

NEW JERSEY STATE ASSESSMENTS



ELIZABETH PUBLIC SCHOOLS

Every Child, Achieving Excellence

September
2024

New Jersey Student Learning Assessment (NJSLA)

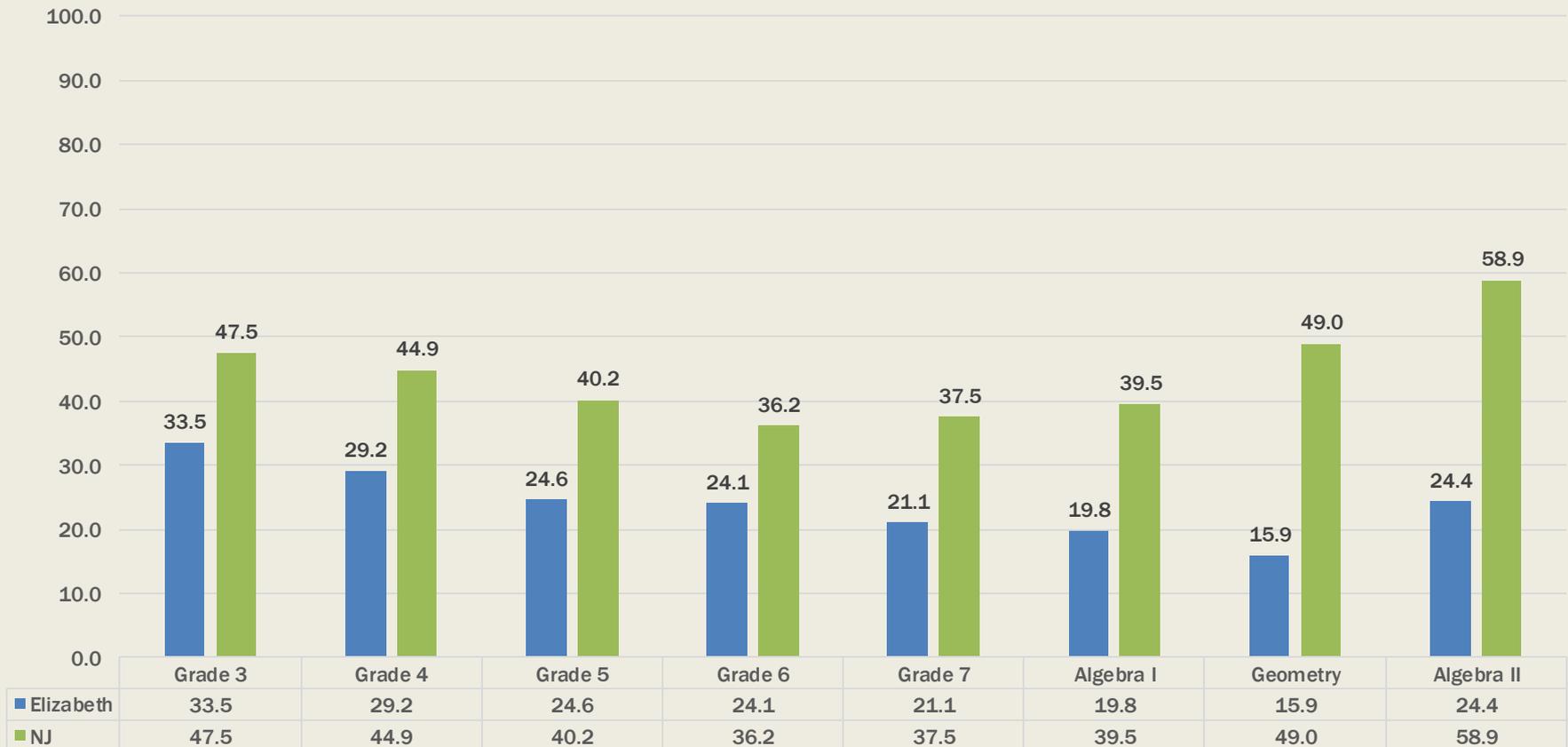


NEW JERSEY STUDENT LEARNING ASSESSMENT (NJSLA)

- Federal and state regulations require all students to be assessed in elementary school, middle school, and high school beginning in grade 3
 - Students in grades 3 through 9 were administered the grade-level assessment for English Language Arts
 - Students in grades 3 through 6 were administered the grade-level assessment for Mathematics
 - Students in grade 7 were administered the grade-level assessment for Mathematics or the Algebra I course assessment depending on the content taught
 - Students in grade 8 were administered the Algebra I or Geometry course assessment depending on the content taught
 - Students in high school were administered the Algebra I, Geometry, or Algebra II course assessment depending on the content taught
 - Students in grades 5, 8, and 11 were administered the assessment for Science

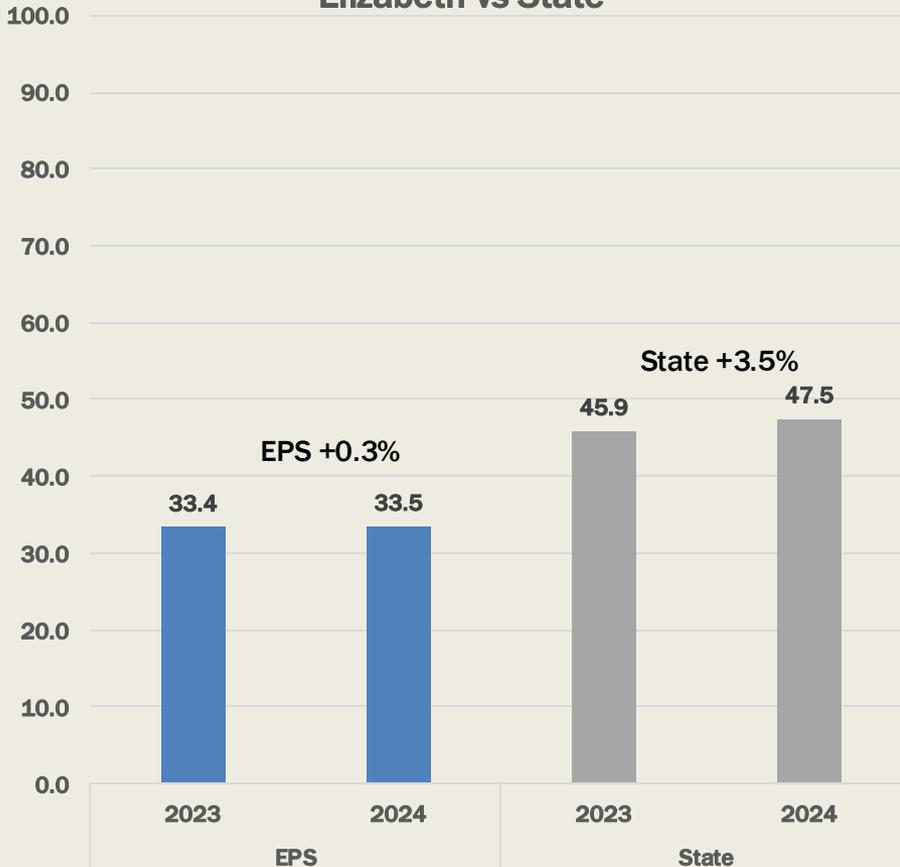
NJSLA MATHEMATICS PERFORMANCE BY GRADE/CONTENT ELIZABETH VS STATE

2024 NJSLA Performance
Math Grades 3-7, Algebra I, Geometry, Algebra II
Elizabeth vs State

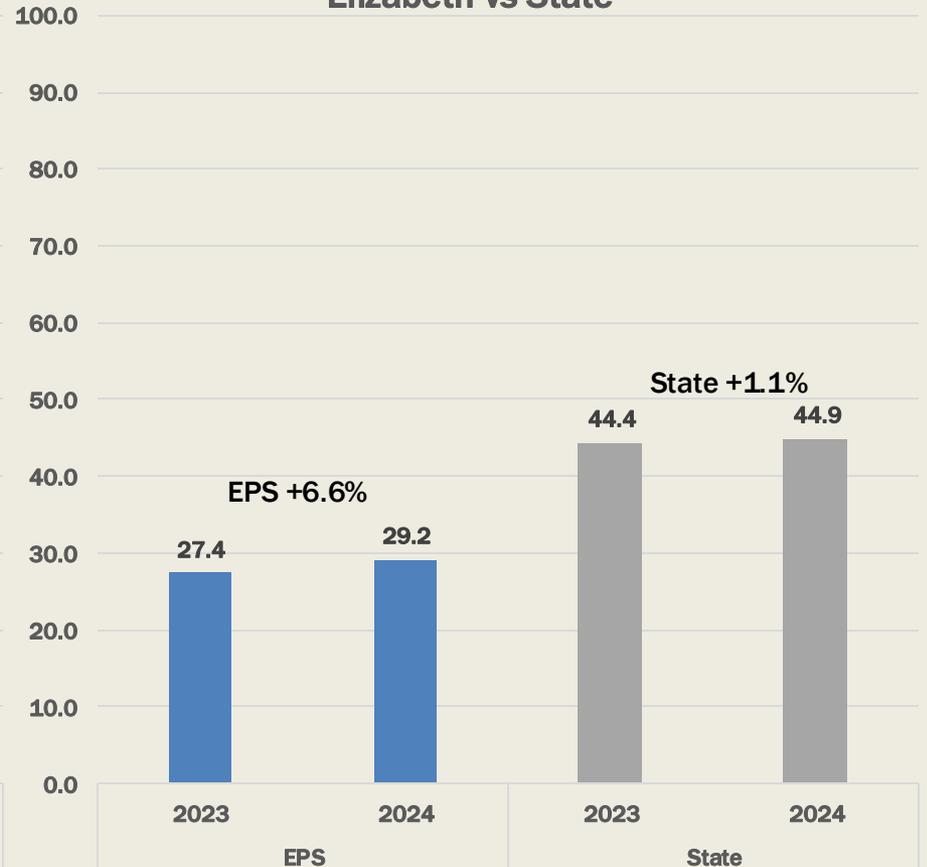


NJSLA MATHEMATICS PERFORMANCE GRADES 3 AND 4 ELIZABETH VS STATE

2024 NJSLA Performance
Math Grade 3
Elizabeth vs State



2024 NJSLA Performance
Math Grade 4
Elizabeth vs State



MATHEMATICS PRIORITY SKILLS

BASED ON 2024 NJSLA - TOTAL POPULATION

GRADE LEVEL	MATHEMATICS PRIORITY SKILLS
Grade 3	<ul style="list-style-type: none">• Create and interpret picture and bar graphs to solve addition, subtraction, and comparison problems• Calculate the area and perimeter of rectangles in real-world mathematical problems• Compare fractions through reasoning• Solve one-step word problems about masses or volumes
Grade 4	<ul style="list-style-type: none">• Determine factors and multiples of whole numbers• Solve multi-step word problems for area and perimeter, including whole numbers and fractions• Round whole numbers to any place value• Convert fractions to decimals

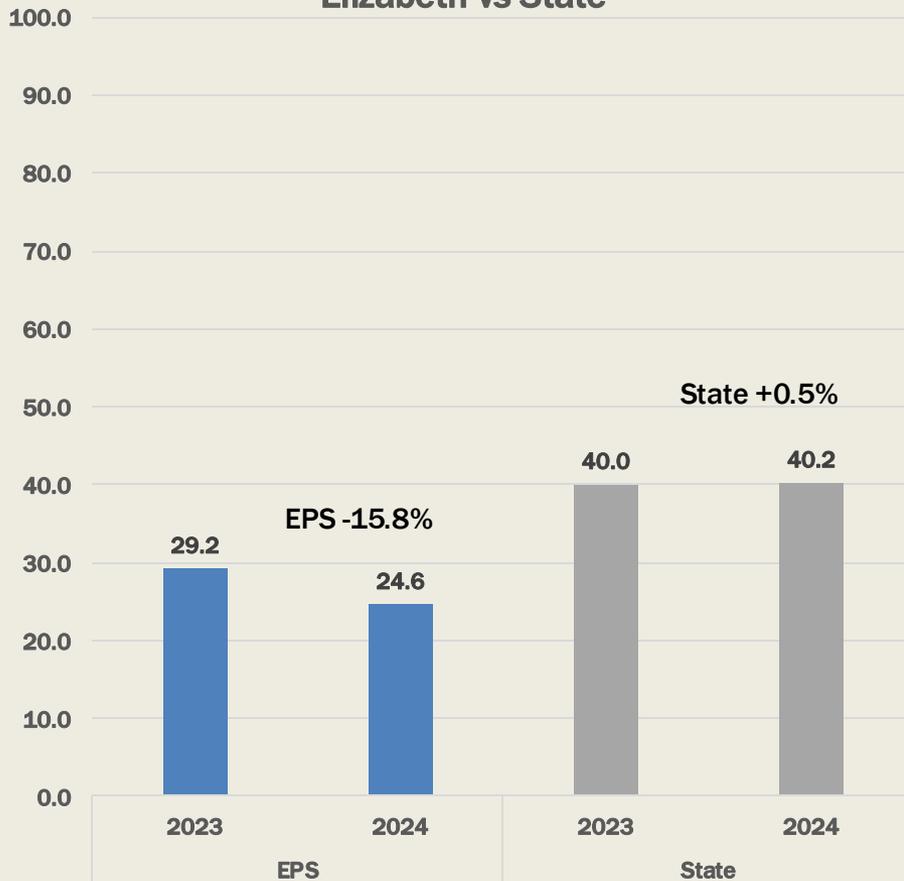
MULTILINGUAL LEARNERS PRIORITY SKILLS IN MATHEMATICS

Newcomer ML: Upon entering the district, MLs will complete an arithmetic diagnostic assessment to determine level of mastery in addition, subtraction, multiplication and division.

