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ELIZABETH PUBLIC SCHOOLS

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**ANNOUNCEMENTS**

**September 2022**





**Welcome Back Students and Team Members**



# MENTAL HEALTH INITIATIVES



WORK LIFE BALANCE  
ENJOYMENT  
WORKS  
STRESS AWAY  
MENTAL HEALTH  
POSITIVE  
SUPPORT  
AWARENESS  
PERSONAL RESILIENCE  
EMPOWERMENT  
CONFIDENCE  
SAFE TALK  
PRODUCTIVITY  
MINDFUL MANAGEMENT  
FULFILLMENT  
PROSPERITY  
RESILIENT LEADERSHIP  
ENCOURAGEMENT



ABOUT EPS

BOARD OF ED.

STUDENTS AND FAMILIES

TEAM MEMBERS

COMMUNITY

DEPARTMENTS

PROGRAMS & INITIATIVES

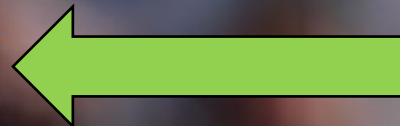
NEWS

CALENDAR

American Rescue Plan  
Back to School Resources  
Contact Directory  
Contact Information  
Verification  
Family Resources  
Interpretation and  
Translation Services  
Lunch Menu

**Mental Health Initiatives**

New Jersey School  
Performance Reports  
No Bully Zone  
Online Free and Reduced  
Meal Application  
Parent/Student  
Handbook  
School Attendance Zone





