> • Identify and Count Syllables • Two-Syllable Words with Prefixes and Suffixes • Decode Two-Syllable VC/CV Words • Two-Syllable Words with Short Vowels 	<p>Teach decoding two-syllable words</p> <ul style="list-style-type: none"> • Word Study Studio
High Frequency Words	<p>Provide fluency practice.</p> <ul style="list-style-type: none"> • Teach High-Frequency Words • Read Irregular High-Frequency Words • Play Word Games with High-Frequency Words 	<p>Provide fluency practice.</p> <ul style="list-style-type: none"> • Use High Frequency Word Cards in the instructional kit for word drills. • Heart Words by module
Comprehension (Vocabulary and Comprehension)		
Instructional Priorities	i-Ready Resources	HMH Resources
Vocabulary	<p>Use read alouds.</p> <ul style="list-style-type: none"> • Teach Vocabulary with Read Alouds • Teach New Word Meanings • Use Context to Find Word Meaning <p>Teach high utility academic language and meaningful word parts.</p> <ul style="list-style-type: none"> • Multiple-Meaning Words • Compound Words • Synonyms • Antonyms 	<p>Use read alouds.</p> <ul style="list-style-type: none"> • Use Power Word routines to pre-teach vocabulary. • Table-Top Mini Lessons • Student Glossaries <p>Teach high utility academic language and meaningful word parts.</p> <ul style="list-style-type: none"> • Vocabulary Interactive Practice • Play with synonyms, antonyms, multiple meaning words and idioms.
Comprehension	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A

Multi-Tiered Systems of Support

ELA 3-5

Multi-Tiered Systems of Support

- Academic Support
- Tiered Intervention
- Use of MyPath to provide individualized activities based on diagnostic data.

Individualized Education Plans

- Align instruction with IEPs to ensure personalized support.
- Use K-5 Online Materials to supplement instruction by targeting skill gaps with online resources.

Supports for Multilingual Learners

- ML after school programs targeting specific ML literacy and language development will be implemented beginning in November.
- PD for ESL teachers on the use of data, instructional resources, guided reading and guided writing to target specific student reading and writing outcomes, to include Fast ForWord and iReady Reading
- Fast ForWord and iReady reading program and resources embedded in ESL instruction to support differentiation of literacy instruction.

Instructional Coaching

- Coaching cycles provided by Reading Specialists

Curriculum & Instruction

ELA 3-9

Curriculum, Instruction & Assessment	<ul style="list-style-type: none">• Continued refinement of the middle school curriculum<ul style="list-style-type: none">○ Fewer units, more time to process and practice skills○ Test Prep as Genre Mini Unit (added practice prior to state assessment)• Using student data to drive Instruction (NJSLA, NJGPA, CommonLit, Albert.io, & Classroom assessments)• Academic Support / Intervention, Grades 6-8• Support from the Career Education & Library Sciences → Use of inquiry-based reading
Professional Learning Communities	<ul style="list-style-type: none">• Collaborative data “mining” and exploration of strengths and weaknesses by grade level.• Sharing best practices and instructional strategies that yield student success.• Comparing data outcomes on common assessments (CommonLit, department, and Albert.io)
New Standards & Curriculum Implementation	<ul style="list-style-type: none">• September 2024• Implementation of new curriculum, Into Reading K-5, Structured Literacy 3-5• District-wide professional development throughout the school year to support curriculum and new program year 1 implementation.
Reading and Writing Informational Text for ELA (9-12) and Social Studies (6-12)	<ul style="list-style-type: none">• Targets strengthening student ability in RI, RST and RH standards and RST writing task.• Continued emphasis on reading and writing across all content areas.• Consistent academic language and instructional delivery across grades and content areas.
K-5 ELA Field Test Rigby Reading Benchmark Versus F&P Assessment	<ul style="list-style-type: none">• Assessment conducted by Reading Specialists & Academic Support Teachers during the Fall & Winter testing windows.• A randomly selected group of students will be assessed during the fall testing window, and the same group will be reassessed in the winter.• Compare the results with those from the Fountas & Pinnell assessment to identify any alignment or inconsistencies between the two benchmarks.• Determination of findings upon completion of winter administration.