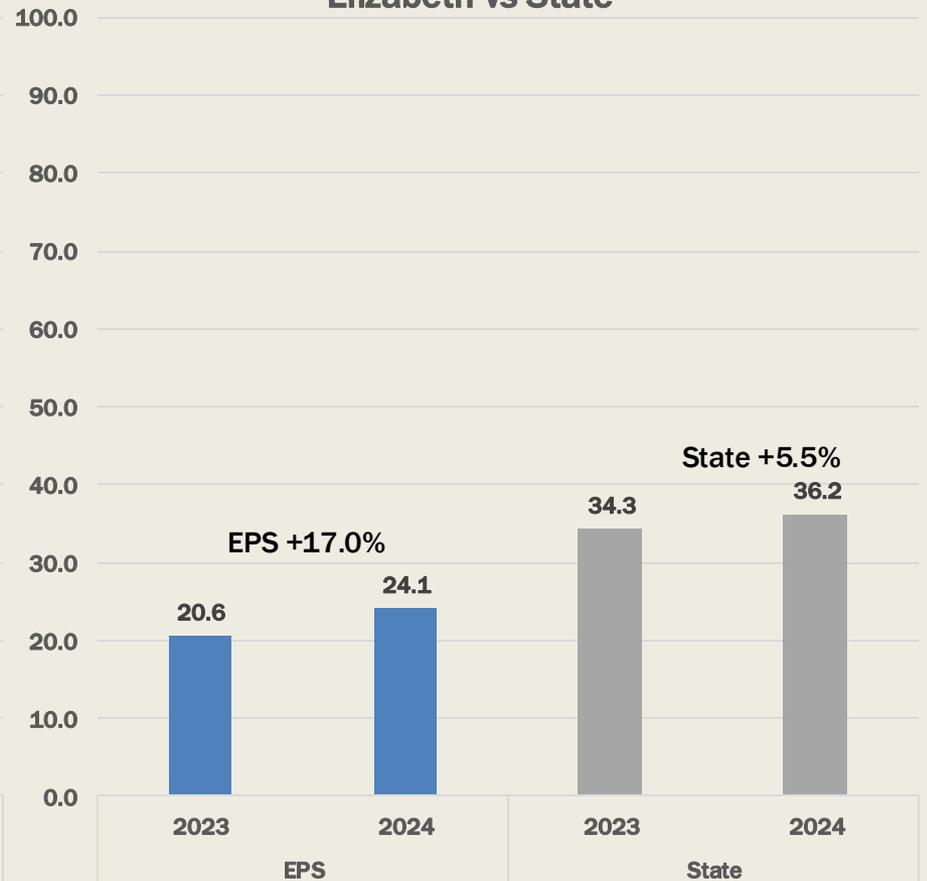
Grade Level	Description of Skills
Grade 3	<ul style="list-style-type: none">• Understanding measurement and data to solve multi-step word problems based on scaled bar graphs and developing the understanding of fractions as numbers.
Grade 4	<ul style="list-style-type: none">• Understanding concepts of angle measurements and extend the understanding of comparison of decimals to fractions.

NJSLA MATHEMATICS PERFORMANCE GRADES 5 AND 6 ELIZABETH VS STATE

2024 NJSLA Performance
Math Grade 5
Elizabeth vs State



2024 NJSLA Performance
Math Grade 6
Elizabeth vs State



MATHEMATICS PRIORITY SKILLS

BASED ON 2024 NJSLA - TOTAL POPULATION

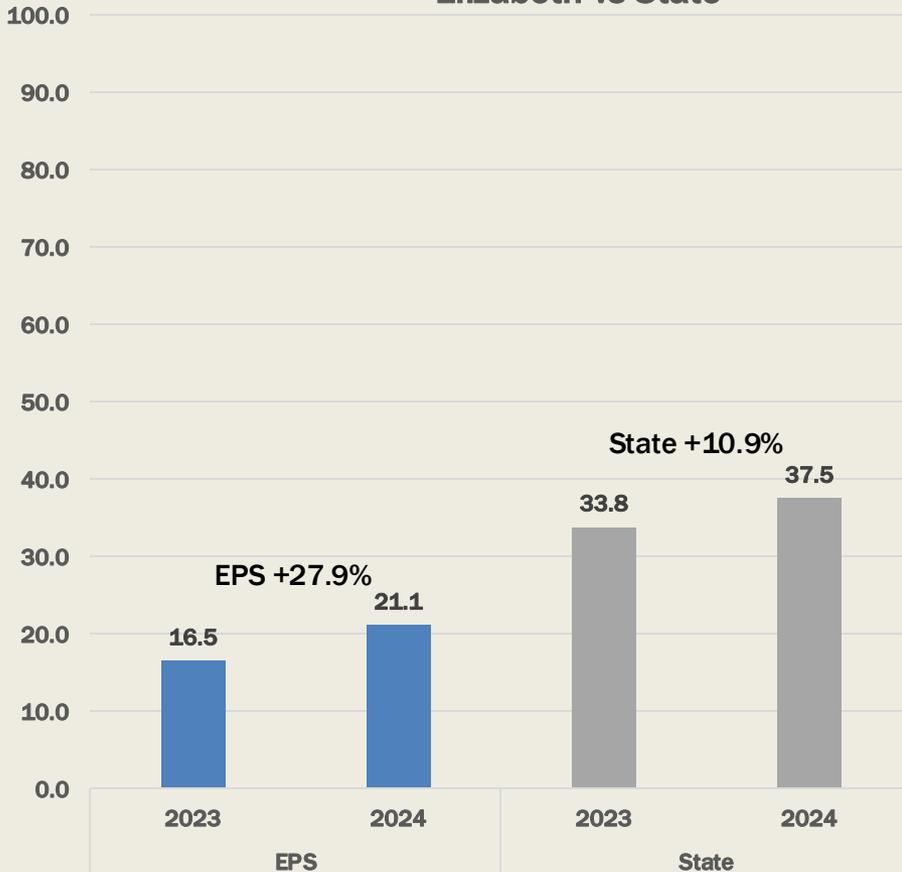
GRADE LEVEL	MATHEMATICS PRIORITY SKILLS
Grade 5	<ul style="list-style-type: none">• Understand, model, and compare decimal place value• Solving word problems involving multiplying and dividing fractions and mixed numbers• Graph points on the coordinate plane to solve real-world problems• Classify two-dimensional figures into categories based on their properties
Grade 6	<ul style="list-style-type: none">• Represent and explain the relationship between multiplication and division of fractions and understand that all remainders can be represented as fractions or decimals• Find and plot coordinates, including integers and rational numbers• Solve and explain one-variable equations and inequalities• Understand ratio concepts and use ratio reasoning to solve problems• Solve multi-step, real-world and mathematical problems involving:<ul style="list-style-type: none">○ Area, surface area, and volume○ Unit conversions of measure with fractional values○ Graphing all information as points on a coordinate plane

MULTILINGUAL LEARNERS PRIORITY SKILLS IN MATHEMATICS

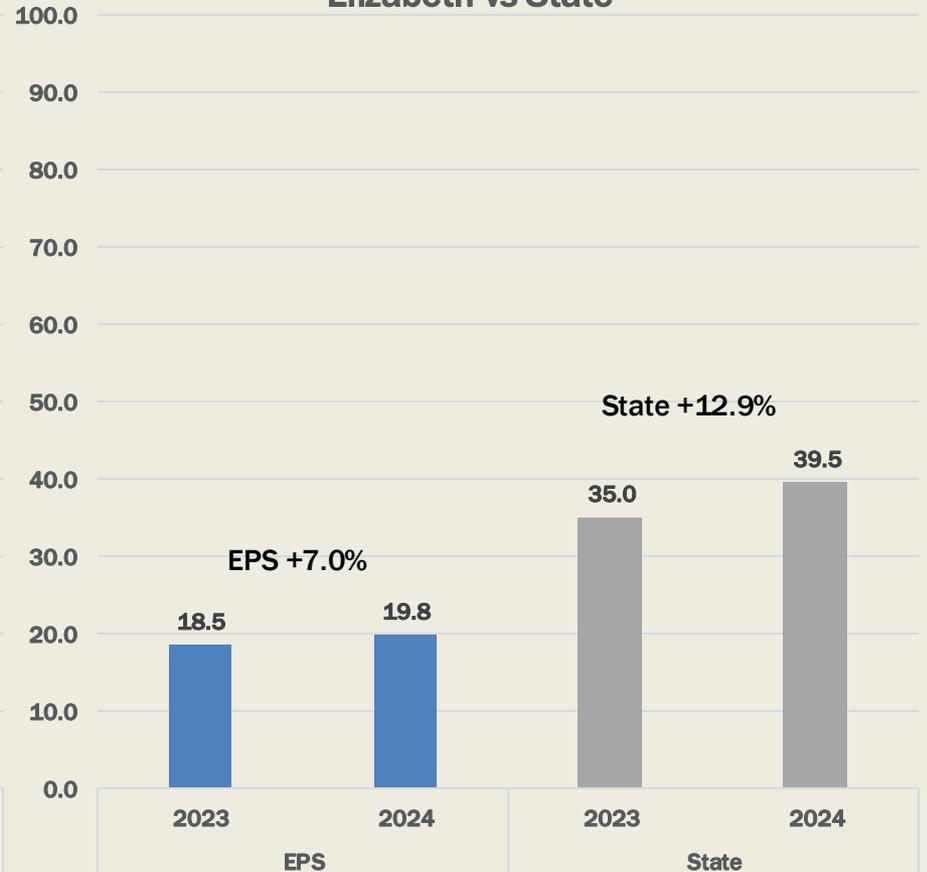
Grade Level	Description of Skills
Grade 5	<ul style="list-style-type: none">• Understanding measurement and volume of various geometric figures and its relationship in solving real-world mathematical problems.• Developing and understanding of numerical operations in relation to fractions.
Grade 6	<ul style="list-style-type: none">• Applying and extending previous understandings of multiplication and division to divide fractions, in addition to plotting rational numbers on a graph.

NJSLA MATHEMATICS PERFORMANCE GRADE 7 AND ALGEBRA I ELIZABETH VS STATE

2024 NJSLA Performance
Math Grade 7
Elizabeth vs State



2024 NJSLA Performance
Algebra I (Middle School and High School)
Elizabeth vs State



MATHEMATICS PRIORITY SKILLS

BASED ON 2024 NJSLA - TOTAL POPULATION

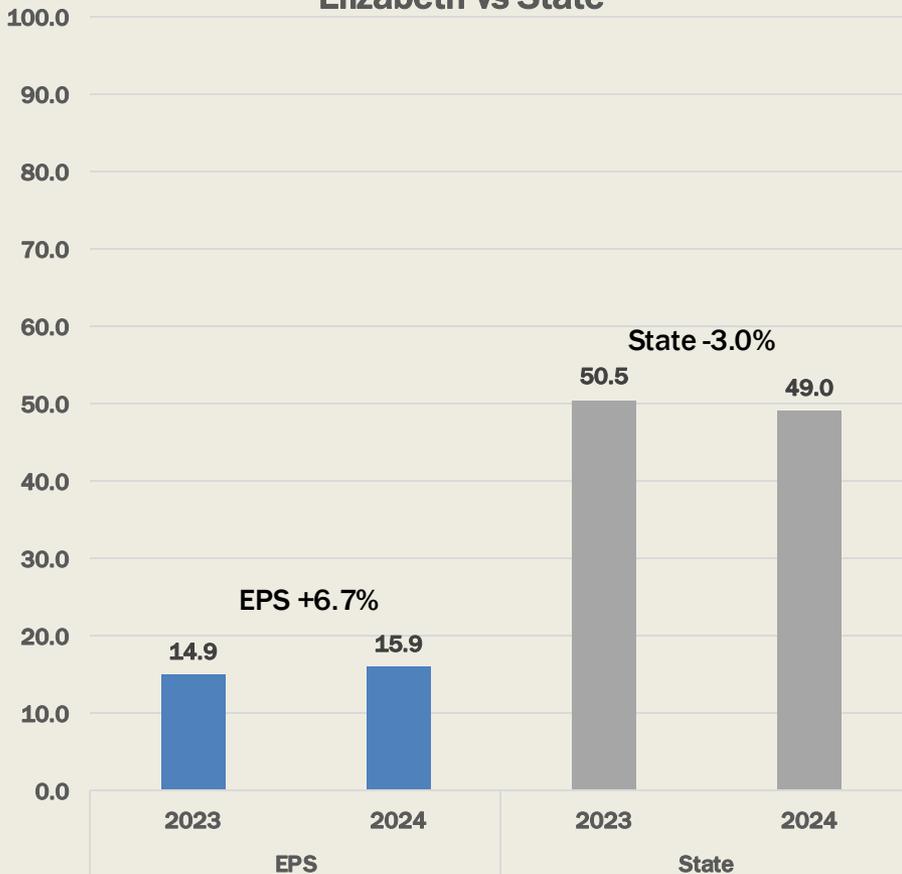
GRADE LEVEL	MATHEMATICS PRIORITY SKILLS
Grade 7	<ul style="list-style-type: none">• Analyze proportional relationships and use them to solve real-world and mathematical problems• Apply understanding of operations with fractions to add, subtract, multiply, and divide rational numbers• Solve multi-step, real-life and mathematical problems using numerical and algebraic expressions and equations, including area, surface area, and volume• Draw, construct, and describe geometrical figures and describe the relationships between them
Algebra I	<ul style="list-style-type: none">• Write and analyze functions using different representations and interpret key features of graphs and tables• Interpret data by recognizing associations and trends• Solve multi-step contextual problems that require writing and analyzing systems of linear inequalities• Represent and solve equations and inequalities graphically