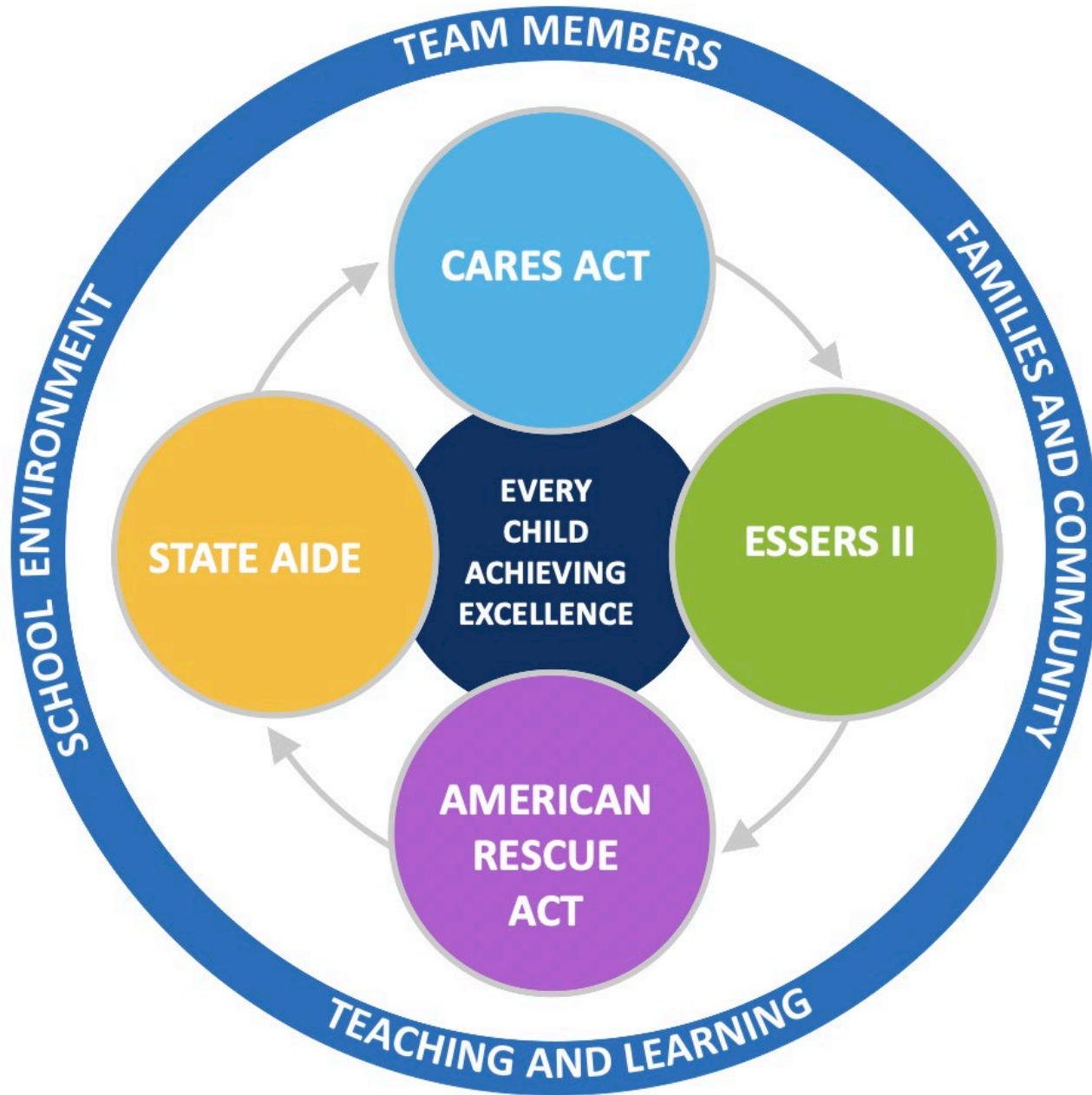
ELIZABETH PUBLIC SCHOOLS

*Every Child, Achieving Excellence*

## ESSER/ARP

## Afterschool Programs

- Academics
- Athletics
- Arts



# EPS PROMISE GOALS AND NEW JERSEY STATE ASSESSMENTS



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*Every Child, Achieving Excellence*

September  
2022

# Promise Goals Class of 2022



# POST-GRADUATION PLANS BY ACADEMY

## *Post Graduation Plans by Academy\*:*

EPS Class of 2022	College	Technical School	Military	Undeclared/ Workforce
<b>DISTRICT</b>	<b>60.3%</b>	<b>4.7%</b>	<b>3.0%</b>	<b>32.0%</b>
<b>Bollwage</b>	<b>67.9%</b>	<b>7.7%</b>	<b>2.6%</b>	<b>21.8%</b>
<b>Cicarell</b>	<b>78.8%</b>	<b>2.0%</b>	<b>0.7%</b>	<b>18.4%</b>
<b>Dwyer</b>	<b>45.8%</b>	<b>7.1%</b>	<b>5.4%</b>	<b>41.8%</b>
<b>Edison</b>	<b>44.3%</b>	<b>8.3%</b>	<b>1.0%</b>	<b>46.4%</b>
<b>Halsey</b>	<b>53.3%</b>	<b>4.2%</b>	<b>6.0%</b>	<b>36.6%</b>
<b>Hamilton</b>	<b>80.2%</b>	<b>3.2%</b>	<b>1.6%</b>	<b>15.0%</b>
<b>Jefferson</b>	<b>55.6%</b>	<b>3.2%</b>	<b>2.0%</b>	<b>39.1%</b>

*\*Approximately 80% of graduates completed the Senior Survey. Students who did not complete the survey are included in the “Undeclared/Workforce” data.*



## PROMISE GOAL 2

*90% of EPS graduates will enroll in at least 1  
Advanced Placement course*

EPS Class of 2022		Percent Taking AP
District		56.8%
Bollwage		64.1%
Cicarell		100%
Dwyer		55.2%
Edison		27.1%
Halsey		23.5%
Hamilton		89.9%
Jefferson		40.3%

## PROMISE GOAL 2

*90% of EPS graduates will maintain at least a 3.0 GPA*

EPS Class of 2022		Average GPA
District		
	55.0%	3.110
Bollwage	48.7%	3.056
Cicarell	95.9%	3.947
Dwyer	41.4%	2.843
Edison	39.6%	2.715
Halsey	50.0%	2.989
Hamilton	57.9%	3.140
Jefferson	40.7%	2.895

# 4-YEAR HIGH SCHOOL GRADUATION RATE CALCULATION CHANGES

- Beginning in the 2020-2021 school year, the New Jersey department of Education is *required* to make changes to the calculation of the high school graduation rate for federal reporting purposes.
- Two versions will begin to be reported:
  - State Calculation (current)
  - Federal Calculation (new)

Federal Calculation will exclude students with disabilities whose IEP includes the following modifications or exemptions:

- State Course Requirements
- Attendance Requirements for Graduation
- State Graduation Assessment Requirement