Year 2

Literacy Academy



WHY SHOULD I SIGN-UP?



Build your literacy toolbox



Sessions for teachers by teachers



Learn new strategies



Earn PD hours



Snacks and raffles

West Orange
K-12 English Language Arts
Department
Literacy Academy

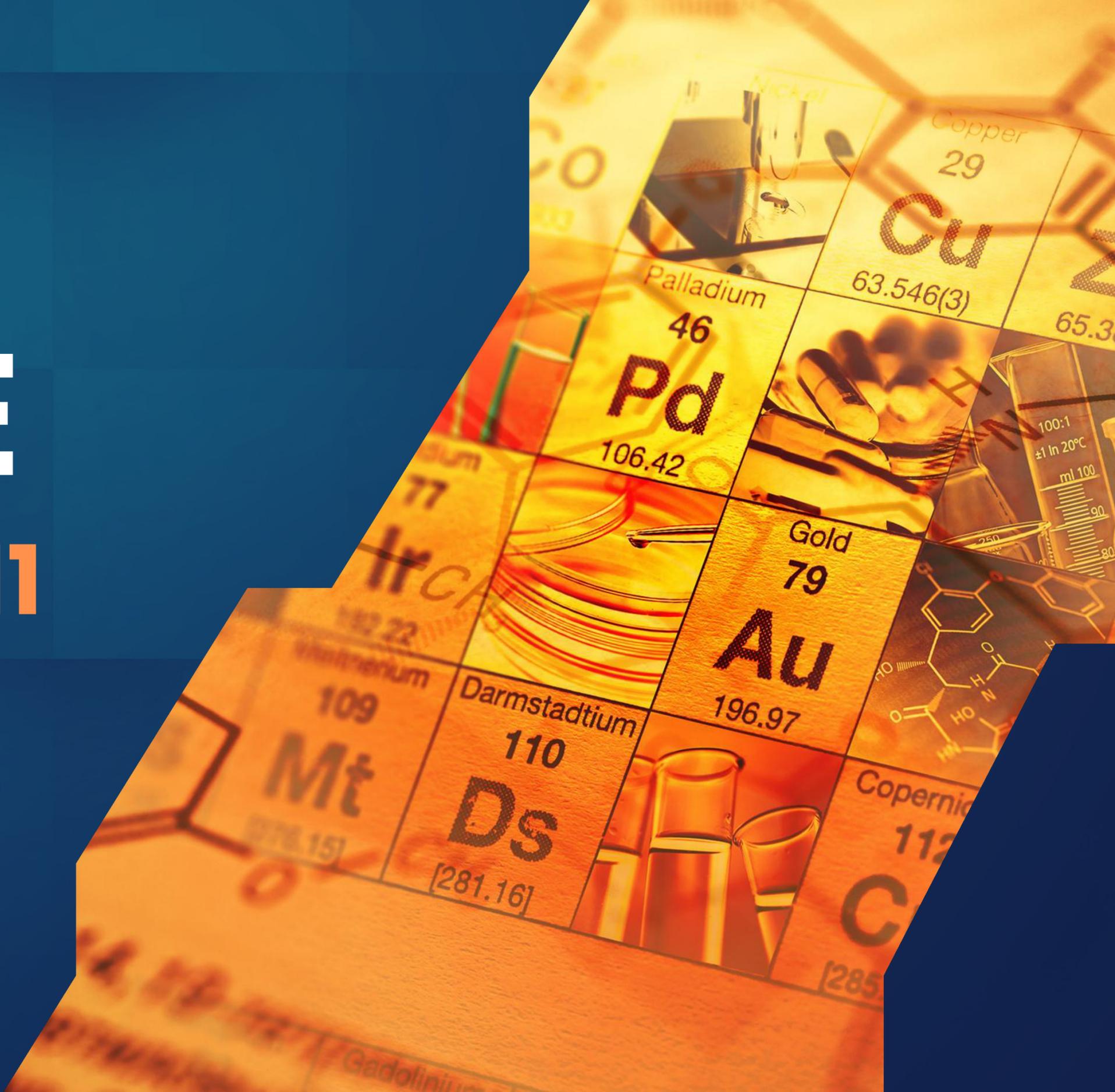


LOCATION

West Orange BOE Central Office
179 Eagle Rock Ave, Second Floor
West Orange, NJ 07052