MULTILINGUAL LEARNERS PRIORITY SKILLS IN MATHEMATICS

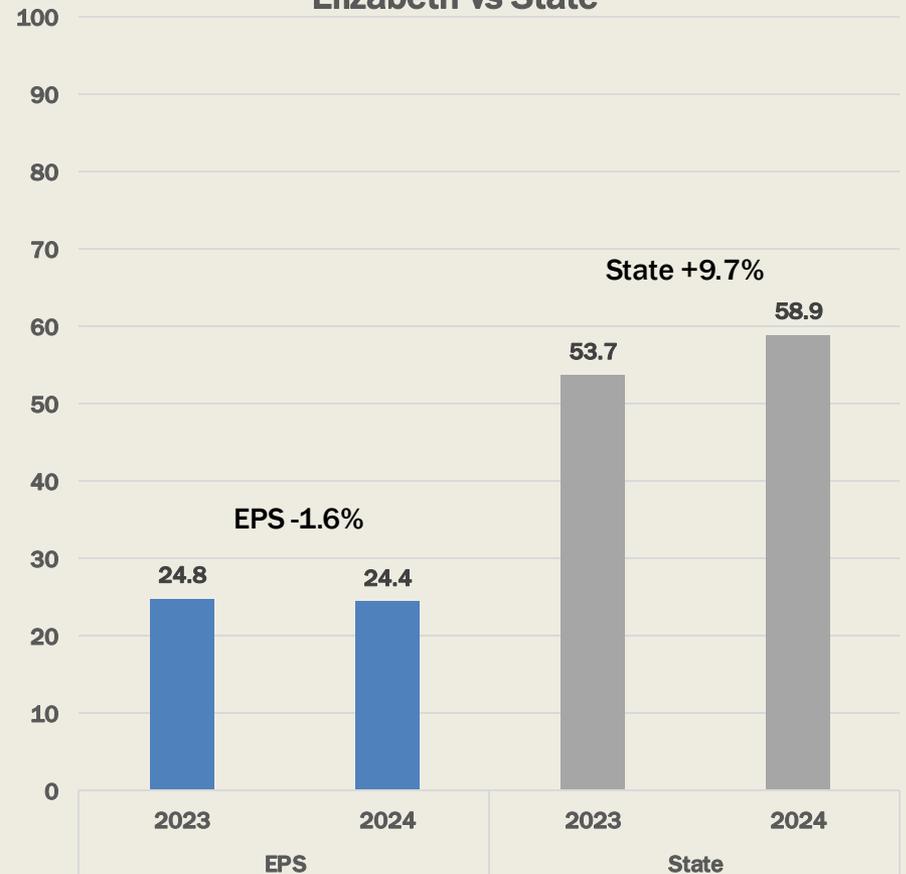
Grade Level	Description of Skills
Grade 7	<ul style="list-style-type: none">• Understanding order of operation and applying logical reasoning to solve expressions with multiple operations.
Algebra I	<ul style="list-style-type: none">• Understanding algebraic expressions to solve and graph inequalities.• Understanding key features of a graph to analyze functions using different representations.

NJSLA MATHEMATICS PERFORMANCE GEOMETRY AND ALGEBRA II ELIZABETH VS STATE

2024 NJSLA Performance
Geometry
Elizabeth vs State



2024 NJSLA Performance
Algebra II
Elizabeth vs State



MATHEMATICS PRIORITY SKILLS

BASED ON 2024 NJSLA - TOTAL POPULATION

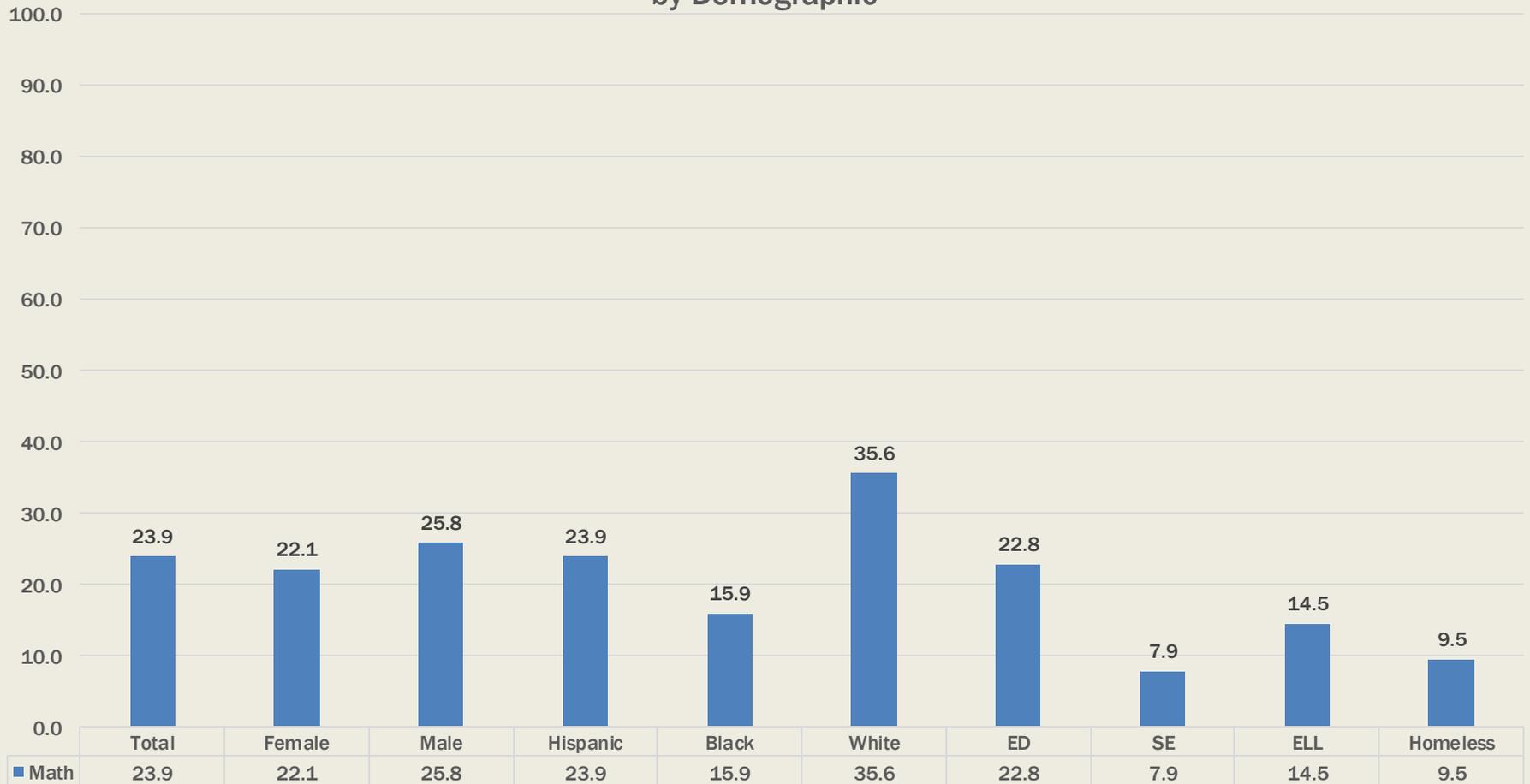
GRADE LEVEL	MATHEMATICS PRIORITY SKILLS
Geometry	<ul style="list-style-type: none">• Experiment with dilations by changing a shape's size using a center point and scale factor• Solve problems and prove relationships in geometric figures• Utilize the Pythagorean Theorem to find the equation of a circle by relating the center, radius, and distance to any point on the circle• Find a point on a line segment that represents a given ratio• Understand and utilize vocabulary terms as they relate to geometric concepts• Construct chains of reason using geometric proofs and apply that reasoning in a coordinate setting, and/or use coordinates to draw geometric conclusions• Solve multi-step contextual problems involving right triangles, perimeter, area, or volume that require solving a quadratic equation
Algebra II	<ul style="list-style-type: none">• Rewrite polynomial, rational, and exponential expressions• Understand the radian measure of an angle as the length of the arc on a unit circle• Solve trigonometric functions within multi-step contextual word problems to model periodic phenomena• Explain transformations of polynomial, exponential, logarithmic, or trigonometric functions• Understand key features when graphing functions expressed symbolically• Make inferences and justify conclusions from data• Synthesize a real-world scenario by:<ul style="list-style-type: none">○ Formulating a mathematical model○ Interpreting and validate results○ Improving the model

MULTILINGUAL LEARNERS PRIORITY SKILLS IN MATHEMATICS

Grade Level	Description of Skills
Geometry	<ul style="list-style-type: none">• Understanding how measurements of angles and geometric reasoning are used to prove simple and complex theorems.
Algebra II	<ul style="list-style-type: none">• Understanding the use of a graphic calculator to represent and solve equations and inequalities.

NJSLA OVERALL MATHEMATICS PERFORMANCE BY DEMOGRAPHIC GROUP ELIZABETH

2024 NJSLA Math Performance
by Demographic



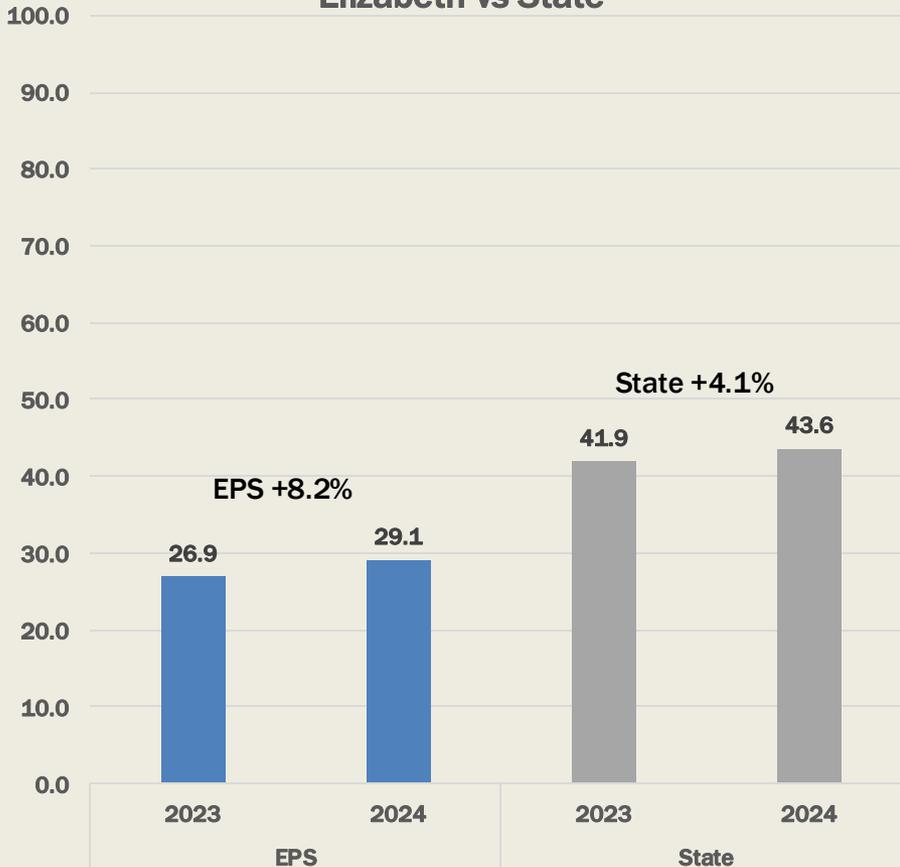
NJSLA ELA PERFORMANCE BY GRADE ELIZABETH VS STATE