# PROMISE GOAL 3

*90% of EPS students will graduate on time*

EPS Class of 2022	PRELIMINARY State Calculation 9-7-22	PRELIMINARY Federal Calculation 9-7-22
District	84.9	79.0
Bollwage	89.4	81.2
Cicarell	94.2	93.6
Dwyer	74.7	68.5
Edison	81.9	63.9
Halsey	79.7	78.6
Hamilton	96.1	93.3
Jefferson	85.5	74.8

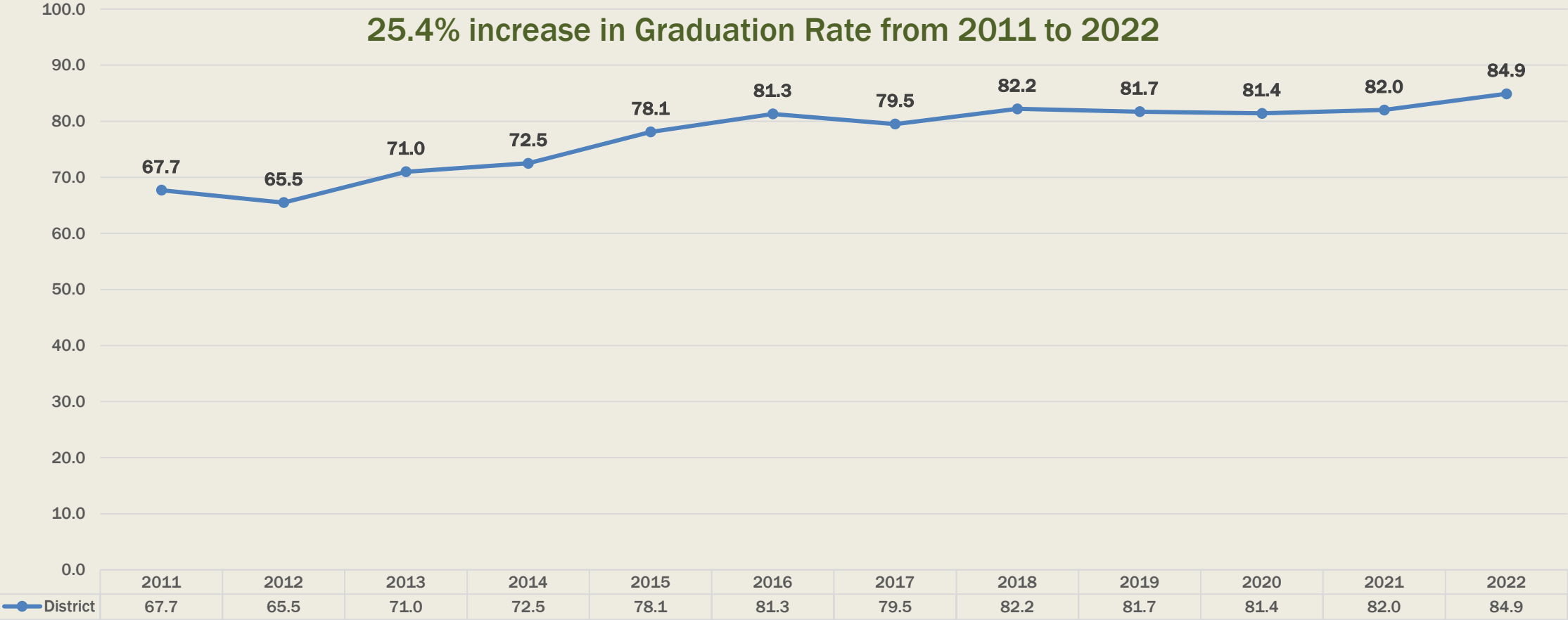