SCIENCE

Grades 5, 8, 11

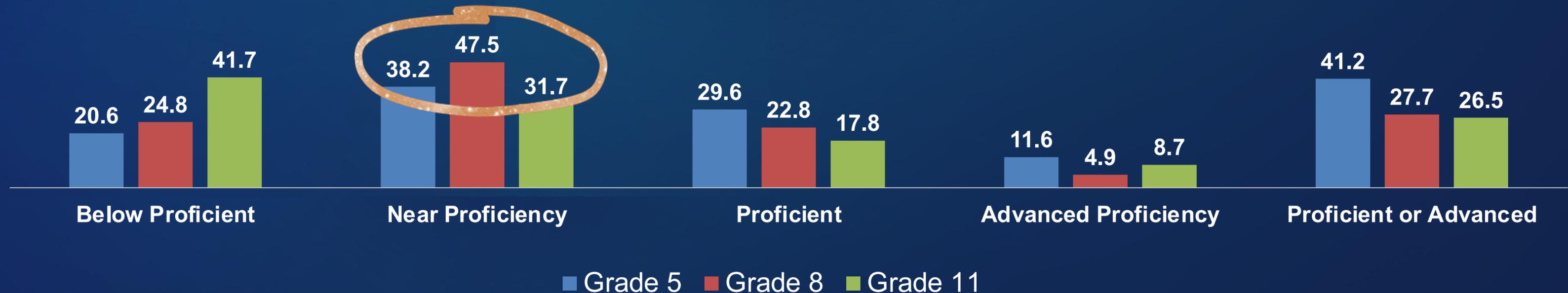


NJSLA SPRING 2024

Science 5, 8, 11

DISTRICT STATE COMPARISON

Student Groups	Proficient or Advanced Proficiency		
	Grade 5	Grade 8	Grade 11
District	41.2	27.7	26.5
State	27.6	18.8	28.1