2024 NJSLA Performance
ELA Grades 3-9
Elizabeth vs State

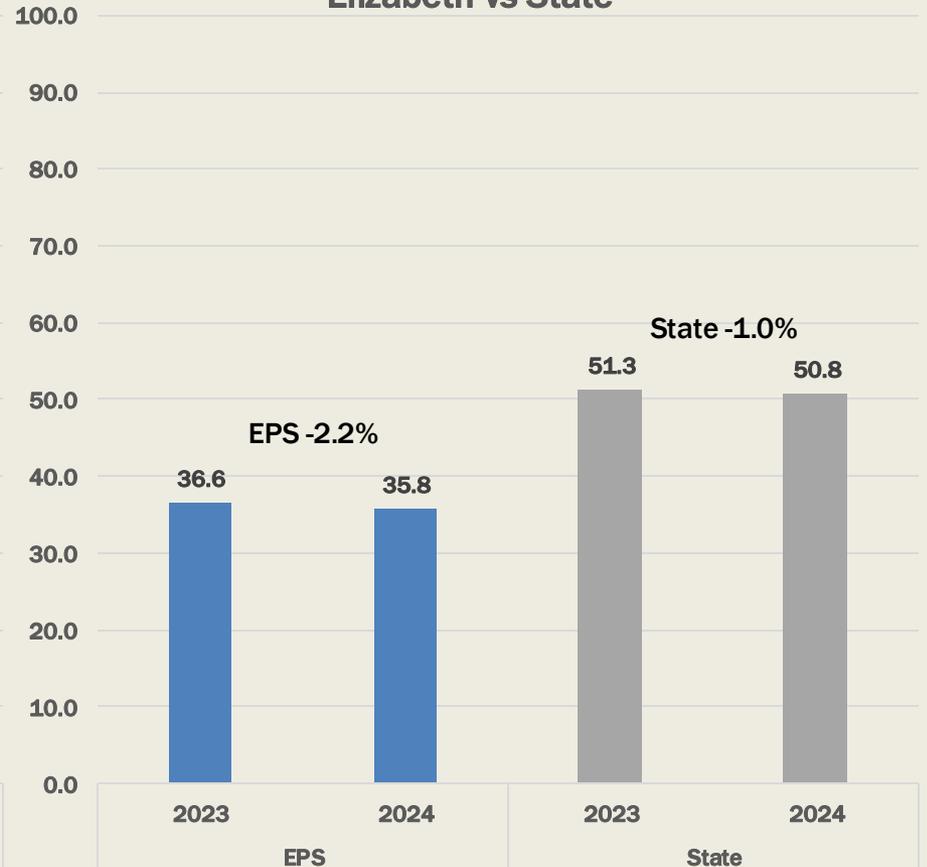


NJSLA ELA PERFORMANCE GRADES 3 AND 4 ELIZABETH VS STATE

2024 NJSLA Performance
ELA Grade 3
Elizabeth vs State



2024 NJSLA Performance
ELA Grade 4
Elizabeth vs State



ELA PRIORITY SKILLS

BASED ON 2024 NJSLA - TOTAL POPULATION

GRADE LEVEL	ELA PRIORITY SKILLS
Grade 3	<ul style="list-style-type: none">• Describe how ideas are connected using comparison, cause/effect, and sequencing• Describe character traits and feelings to help understand the story• Utilize context clues to problem solve for unknown words or phrases in a sentence• Analyze two literary texts to develop an organized essay that examines one of the following:<ul style="list-style-type: none">○ Contribution of illustrations to a story○ Central idea or moral of a text○ Characterization○ Author's study, including analysis of illustration
Grade 4	<ul style="list-style-type: none">• Interpret theme of a text• Compare and contrast points of view• Understand meanings of similes and metaphors• Analyze two literary texts to develop an organized essay that examines one of the following:<ul style="list-style-type: none">○ Structural elements○ Central idea or moral of a text○ Characters, settings, or events○ Authors' study○ Connection of the text to a companion visual or oral presentation of that text

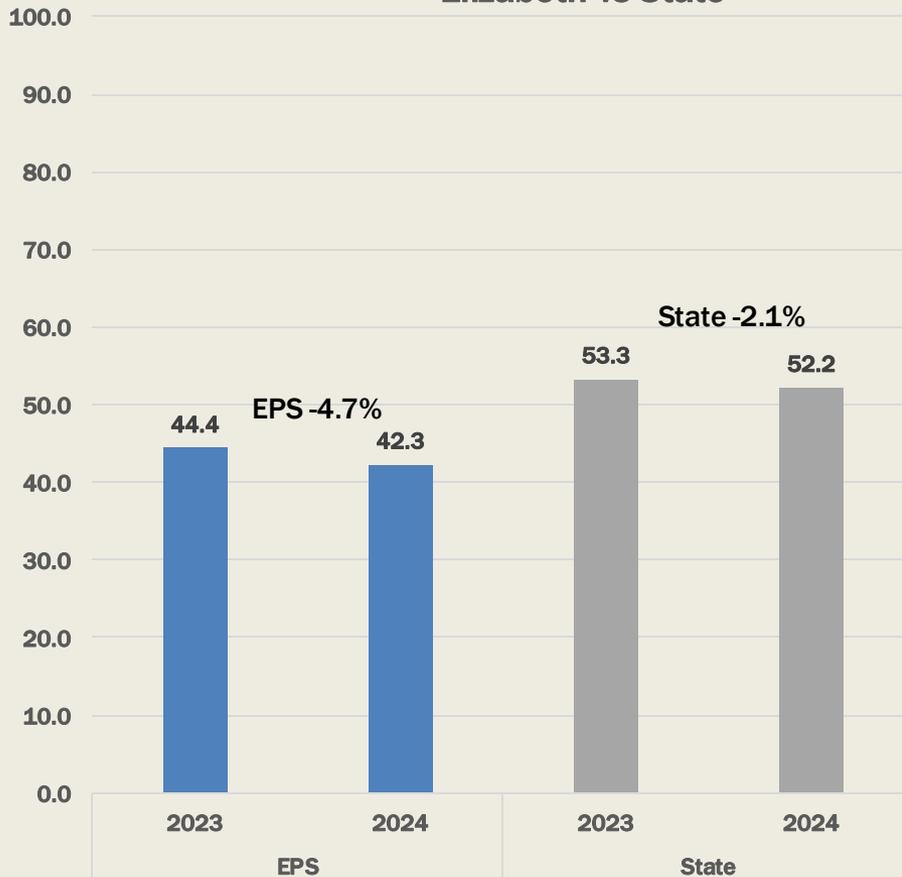
MULTILINGUAL LEARNERS LITERACY PRIORITY SKILLS

On the NJSLA ELA, MLs are assessed in English on grade level texts regardless of English language proficiency levels based on the ACCESS for ELLs assessment, with the exception those less than a year in the district.

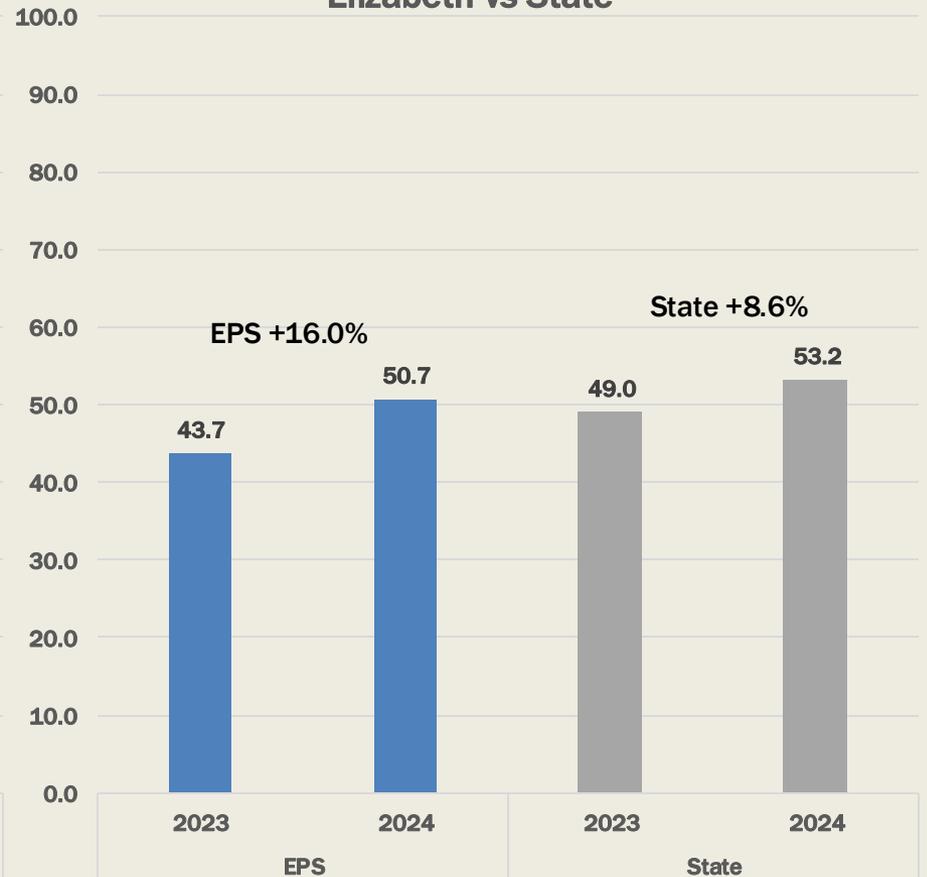
Grade Levels	Description of Skills
Grades 3-4	<ul style="list-style-type: none">• Understanding the language functions to build grade level vocabulary and comprehension skills.• Understanding elements of a grade level text to determine main idea and identify supporting details.• Understanding the multistep process of writing a literary analysis task which consists of reading two texts to identify the themes of each to write an analytical essay.

NJSLA ELA PERFORMANCE GRADES 5 AND 6 ELIZABETH VS STATE

2024 NJSLA Performance
ELA Grade 5
Elizabeth vs State



2024 NJSLA Performance
ELA Grade 6
Elizabeth vs State



ELA PRIORITY SKILLS

BASED ON 2024 NJSLA - TOTAL POPULATION

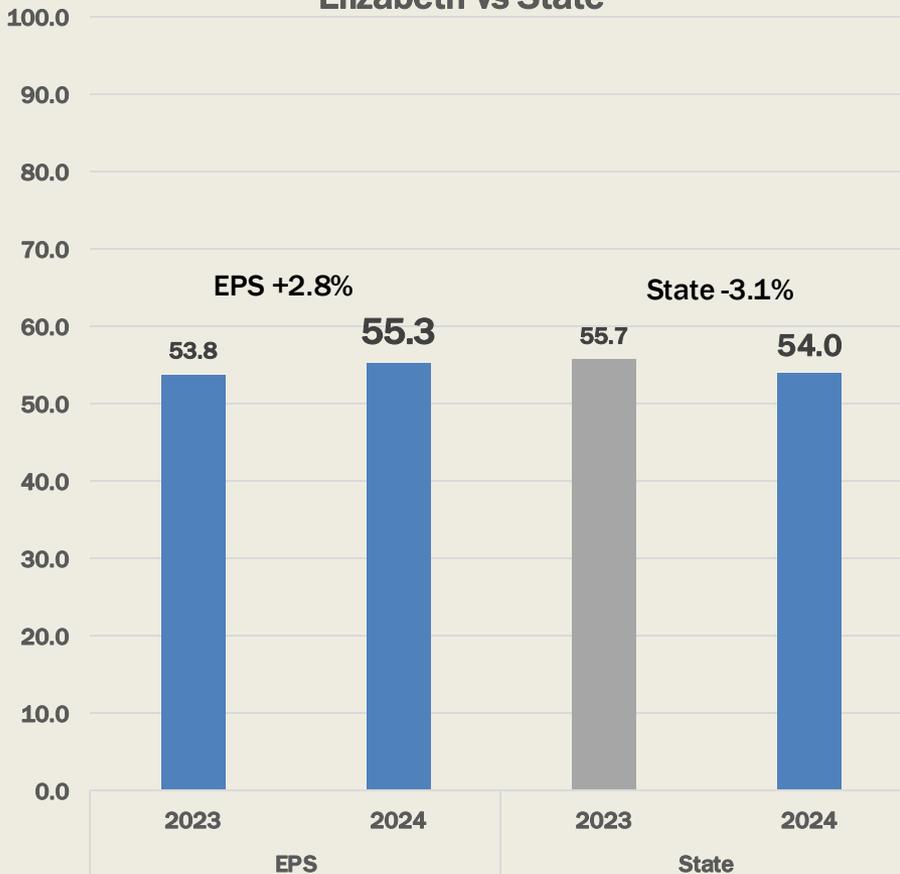
GRADE LEVEL	ELA PRIORITY SKILLS
Grade 5	<ul style="list-style-type: none">• Identify main idea and summarize text• Explain how the author supports his/her ideas in a text• Utilize context clues to problem solve for unknown words or phrases• Understand meanings of figurative language, such as similes and metaphors
Grade 6	<ul style="list-style-type: none">• Analyze text structure to describe key events• Utilize context clues to problem solve unknown words or phrases• Understand how words and phrases are used and explain how word choices affect the meaning of the text