# 4-YEAR HIGH SCHOOL GRADUATION RATE

## ELIZABETH PUBLIC SCHOOLS

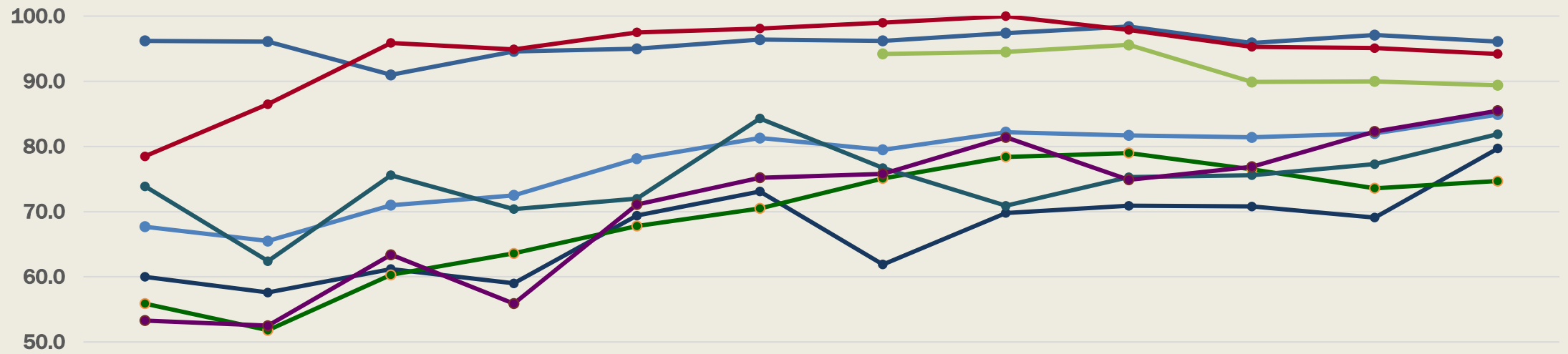
High School 4-Year Graduation Rate  
2011 - Present

25.4% increase in Graduation Rate from 2011 to 2022



# ON-TIME GRADUATION BY ACADEMY

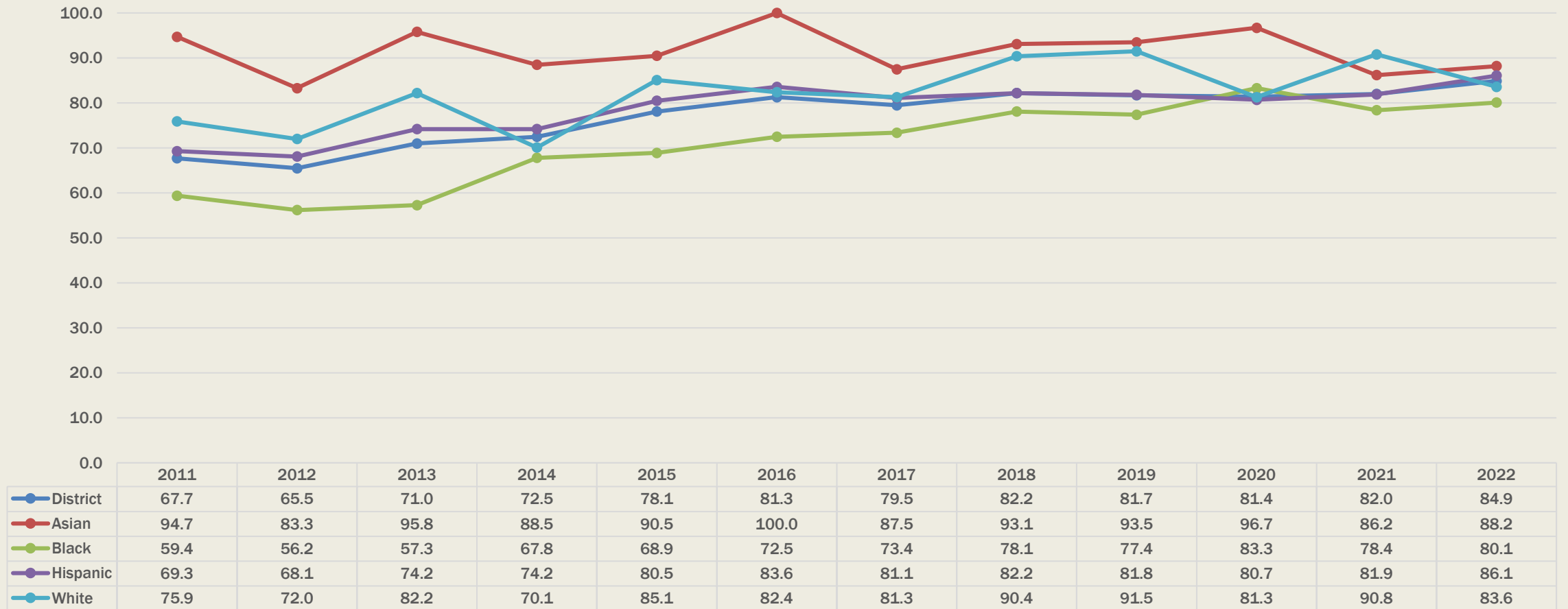
High School 4-Year Graduation Rates by Academy  
2011 - Present