NJSLA Science 5, 8, 11

3 Year Comparison

Spring 2022, 2023, 2024

% Met or Exceeded



■ 2022 ■ 2023 ■ 2024

Grade Level
Performance
SY 2022 → 2024

Grade 5,
43.1%

Grade 8,
78.7%

Grade 11,
.4%

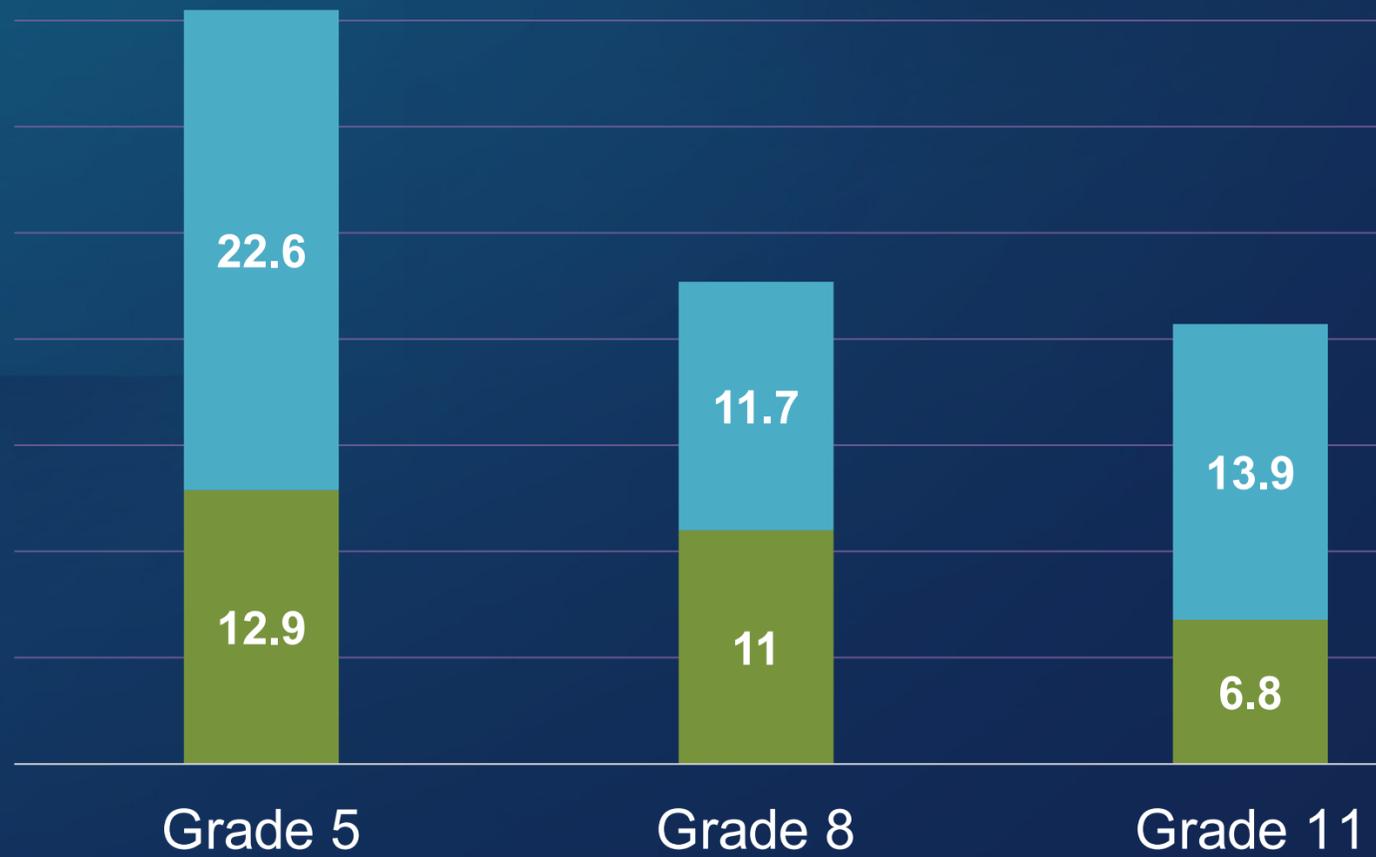
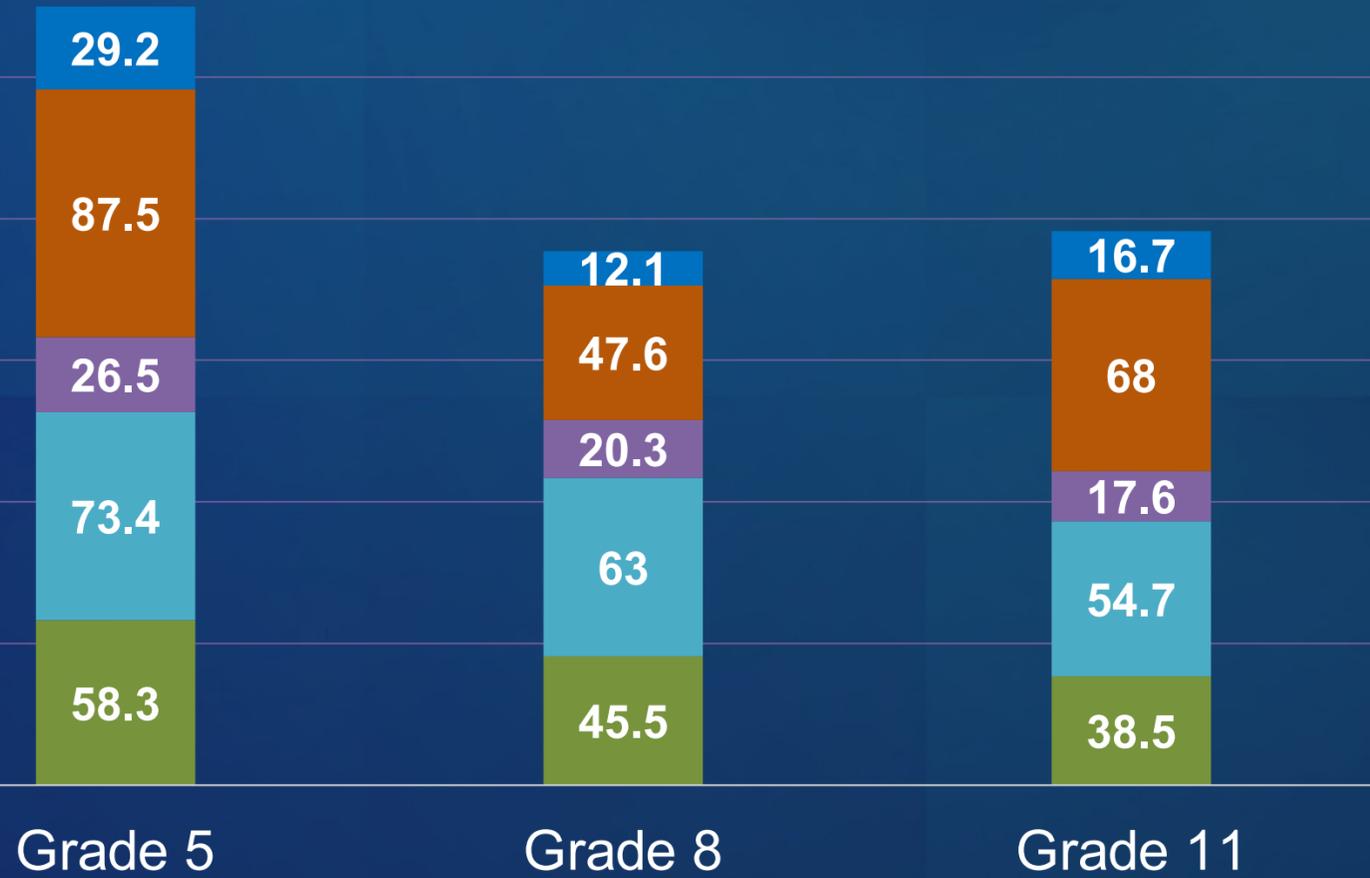
NJSLA