MULTILINGUAL LEARNERS LITERACY PRIORITY SKILLS

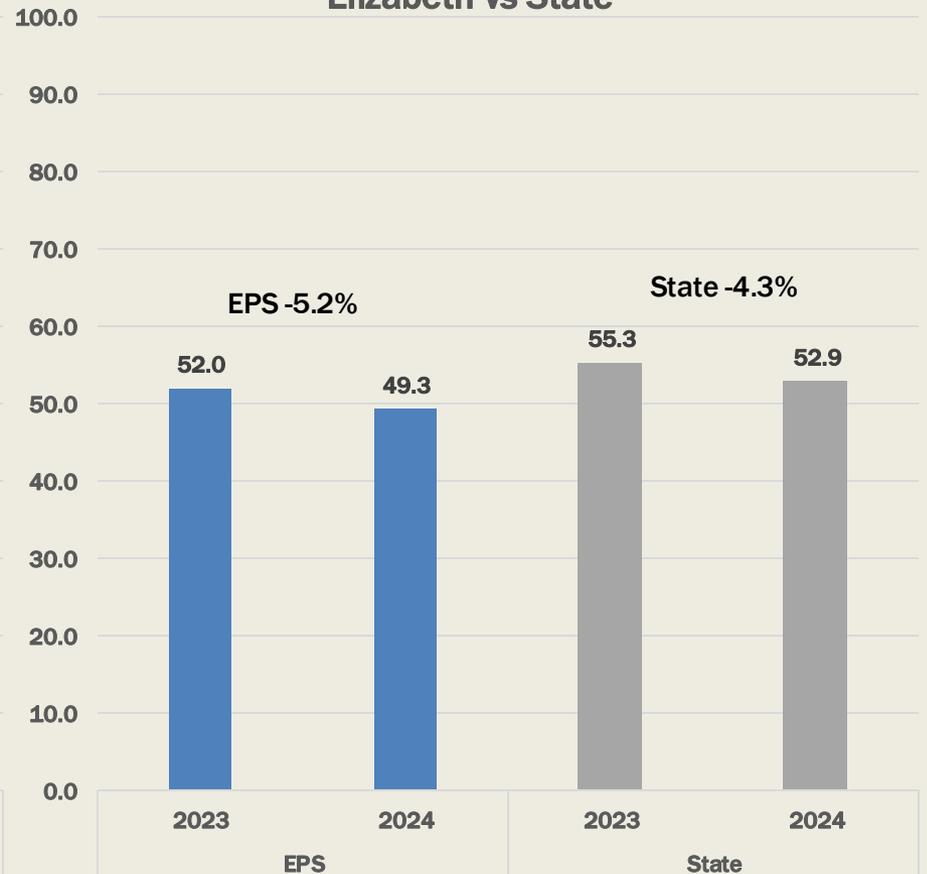
Grade Level	Description of Skills
Grade 5	<ul style="list-style-type: none">• Understanding the language functions to build grade level vocabulary and comprehension skills.• Understanding elements of a grade level text to determine main idea and identify supporting details.• Understanding the multistep process of writing a literary analysis task which consists of reading two texts to identify the themes of each to write an analytical essay.
Grade 6	<ul style="list-style-type: none">• Understanding the language functions to build grade level vocabulary and comprehension skills.• Understanding grade level content specific topics and vocabulary in science and social studies to understand the text.• Understanding the multistep process of writing a literary analysis task which consists of reading two texts to identify the themes of each to write an analytical essay.

NJSLA ELA PERFORMANCE GRADES 7 AND 8 ELIZABETH VS STATE

2024 NJSLA Performance
ELA Grade 7
Elizabeth vs State



2024 NJSLA Performance
ELA Grade 8
Elizabeth vs State



ELA PRIORITY SKILLS

BASED ON 2024 NJSLA - TOTAL POPULATION

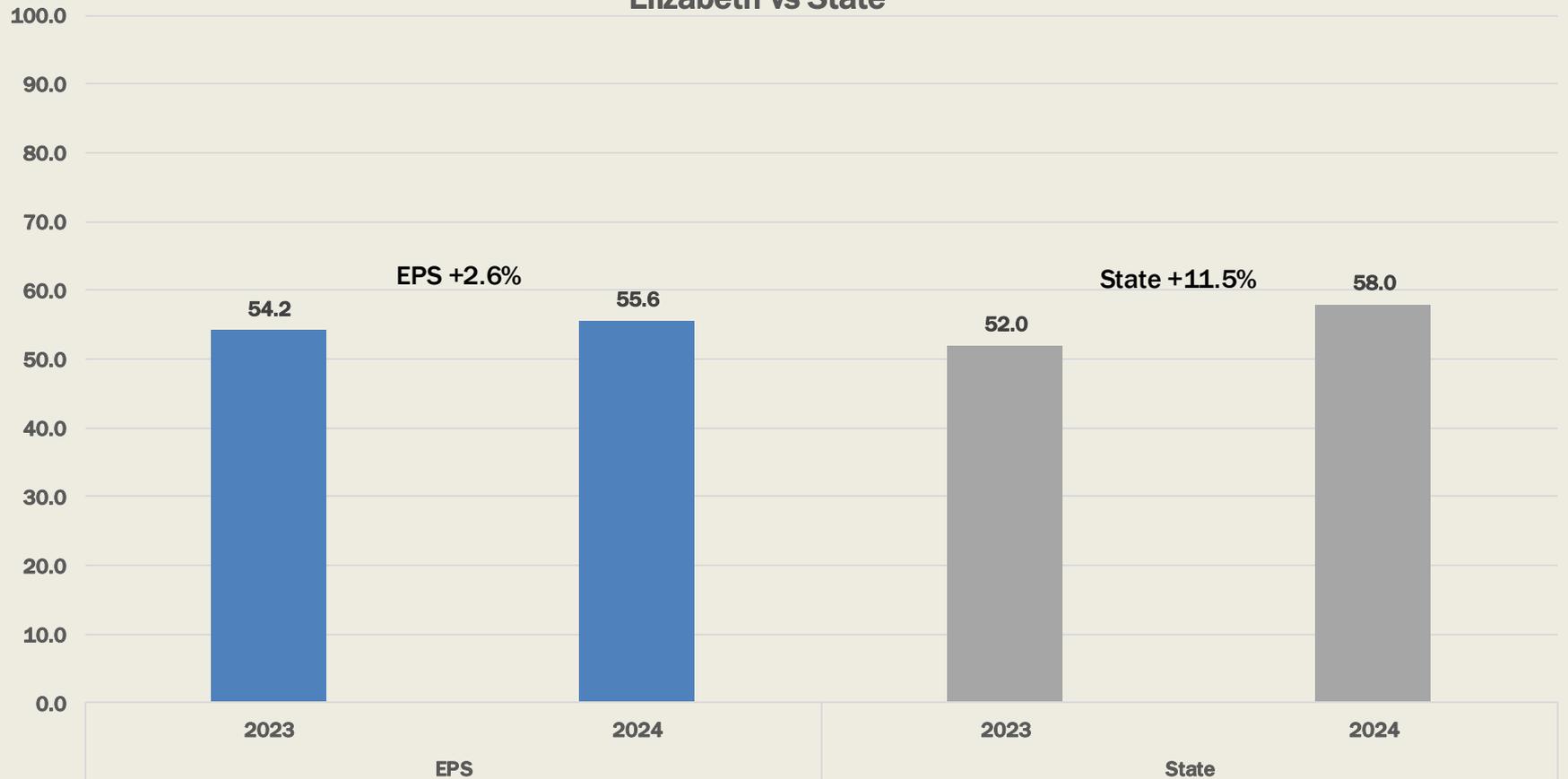
GRADE LEVEL	ELA PRIORITY SKILLS
Grade 7	<ul style="list-style-type: none">• Synthesize information to determine key concepts in scientific texts• Utilize context clues to understand scientific and technical terms in nonfiction texts• Analyze how the theme or central idea relates to specific elements in a story
Grade 8	<ul style="list-style-type: none">• Understand central ideas of scientific texts• Understand and utilize context to problem solve for technical terms• Analyze how a theme or central idea is developed throughout a text

MULTILINGUAL LEARNERS LITERACY PRIORITY SKILLS

Grade Level	Description of Skills
Grade 7	<ul style="list-style-type: none">• Understanding the language functions to build grade level vocabulary and comprehension skills.• Understanding grade level content specific topics and vocabulary in science and social studies to understand the text.• Understanding the multistep process of writing a literary analysis task which consists of reading two texts to identify the themes to write an analytical essay.
Grade 8	<ul style="list-style-type: none">• Understanding the language functions to build grade level vocabulary and comprehension skills.• Understanding elements of grade level text to determine main idea and identify supporting details.• Understanding characterization by inferring and analyzing character traits and its development throughout the course of the text.

NJSLA ELA PERFORMANCE GRADE 9 ELIZABETH VS STATE

2024 NJSLA Performance
ELA Grade 9
Elizabeth vs State



ELA PRIORITY SKILLS

BASED ON 2024 NJSLA - TOTAL POPULATION

GRADE LEVEL	ELA PRIORITY SKILLS
Grade 9	<ul style="list-style-type: none">• Describe how characters influence the text, plot, and theme• Analyze how the author's choice of narrative structure contributes to the effect or mood of the text• Determine one or more central ideas of nonfiction text• Analyze how an author's cultural experiences impact a literary text

MULTILINGUAL LEARNERS LITERACY PRIORITY SKILLS

Grade Level	Description of Skills
Grade 9	<ul style="list-style-type: none">• Understanding the language functions to build grade level vocabulary and comprehension skills.• Understanding elements of grade level text to determine main idea and identify supporting details.• Understanding characterization by inferring and analyzing character traits and its development throughout the course of the text.

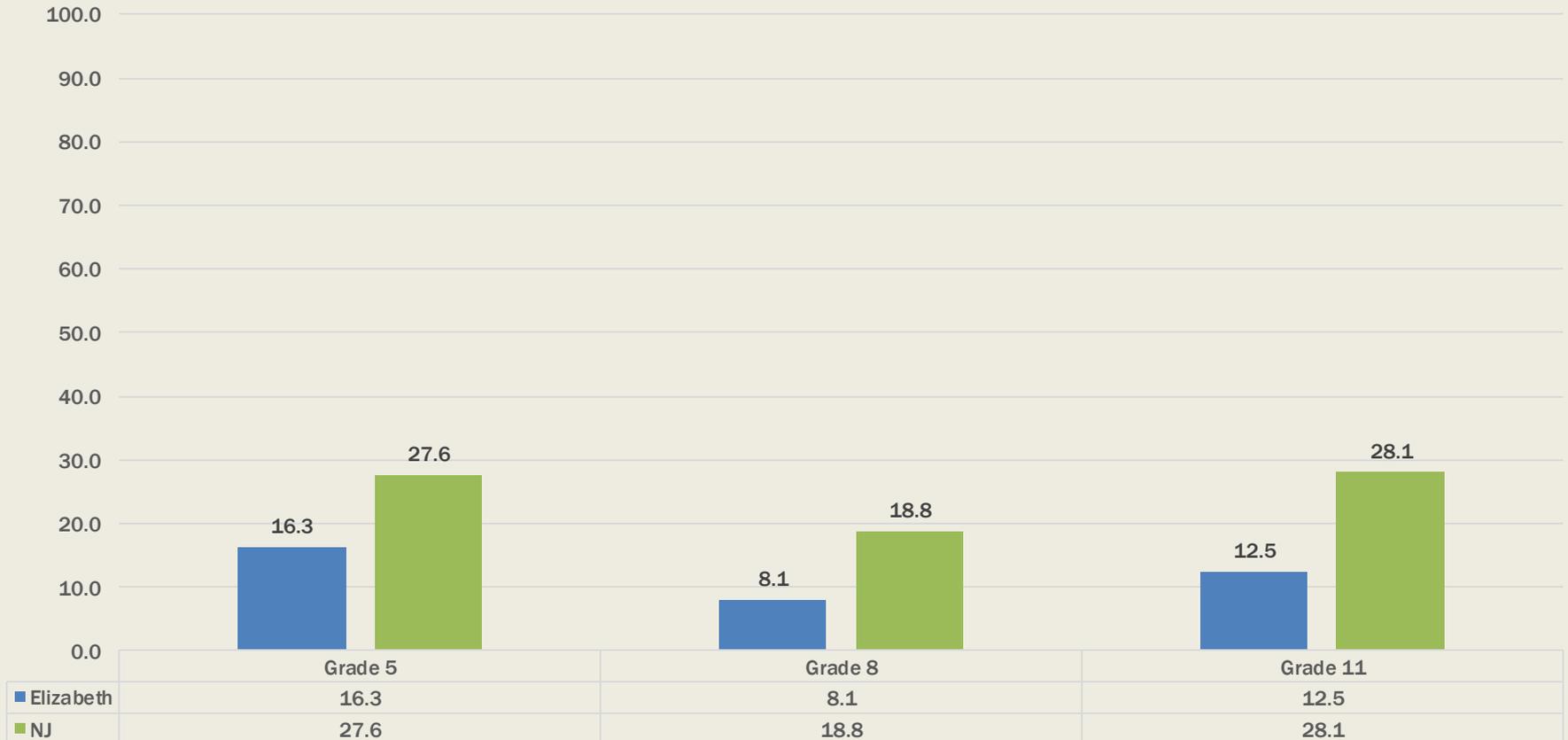
NJSLA OVERALL ELA PERFORMANCE BY DEMOGRAPHIC GROUP ELIZABETH

2024 NJSLA ELA Performance
by Demographic



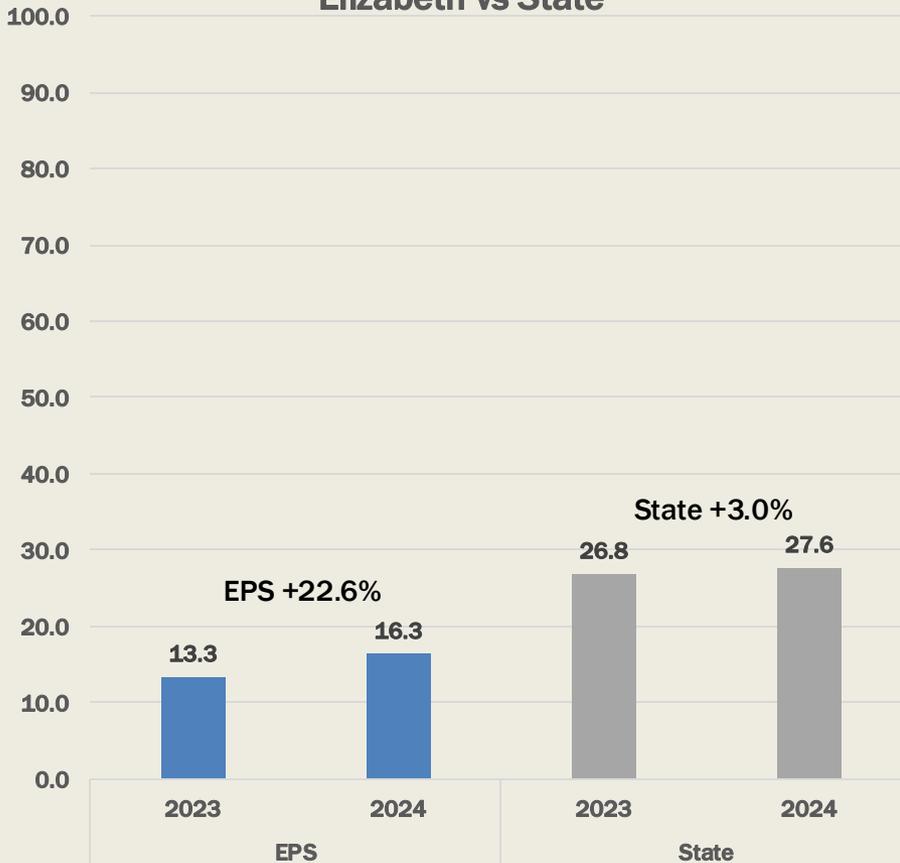
NJSLA SCIENCE PERFORMANCE BY GRADE/CONTENT ELIZABETH VS STATE

2024 NJSLA Performance
Science Grades 5, 8, and 11
Elizabeth vs State

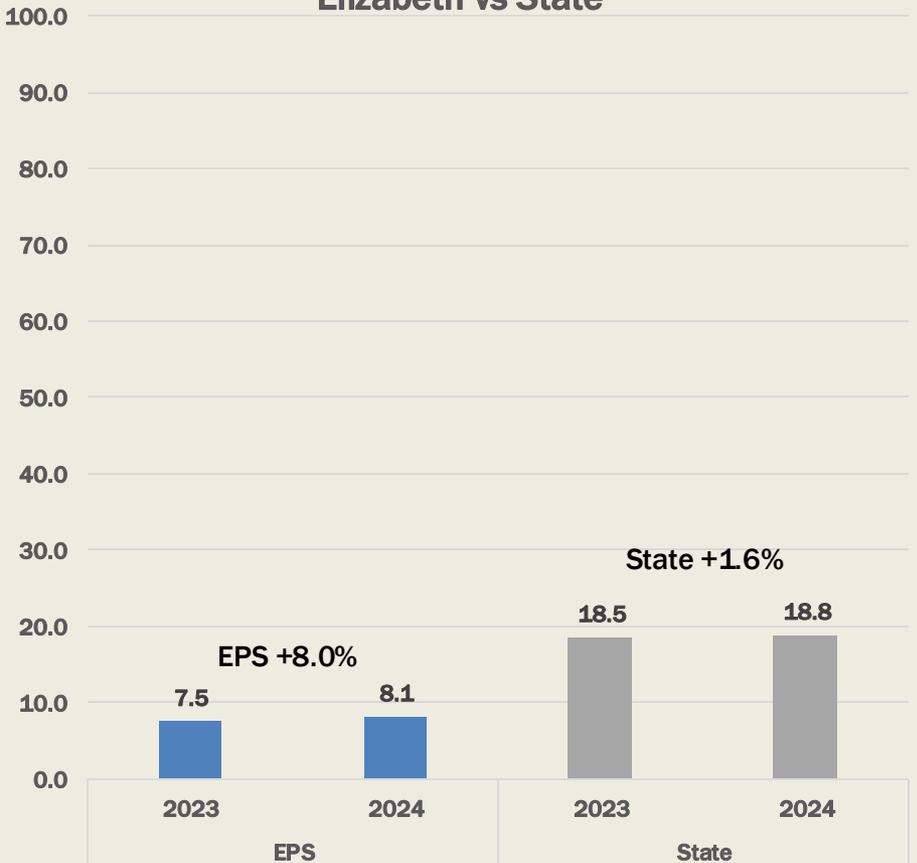


NJSLA SCIENCE PERFORMANCE GRADES 5 AND 8 ELIZABETH VS STATE

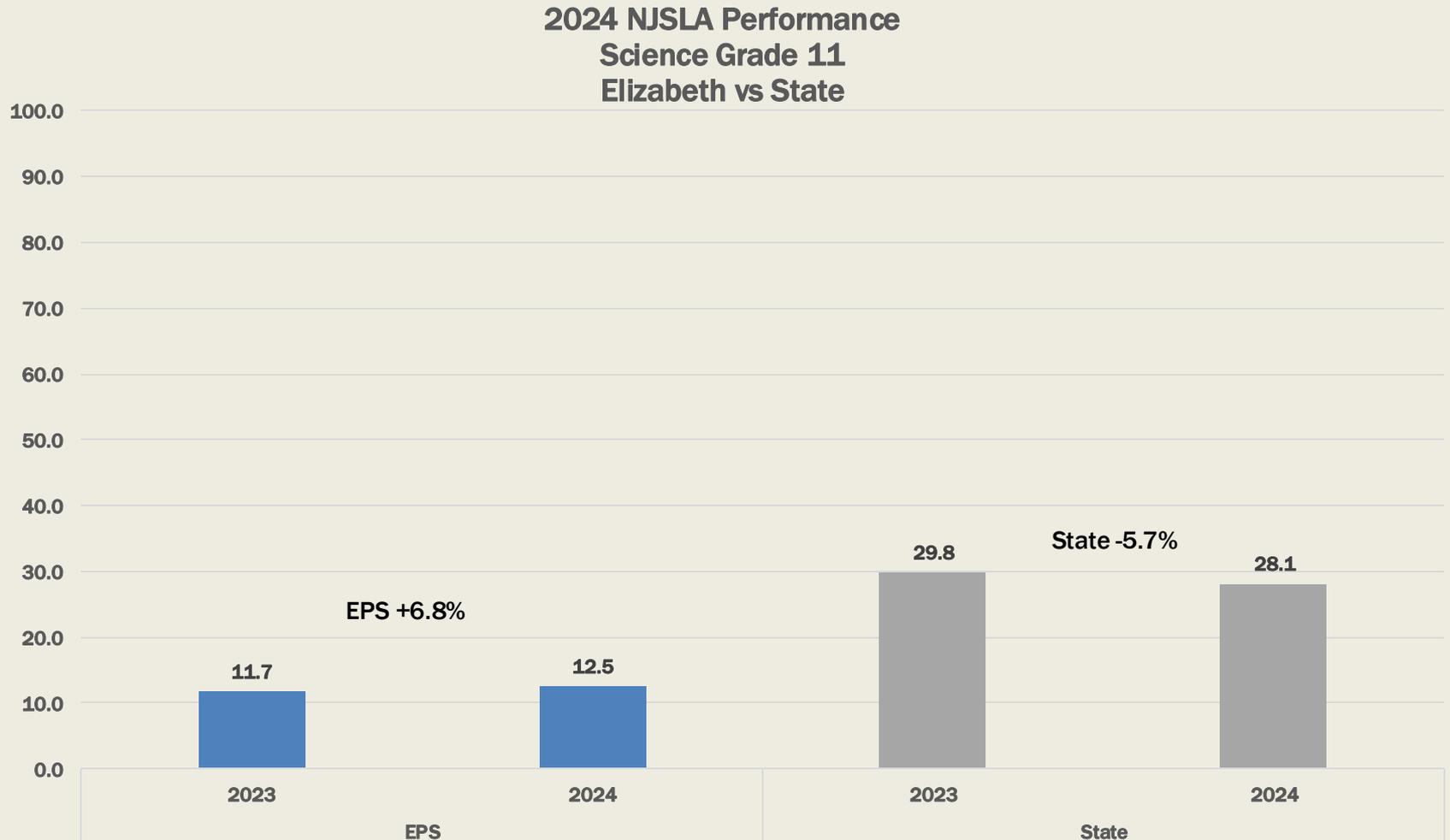
2024 NJSLA Performance Science Grade 5 Elizabeth vs State



2024 NJSLA Performance Science Grade 8 Elizabeth vs State

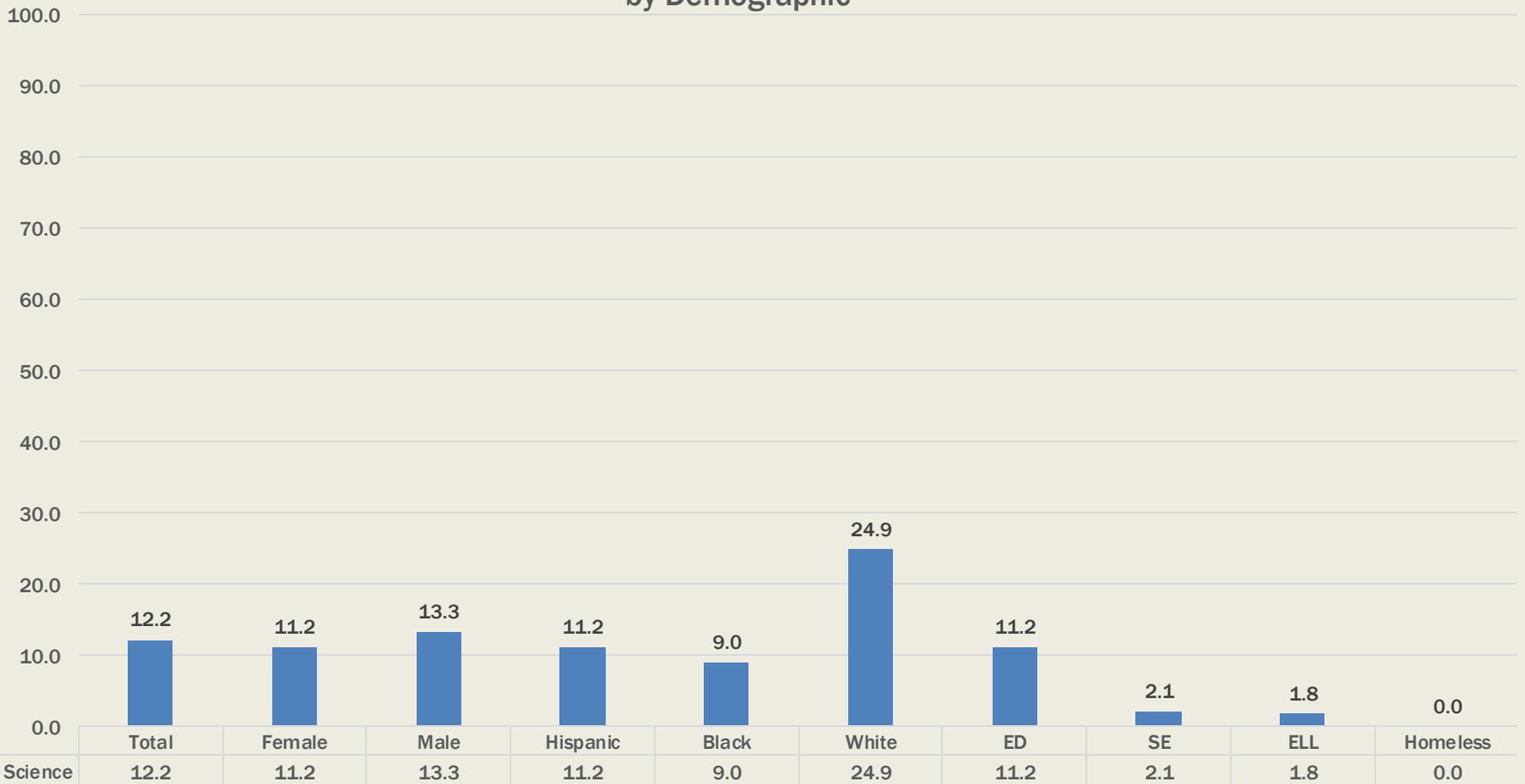


NJSLA SCIENCE PERFORMANCE GRADE 11 ELIZABETH VS STATE



NJSLA OVERALL SCIENCE PERFORMANCE BY DEMOGRAPHIC GROUP ELIZABETH

2024 NJSLA Science Performance
by Demographic



Dynamic Learning Maps (DLM)