Science 5, 8, 11

*Fewer than 10 students is not represented.

Performance By Ethnicity / Race*

Performance By Demographic*



■ Two or More Races* ■ White ■ Black or African American ■ Asian ■ Hispanic or Latino

■ SWD ■ ED

Strengths

- Elementary students demonstrated a strong understanding of Life Science, Physical Science as well as Sensemaking Practices
 - There has been a 12% increase in grade level growth since the 21-22 school year.
- Middle School students demonstrated equal strength in Life Science, Physical Science, and Earth and Space Science and Investigating Practices, Sensemaking Practices and Critiquing Practices across both schools
 - There has been a 12.5% increase in grade level growth since the 21-22 school year
- High School students performed respectably in Earth Science, Critiquing Practices and Sensemaking Practices.
 - After a decrease in growth from the 21-22 to 22-23 school year, the high school students increase their growth by 5%.

Areas of Focus

- At the elementary level, providing opportunities for grade level teachers to meet and share strategies to enhance students' understanding of the disciplinary core ideas in order to mitigate the inconsistencies on the NJSLA.
- At the middle and high school level, continuing to provide opportunities to reinforce the Science and Engineering Practices to improve their performance on the Investigating Practices sections of the NJSLA-Science Test.
- At all levels, collaborating with Special Education and ESL supervisors to support students in science.

Curriculum Next Steps

Science: 5, 8, 11

- The current Middle School science curriculum was written around **OpenSciEd** as directed by the state. Through vertical and horizontal articulation a review by 6th-9th grade teachers **revealed gaps between OpenSciEd and the revised science standards and performance expectations.**
- An **audit of the science curriculum** will be conducted to identify alignment to priority areas for curriculum revision.
- **Curriculum rewrites beginning with grades 4-5, 6-8, Biology and Physics**
 - This will allow for continuity amongst grade bands, and ensure a curriculum that is solidly aligned to standards, while also ensuring performance expectations are addressed at each grade level.
- While developing curriculum this year, teachers will begin with **the desired performance expectations** and work backward to establish the content and learning experiences necessary for students to achieve those outcomes.
- In collaboration with the New Jersey Science Education Leadership Association (NJSELA) and district science supervisors in our region, a **review of science instructional materials and supplemental resources** will be conducted to inform the direction of the science program.

Interventions & Strategies

Science 5, 8, 11

- Lessons will continue to be reviewed to ensure **NGSS Science and Engineering Practices are the core of instructional time** and support student achievement on the Investigating, Sensemaking, and Critiquing Practice Performance sections of the NJSLA-Science.
- **Science skill sets and techniques** are being integrated into specific units in curriculum in career education.
- Teachers will **focus on data within their discipline** (Life Science, Physical Science, and Earth and Space Science) to inform their lesson planning.
- Science Department will work with DEAI WOW Committee to continue to **foster cultural diversity, equity and inclusion in the classroom setting**.
- Through professional development, teachers will gain knowledge of the **new enhanced online platform for the K-5 National Geographic program** which provides a wealth of phenomena through which students can explore disciplinary core ideas.

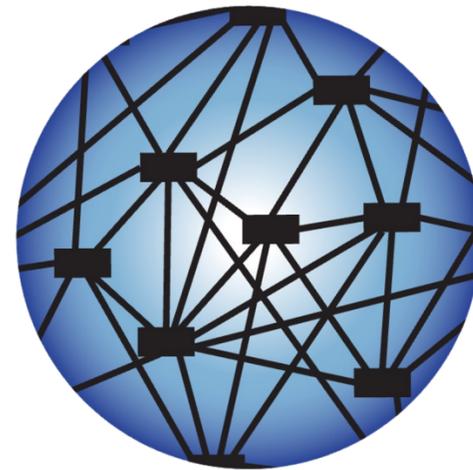
Dynamic Learning Maps

Grades 3–8, 11



Dynamic Learning Maps (DLM): Grades 3-8,11

Dynamic Learning Maps[®] (DLM[®]) assessments are **for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations.**



DYNAMIC[®]
LEARNING MAPS

DLM assessments offer these students a way to show what they know and can do in English language arts, mathematics, and science.