DYNAMIC LEARNING MAPS (DLM)

- ALL students in identified grade levels and subject areas are required to participate in statewide assessments
- Dynamic Learning Maps® (DLM®) assessments are designed for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations.
- DLM assessments offer these students a way to show what they know and can do in mathematics and English language arts/Literacy
- DLM Assessments are administered in Grades 3-8 and 11 instead of NJSLA Assessments
- Just over 1% of students in Elizabeth meet the guidelines to take the DLM

DYNAMIC LEARNING MAPS (DLM) SPRING 2024 ELA ELIZABETH

Grade	# Tested	# <i>Emerging</i>	# <i>Approaching</i>	# <i>At Target</i>	# <i>Advanced</i>	Total # <i>At Target & Advanced</i>	% <i>At Target & Advanced</i>
3	44	23	10	10	1	11	25.0
4	51	26	15	10	0	10	19.6
5	42	13	12	12	5	17	40.5
6	49	19	16	9	5	14	28.6
7	36	11	5	18	2	20	55.6
8	35	10	7	14	4	18	51.4
11 & 12	34	9	7	11	7	18	52.9
Total	291	111	72	84	24	108	37.1

DYNAMIC LEARNING MAPS (DLM)

SPRING 2024 MATH

ELIZABETH

Grade	# Tested	# <i>Emerging</i>	# <i>Approaching</i>	# <i>At Target</i>	# <i>Advanced</i>	Total # <i>At Target & Advanced</i>	% <i>At Target & Advanced</i>
3	44	28	6	5	5	10	22.7
4	51	22	2	18	9	27	52.9
5	42	11	10	9	12	21	50.0
6	49	25	12	6	6	12	24.5
7	36	15	10	9	2	11	30.6
8	35	12	10	3	10	13	37.1
11 & 12	34	13	5	14	2	16	47.1
Total	291	126	55	64	46	110	37.8

DYNAMIC LEARNING MAPS (DLM) SPRING 2022 SCIENCE ELIZABETH

Grade	# Tested	# <i>Emerging</i>	# <i>Approaching</i>	# <i>At Target</i>	# <i>Advanced</i>	Total # <i>At Target & Advanced</i>	% <i>At Target & Advanced</i>
5	42	10	17	15	0	15	35.7
8	35	10	7	9	9	18	51.4
11 & 12	34	7	13	6	8	14	41.2
Total	111	27	37	30	17	47	42.3

Interventions and Supports



ENGLISH LANGUAGE ARTS INTERVENTIONS AND SUPPORTS

General Education

- Continued revision of learning activities and curricula to include differentiation of lessons for all student learners
- Decodable texts from RAZ Plus to support teacher-led small group instruction and independent reading
- Continued integration of multicultural/diverse and authentic texts for read-alouds, guided reading, texts at various DRA Levels that are theme-aligned
- Embedded program interventions and scaffolds to support literacy best practices focused on reading, writing and vocabulary in Grades K-3
- Integrated grammar mini-lessons to support writing
- MyAccess Online Writing Program to hone writing and literacy skills for students in Grades 3-12
- Incorporated texts and prompts that are 1-2 grade levels below to address differentiation

ENGLISH LANGUAGE ARTS INTERVENTIONS AND SUPPORTS

General Education

- Children's Literacy Initiative job-embedded coaching and professional development to support K-5 teachers in small group instruction and foundational skills
- Additional practice to provide exposure to academic writing aligned to the NJSLA
- Updated assessments to reflect NJSLA items
- Supplemental resources to support curricula and provide access to articles at various Lexile levels
- District and school-level data analyses of benchmarks, evidence statements and performance summaries with teachers in Grades 3-12
- Afterschool Program supporting foundational reading skills in Grades K-8
- NJSLA Saturday Intensification Program in Grades 3-9
- Instructional coaching to support new teachers and priority schools based on student performance

ENGLISH LANGUAGE ARTS INTERVENTIONS AND SUPPORTS

■ Professional Development – General Education

- Emphasis on vocabulary instruction in the classroom (3-12)
- Provide training on scaffolding and evaluating student writing (K-5)
- Provide training on understanding the NJSLA data to drive instruction and unpacking NJSLS
- Provide training on literacy best practices in ELA to support differentiation
- Ongoing job-embedded coaching provided to teachers to support differentiation in reading and writing
- Provided 30-hour Institute for Comprehensive-Plus Orton Gillingham Summer Training - multi-sensory reading strategies for teachers in K-5
- Provided 30-hour Morphology-Plus Orton Gillingham Summer Training for teachers in grades 3-5
- Provide training on close reading strategies in grades 6-12
- Provide training on intentional read-aloud for fiction and nonfiction in grades 6-12
- Provide training on text structure to support writing in grades 6-12

ENGLISH LANGUAGE ARTS INTERVENTIONS AND SUPPORTS

Multilingual Learners (MLs)

- Transitional Bilingual Program sustained to prepare students for a monolingual, general education setting by using native language to strengthen academic performance in English
- ESL Entering-Emerging Self-Contained Pilot Program for grades 7 and 8 in schools 6, 9, and 27: Alignment to the general education ELA Curricula and Benchmark Assessments in both Bilingual ELA and ESL
 - Increased multicultural/diverse and authentic texts for read alouds, guided reading, texts at various DRA/EDL Levels that are theme-aligned, and classic texts
 - Continued revision of Project Based Learning activities and curricula to increase student choice and voice
 - Additional practice in Research Simulation Tasks, Literary Analysis Tasks, and Narrative Writing Tasks and types of writing
- K-5 bilingual and K-5 ESL curricular updates that include the explicit integration of cognates to increase student awareness between English and Spanish
- In partnership with Children's Literacy Initiative (CLI), Bilingual/ESL team members continue to participate in CLI professional development and job-embedded coaching that focuses utilizing data to drive small group instruction
- Leveraging Children's Literacy Initiative to reenforce the implementation of the district English TRANSFER curriculum, as it relates to the process and the roles and responsibilities for the bilingual teacher and ESL teacher

ENGLISH LANGUAGE ARTS INTERVENTIONS AND SUPPORTS

Multilingual Learners (MLs)

- Supervisors co-plan with content area supervisors for District Professional Development Days for bilingual and ESL teachers
- Title III Newcomer Specialist utilizes NJSLA data, ACCESS data and student enrollment to best support teachers and students with interventions and strategies
- Professional Development:
 - CLI on site coaching for teachers to enhance their teaching practice and implement best teaching strategies in K-5 Self Contained Bilingual classrooms and K-8 ESL Teachers with a focus on Co-teaching Best practices
 - K-2 Bilingual Teachers, Bilingual In Class Support Teachers and ESL teachers incorporate strategies for increasing motivation and autonomy in literacy
 - K-2 Bilingual Teachers, Bilingual In Class Support Teachers and ESL teachers build upon strategies that support positive behavior and academic performance
 - CALTA-21 (*Cultures and Literacy through Art in the 21st century*) training provides ESL and Bilingual Social studies teachers with strategies for the development of the four language domains: speaking, listening, writing and reading, using the visual arts
 - NearPod Training for Gr.9-12 ESL teachers with a focus on student engagement by using interactive lessons, videos and activities
 - District Sheltered Instruction Initiative for K-8 General Education teachers: Best Teaching practices for Multilingual Learners

ENGLISH LANGUAGE ARTS INTERVENTIONS AND SUPPORTS

- **Multilingual Learners Instructional Materials and Resources:**
 - Additional materials in native language such as mentor texts, core novels and leveled classroom libraries
 - Translation of effective strategies to utilize in the classroom such as Notice and Note and Close Reading Strategies
 - Integration of HMH Amira for grades K-2 and Waggle for grade 3 for Bilingual teachers to use in Native Language Development
 - Esperanza multisensory approach training for phonemic awareness in bilingual classrooms grades K-3
 - High School ESL novels are selected for the appropriate level of English language proficiency

ENGLISH LANGUAGE ARTS INTERVENTIONS AND SUPPORTS

Multilingual Learners (MLs)

Student Programs with a focus on literacy and mathematics development :

■ Summer Programs

- Summer SPELL K-2 (Spanish Phonics for MLs in grades K-2): Extended the program to include grade 2 bilingual students based on district assessment data and teacher recommendation a need for foundational skills
- ESL Summer Enrichment Program K-12
 - Increased focus on small group instruction based on data
 - Increased focus on speaking and listening domains

■ Afterschool Programs

- Point of Entry for grades K-8: Increased focus on Mathematics
- Best of Both Worlds for grades 9-12
- Bilingual Achievement Strategies Program 9-12

■ Saturday Programs

- High School Newcomer Program with a focus on literacy and mathematics development
- Saturday Bridge Program K-8 Program with an increased focus on Mathematics and English Language Proficiency
- Saturday Bridge Program 9-12 Program with Increased focus on Mathematics and English Language Proficiency

ENGLISH LANGUAGE ARTS INTERVENTIONS AND SUPPORTS

Students with Disabilities

- Utilize the DRA assessment for K-8 grade levels for In Class Support and Learning Language Disability (LLD) English programs
- DRA progress monitoring goals targeted during Guided Reading AND a directive to select Individual Education Plan (IEP) Goals that align
- Continue Multisensory Reading programs in all K-8 grades to increase reading fluency and phonemic awareness
- Ensure all special education teachers are trained to implement Guided Reading lessons to increase student comprehension
- Continue to utilize abridged literature aligned with general education curriculum in LLD English Language Arts
- Ensure that all special education teachers provide interventions of targeted skills according to item analysis on benchmark assessments, DRA assessments, IEP Goals and Objectives, and student data
- Revision of General Education curriculum for special education students with emphasis on multisensory learning, tiered instruction, and NJSLS
- Revision of General Education curriculum for special education students with targeted benchmarks that support NJSLS items
- Supervisor co-planning for District Professional Development Days for special education teachers
- Utilize IXL Learning for students in grades 9-12 as a supplemental intervention based on student data

ENGLISH LANGUAGE ARTS INTERVENTIONS AND SUPPORTS

- **Professional Development – Special Education:**
 - Using student data and IEPs to plan meaningful instruction for all special education teachers
 - Designing learning environments and appropriately scaffolded instruction using the HighScope curriculum for PreK special education teachers
 - Multisensory reading training
 - VB MAPP, ABLLS-R and AFLS training
 - Guided reading to meet students' needs for small group targeted instruction for all K-8 special education teachers
 - Positive Approaches to Behaviors
 - Foundations of Behavior
 - Working with Paraprofessionals to Ensure Student Learning
 - Prompt Fading
 - Aligning Evidence-Based Practices to Support Meaningful Academic IEP Goals
 - Writing Strategies for K-8 Classrooms
 - Co-teaching and Inclusionary Practices to Support Educational Excellence
 - Research-based Strategies to Support Special Education Instruction

ENGLISH LANGUAGE ARTS INTERVENTIONS AND SUPPORTS

Multilingual Learners (MLs)

- Transitional Bilingual Program sustained to prepare students for a monolingual, general education setting by using native language to strengthen academic performance in English
- ESL Entering-Emerging Self-Contained Pilot Program for grades 7 and 8 in schools 6, 9, and 27: Alignment to the general education ELA Curricula and Benchmark Assessments in both Bilingual ELA and ESL
 - Increased multicultural/diverse and authentic texts for read alouds, guided reading, texts at various DRA/EDL Levels that are theme-aligned, and classic texts
 - Continued revision of Project Based Learning activities and curricula to increase student choice and voice
 - Additional practice in Research Simulation Tasks, Literary Analysis Tasks, and Narrative Writing Tasks and types of writing
- K-5 bilingual and K-5 ESL curricular updates that include the explicit integration of cognates to increase student awareness between English and Spanish
- In partnership with Children's Literacy Initiative (CLI), Bilingual/ESL team members continue to participate in CLI professional development and job-embedded coaching that focuses utilizing data to drive small group instruction
- Leveraging Children's Literacy Initiative to reenforce the implementation of the district English TRANSFER curriculum, as it relates to the process and the roles and responsibilities for the bilingual teacher and ESL teacher