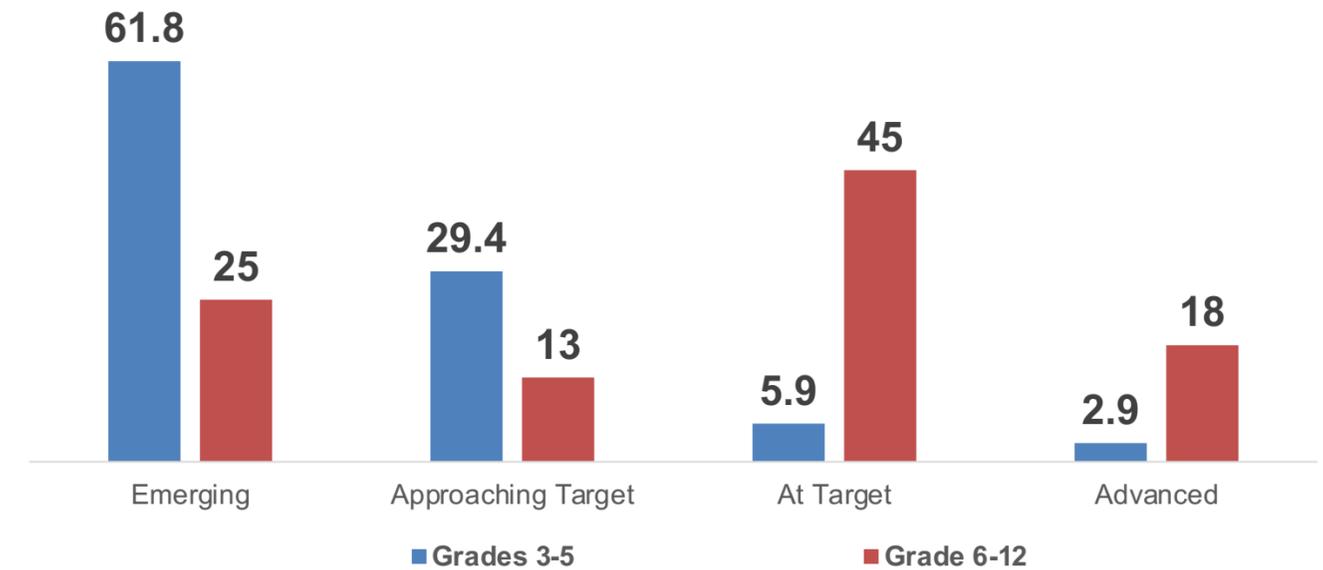
DLM Spring 2024: Grade 4, 7, 8*

Instructional Strategies & Interventions

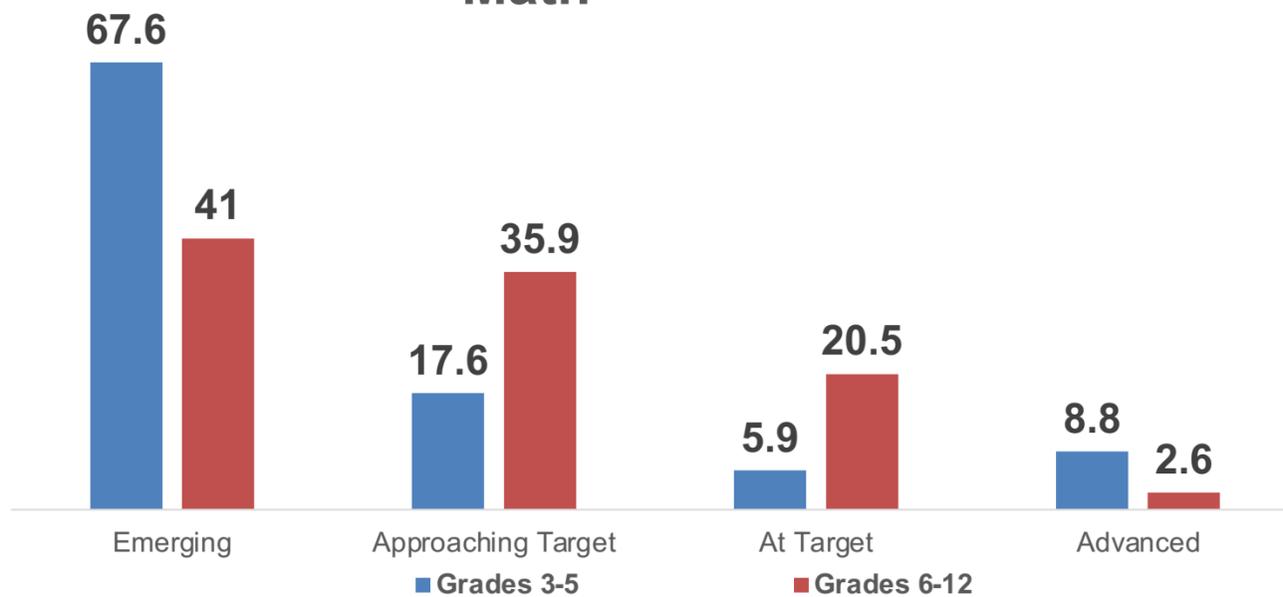
**DLM performance for grade levels with fewer than 10 students is not represented.*

- Multi-modal instruction to ensure student understanding
- Instructional approach to include: modeling; direct instruction; guided practice
- Formal and informal assessments to monitor student understanding and generalization of skills
- Supplemental instructional materials/resources to target skill development
- Utilization of the ACE ABA Instructional Program (District Autism Program) to develop individual student programs that are aligned to IEP goals/objectives; data is collected daily, charted, and monitored to review student progress on target skills

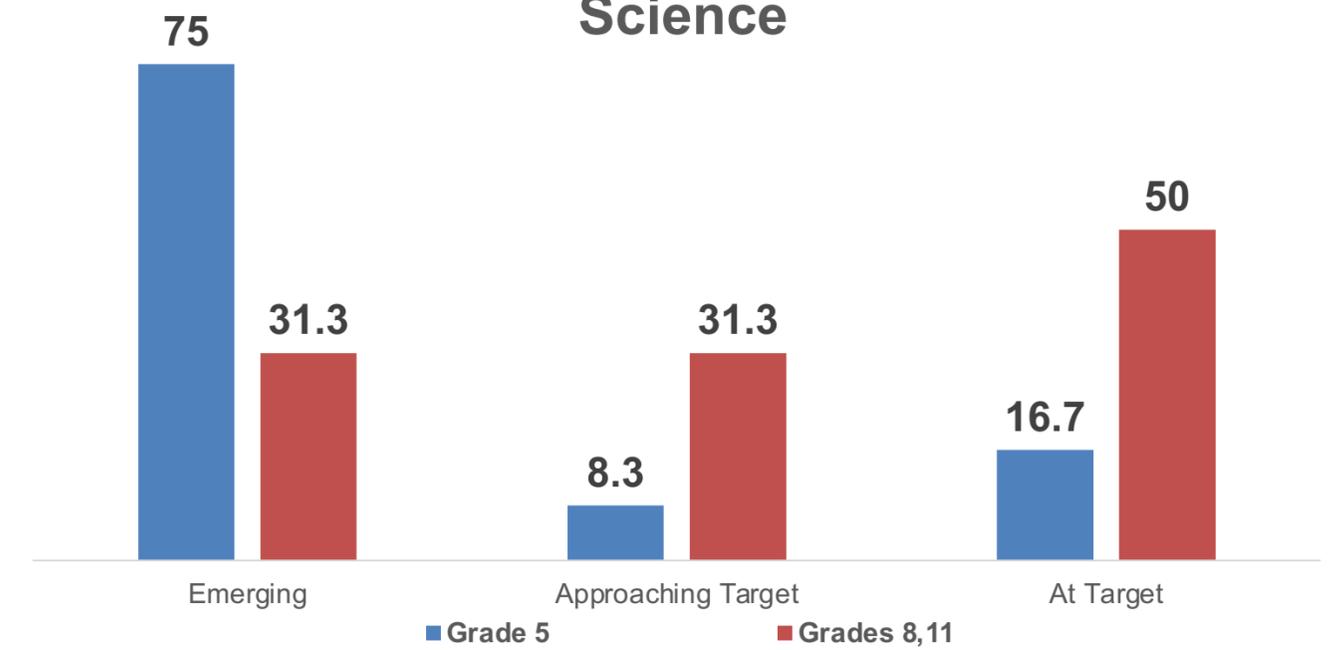
ELA



Math



Science



Grade Level Proficiency by School

NJSLA 2024	Grade 3		Grade 4		Grade 5	
	<i>ELA</i>	<i>Math</i>	<i>ELA</i>	<i>Math</i>	<i>ELA</i>	<i>Math</i>
State	43.6	47.5	50.8	44.9	52.2	40.2
District	59.1	63.1	65.1	53.6	65.5	56.3
Gregory	62.7	69.9	72.5	74.1	60	67.6
Hazel	49.3	54.2	71.2	32.8	67.7	57.1
Kelly	52.5	54.7	46.6	49.2	73	47.6
Mt. Pleasant	63.5	61.9	74	70	74.6	57.8
Redwood	71	77.4	60	44.6	72.9	62.1
St. Cloud	75.4	78.3	80.6	67.2	69.6	65.7
Washington	39.7	44.9	49.2	35.7	40.6	34.7

Grade Level Proficiency by School

NJSLA 2024	Grade 6		Grade 7		Grade 8	
	<i>ELA</i>	<i>Math 6</i>	<i>ELA</i>	<i>Math 7</i>	<i>ELA</i>	<i>Math 8</i>
State	53.2	36.2	54	37.5	52.9	21.7
District	66.3	41.3	53.5	30.6	59.5	19.5
Edison	66.4	41.3	-	-	-	-
Liberty	-	-	49.5	33.9	59.2	27.4
Roosevelt	-	-	59.1	25.9	60.2	14

Proficiency by School

NJSLA 2024	ELA 9	Algebra I	Algebra II	Geometry
State	58	39.5	58.9	49
District	60.3	39.5	33.3	72
Liberty	-	90.8	37.9	-
Roosevelt	-	77.5	66.7	-
WOHS	60.3	14.8	21.2	72

Thank you.

Q&A