ENGLISH LANGUAGE ARTS INTERVENTIONS AND SUPPORTS

Multilingual Learners (MLs)

- Supervisors co-plan with content area supervisors for District Professional Development Days for bilingual and ESL teachers
- Title III Newcomer Specialist utilizes NJSLA data, ACCESS data and student enrollment to best support teachers and students with interventions and strategies
- Professional Development:
 - CLI on site coaching for teachers to enhance their teaching practice and implement best teaching strategies in K-5 Self Contained Bilingual classrooms and K-8 ESL Teachers with a focus on Co-teaching Best practices
 - K-2 Bilingual Teachers, Bilingual In Class Support Teachers and ESL teachers incorporate strategies for increasing motivation and autonomy in literacy
 - K-2 Bilingual Teachers, Bilingual In Class Support Teachers and ESL teachers build upon strategies that support positive behavior and academic performance
 - CALTA-21 (*Cultures and Literacy through Art in the 21st century*) training provides ESL and Bilingual Social studies teachers with strategies for the development of the four language domains: speaking, listening, writing and reading, using the visual arts
 - NearPod Training for Gr.9-12 ESL teachers with a focus on student engagement by using interactive lessons, videos and activities
 - District Sheltered Instruction Initiative for K-8 General Education teachers: Best Teaching practices for Multilingual Learners

ENGLISH LANGUAGE ARTS INTERVENTIONS AND SUPPORTS

- **Multilingual Learners Instructional Materials and Resources:**
 - Additional materials in native language such as mentor texts, core novels and leveled classroom libraries
 - Translation of effective strategies to utilize in the classroom such as Notice and Note and Close Reading Strategies
 - Integration of HMH Amira for grades K-2 and Waggle for grade 3 for Bilingual teachers to use in Native Language Development
 - Esperanza multisensory approach training for phonemic awareness in bilingual classrooms grades K-3
 - High School ESL novels are selected for the appropriate level of English language proficiency

ENGLISH LANGUAGE ARTS INTERVENTIONS AND SUPPORTS

Multilingual Learners (MLs)

Student Programs with a focus on literacy and mathematics development :

■ Summer Programs

- Summer SPELL K-2 (Spanish Phonics for MLs in grades K-2): Extended the program to include grade 2 bilingual students based on district assessment data and teacher recommendation a need for foundational skills
- ESL Summer Enrichment Program K-12
 - Increased focus on small group instruction based on data
 - Increased focus on speaking and listening domains

■ Afterschool Programs

- Point of Entry for grades K-8: Increased focus on Mathematics
- Best of Both Worlds for grades 9-12
- Bilingual Achievement Strategies Program 9-12

■ Saturday Programs

- High School Newcomer Program with a focus on literacy and mathematics development
- Saturday Bridge Program K-8 Program with an increased focus on Mathematics and English Language Proficiency
- Saturday Bridge Program 9-12 Program with Increased focus on Mathematics and English Language Proficiency

MATHEMATICS

INTERVENTIONS AND SUPPORTS

General Education

- Curricular alignment to the New Jersey Mathematics Instructional Units
- Emphasis on Mathematics Shared Vision elements of establishing mathematics goals, supporting productive struggle, building procedural fluency from conceptual understanding, using multiple representations, and engaging in productive discourse, within the curricula
- Problem solving to include extended constructed-response questions and low floor-high ceiling tasks (3-Act Tasks) embedded throughout the curricula
- Daily Routines are updated to include reasoning and number sense in Grades K-8
- Effective engagement strategies and sheltered instruction strategies are written into unit plans
- Vertical progression for each math concept is outline within the K-7 curriculum for acceleration or intervention
- Acceleration standards included within current grade level curriculum to support progression to Algebra I in Grade 8 (Grades K through 7)
- Review and update assessment items
- Dedicated days for NJSLA-M released items (HS Geometry, Algebra I and Algebra II)
- Embedded NJSLA released items into daily lessons within the curriculum in Grades 5-8
- Clarification and examples of NJSLS mastery (Grades K through Alg. 2)
- NJSLA-M released items embedded within benchmark assessments (Grades 3 through Alg. 2)
- NJSLA-M intensification plan for Grades 3-Algebra 2

MATHEMATICS

INTERVENTIONS AND SUPPORTS

General Education

- Instructional Coaches support new teachers and priority schools, based on student performance
- Continue the implementation of the Mathematics Program, enVision 2024 in Grades K through 7 as the core instructional program
- Utilize enVision AGA in Grade 8 Algebra I
- Continue to utilize ST Math for grades K-5 in all Schools
- Continue to emphasize the student use of MATHia (Geometry, Algebra 1, Algebra 2) as a tool to provide self-paced instruction and monitoring of student progress
- Continue utilizing the Math XL (Grades 6-8), Edulastic (Geometry, Algebra 1, Algebra 2), MyMathLab (Pre-calculus and Calculus), and AP Classroom (AP Pre-Calculus, AP Calculus, AP Statistics) to provide ongoing practice of grade level/subject skills and concepts
- Continue to emphasize student use of Khan Academy in grades 2-12 as a tool to provide self-paced instruction and monitoring of student progress
- Continue to use enVision, Carnegie Learning, and/or Desmos interactive tools and digital manipulatives (Grades K–12)
- Utilize physical manipulatives during small group instruction in Grades K-8

MATHEMATICS

INTERVENTIONS AND SUPPORTS

Professional Development - General Education

- Continue to address curricular changes, effective engagement strategies, differentiation, the use of manipulatives, and collaborative lesson planning (Grades K through Alg. 2)
- Provide on-site coaching with consultants for enVision program utilization (Grades K-8)
- Provide on-site coaching with consultants to provide supports with content knowledge and delivery (Grades K-8)
- Provide on-site coaching with consultants for Carnegie Learning program utilization (Geometry, Algebra 1, Algebra 2)
- Teachers attend Math Academies to learn best practices and strategies to deliver lessons (Grades 3-12 teachers)
- Provide TI-84 calculator on-site professional development (Grade 8-12)
- School administrator participation in district leadership learning walks with math department and consultant (Grades K-12)
- Continue the development and teacher access to “5-minute Math Bytes” for quick tips on various content, program, and curriculum specifics (Grades K-8)
- Provided teachers and school administrators with “Building Thinking Classrooms in Mathematics” text to support effective instruction

MATHEMATICS

INTERVENTIONS AND SUPPORTS

Multilingual Learners (MLs)

■ Curricular

- Daily Routines are revised and translated for teacher use in the native language
- Integration of Daily routines and/or pre-requisite skills content for grades 3-8
- enVision Math core mathematic program for grades K-8 Bilingual classes in native language
- Continue to address curricular changes, effective engagement strategies, differentiation, the use of manipulatives, and collaborative lesson planning
- Continue to use ST Math in K-5 Bilingual classes as a supplemental adaptive program
- Increased focus on MDIS Intervention Math kits in bilingual classes in grades K-3
- Supervisors co-plan with content area supervisors and adjust as needed for MLs, providing translations and comparable tools in native language for use in the classroom

■ Professional Development

- Provide job-embedded coaching by consultants from Carnegie Learning grades K-8 for self-contained bilingual classrooms and bilingual bilingual in class support teachers with a focus on using data to drive small group instruction
- Provide job-embedded coaching by consultants from Carnegie Learning in high school bilingual math courses- Geometry, Algebra 1, Algebra 2
- K-2 Bilingual Teachers, Bilingual In Class Support Teachers and ESL teachers incorporate strategies for increasing motivation and autonomy in mathematics
- Supervisors co-plan with content area supervisors for District Professional Development Days for self contained bilingual and bilingual in class support teachers

MATHEMATICS INTERVENTIONS AND SUPPORTS

Multilingual Learners (MLs)

■ Department Support:

- Bilingual/ESL teacher leaders provide professional development trainings on mathematics for bilingual teachers and bilingual in class support teachers
- Data Dive with Math Supervisors to identify areas of concern
- Data dive with Bilingual Central Office team to identify academic performance trends in order to inform curricular updates, develop curricular resources and professional development

■ Materials:

- Utilize materials in native language such as enVision Math, Carnegie Learning and translated supporting materials to provide a Concrete, Representational, and Abstract approach to learning mathematics
- Manipulatives and anchor charts in native language
- K-12: Enhancement of math manipulatives for bilingual classrooms
- Integration of Hands-on Standards manipulatives in bilingual classrooms for grades 3-12

MATHEMATICS INTERVENTIONS AND SUPPORTS

Multilingual Learners (MLs)

Student Programs with a focus on mathematics development :

- **Afterschool Programs**
 - Point of Entry for grades K-8: Increased focus on Mathematics
 - Best of Both Worlds for grades 9-12
 - Bilingual Achievement Strategies Program 9-12
- **Saturday Programs**
 - High School Newcomer Program with a focus on literacy and mathematics development
 - Saturday Bridge Program K-8 Program with an increased focus on Mathematics and English Language Proficiency
 - Saturday Bridge Program 9-12 Program with Increased focus on Mathematics and English Language Proficiency

MATHEMATICS

INTERVENTIONS AND SUPPORTS

Students with Disabilities

- Ensure that all special education teachers provide interventions for targeted skills according to item analysis on benchmark assessments, IEP Goals and Objectives, and student data
- Revision of General Education curriculum for special education students with emphasis on multisensory learning, tiered instruction, and NJSLS
- Revision of General Education curriculum for special education students with targeted benchmarks that support NJSLS items
- Supervisor co-planning for District Professional Development Days for special education teachers
- Utilize the Moving with Math program for students in grades K-8 as a supplemental math intervention based on student data
- Utilize the Moving with Algebra program for students in grades 9-11 as a supplemental math intervention based on student data
- Utilize IXL Learning for students in grades 9-12 as a supplemental intervention based on student data

MATHEMATICS INTERVENTIONS AND SUPPORTS

- **Professional Development – Special Education:**
 - Using student data and IEPs to plan meaningful instruction for all special education teachers
 - Designing learning environments and appropriately scaffolded instruction using the HighScope curriculum for PreK special education teachers
 - VB MAPP, ABLLS-R and AFLS training
 - Making Math Instruction Count: Instruction and Interventions for Students with Disabilities
 - Aligning Evidence-Based Practices to Support Meaningful Academic IEP Goals
 - Co-teaching and Inclusionary Practices to Support Educational Excellence
 - Research-based Strategies to Support Special Education Instruction

Celebrating Excellence in our Schools

**NJSLA and NJGPA
Perfect Scores**



2023-2024

NJSLA/NJGPA PERFECT SCORES

Tests	Number of Students	Schools
ELA Grade 3	8	School 7 (4) School 22 (3) School 30 (1)
ELA Grade 5	3	School 22 (2) School 29 (1)
ELA Grade 6	5	School 7 (3) School 19 (1) School 22 (1)
ELA Grade 7	24	School 7 (10) School 9 (1) School 18 (1) School 20 (1) School 22 (7) School 29 (2) School 30 (2)

2023-2024

NJSLA/NJGPA ELA PERFECT SCORES

Tests	Number of Students	Schools
ELA Grade 8	17	School 7 (8) School 14 (1) School 19 (1) School 21 (3) School 22 (3) School 23 (1)
ELA Grade 9	17	Cicarell Academy (13) Dwyer Academy (1) Halsey Academy (1) Hamilton Academy (1) JVJ STEM Academy (1)
ELA Grade 11 (NJGPA)	75	Bollwage (2) Cicarell (51) Dwyer (1) Halsey (2) Hamilton (11) Jefferson (6) JVJ STEM (2)

2023-2024 NJSLA/NJGPA MATH & SCIENCE PERFECT SCORES

Tests	Number of Students	Schools
Math Grade 3	9	School 7 (5) School 22 (3) School 30 (1)
Math Grade 6	2	School 7
Algebra I	2	School 22
Science Grade 11	2	Cicarell Academy

2023-2024

NJSLA/NJGPA TOTAL PERFECT SCORES

Tests	Number of Students	Schools
Total ELA	74 Students (NJSLA) 75 Students (NJGPA) 149 Students	16 Schools 7 Schools 18 different Schools
Total Math	13 Students	3 Schools
Total Science	2 Students	1 School
Total Perfect Scores	89 (NJSLA) 75 (NJGPA) 164 Students	18 Different Schools

Special Notes

- Two (2) third grade students earned perfect scores in *NJSLA ELA and NJSLA Math*
- Two (2) eleventh grade students earned perfect scores in *NJGPA ELA and NJSLA Science*