	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
District	67.7	65.5	71.0	72.5	78.1	81.3	79.5	82.2	81.7	81.4	82.0	84.9
Hamilton	96.2	96.1	91.0	94.6	95.0	96.4	96.2	97.4	98.4	95.9	97.1	96.1
Bollwage							94.2	94.5	95.6	89.9	90.0	89.4
Halsey	60.0	57.6	61.2	59.0	69.4	73.1	61.9	69.8	70.9	70.8	69.1	79.7
Cicarell	78.5	86.5	95.9	94.9	97.5	98.1	99.0	100.0	97.9	95.3	95.1	94.2
Dwyer	55.9	51.8	60.3	63.6	67.8	70.5	75.1	78.4	79.0	76.5	73.6	74.7
Edison	73.9	62.4	75.6	70.4	72.0	84.3	76.7	70.9	75.3	75.6	77.3	81.9
Jefferson	53.3	52.5	63.4	55.9	71.1	75.2	75.8	81.4	74.9	76.9	82.3	85.5

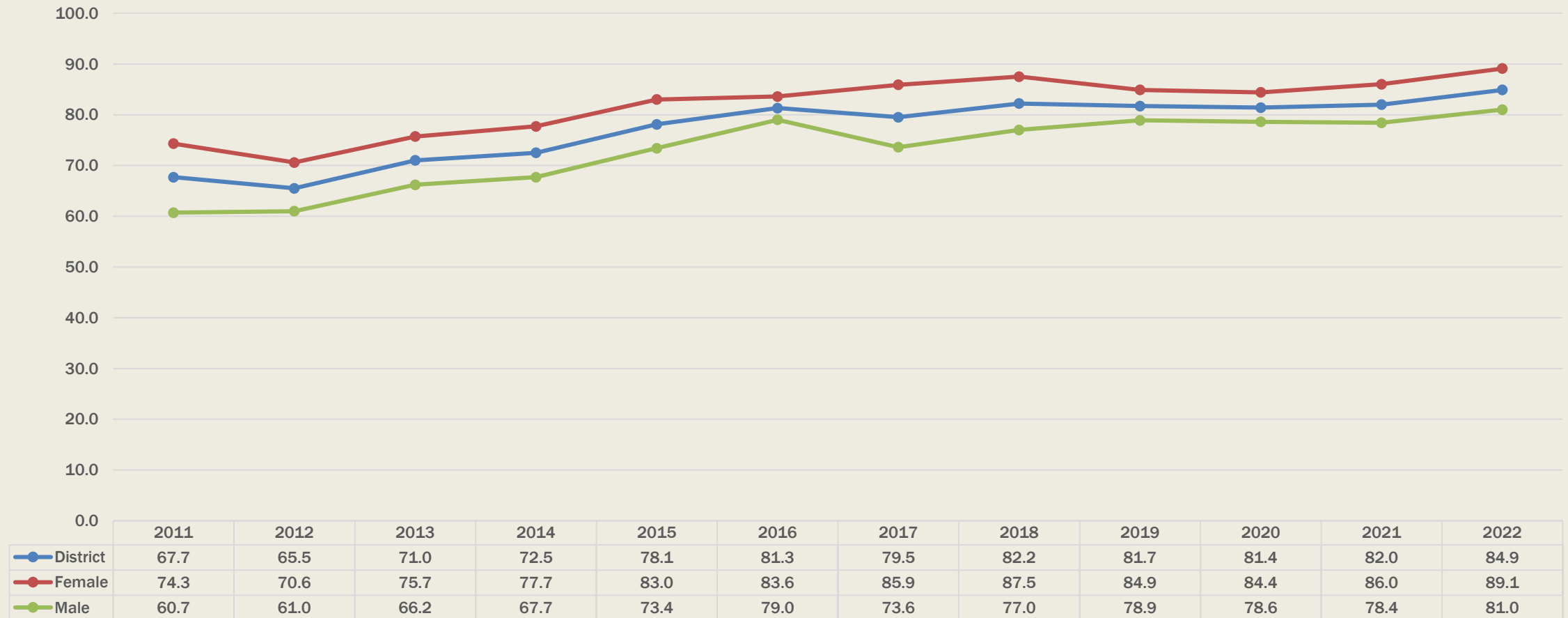
# ON-TIME GRADUATION BY ETHNICITY

High School 4-Year Graduation Rates by Ethnicity  
2011 - Present



# ON-TIME GRADUATION BY GENDER

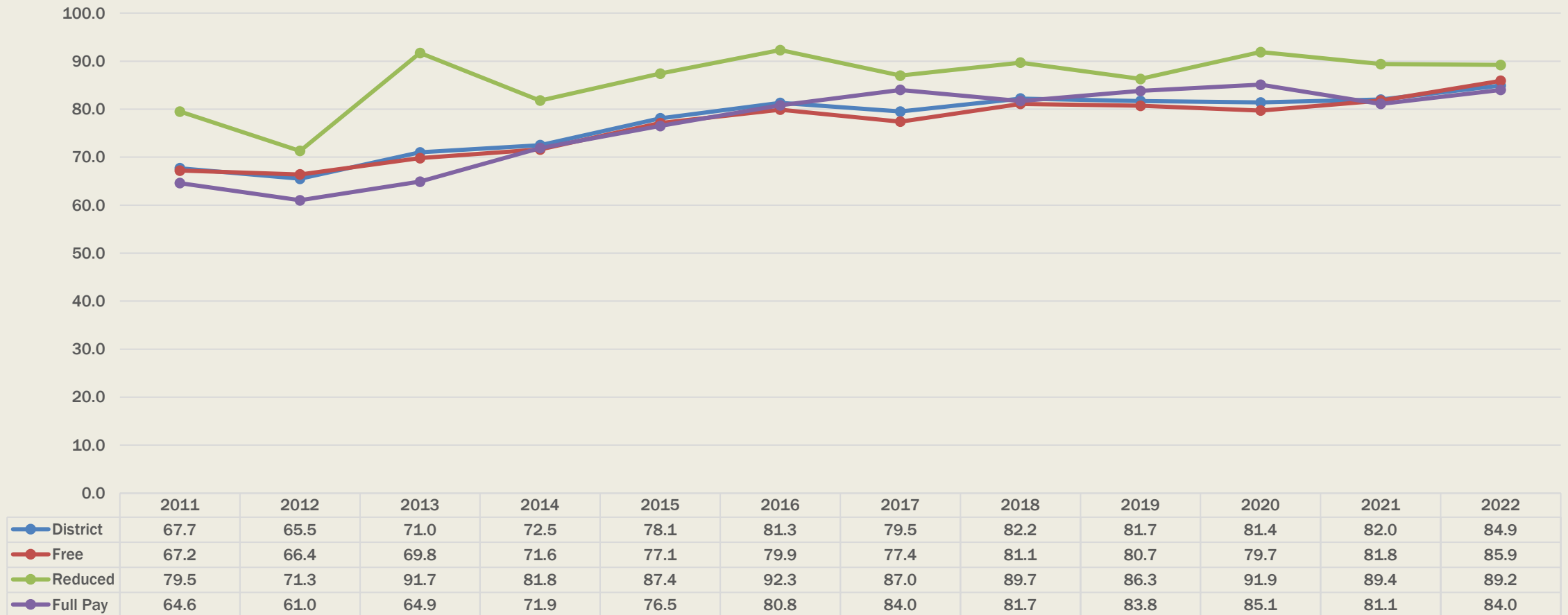
High School 4-Year Graduation Rates by Gender  
2011 - Present





# ON-TIME GRADUATION BY ECONOMIC STATUS

High School 4-Year Graduation Rates by Economic Status  
2011 - Present



# COHORT 2022

Indicator	# of students
Total number of students in Cohort 2022	1883
Total number of students graduated	1599
Number of students denied graduation from the 12 <sup>th</sup> grade class	324
Number of students denied graduation...solely because of failure to pass the high school end-of-course PARCC assessments, substitute competency tests, or portfolio appeals process	0

Indicator	ELA	Math
Number of students graduated passing PARCC/NJSLA	726	708
Number of students graduated under the substitute competency test process	331	281
Number of students graduated under the portfolio appeals process	445	499
Number of students receiving State-endorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their IEPs	97	111

# New Jersey Student Learning Assessment (NJSLA)

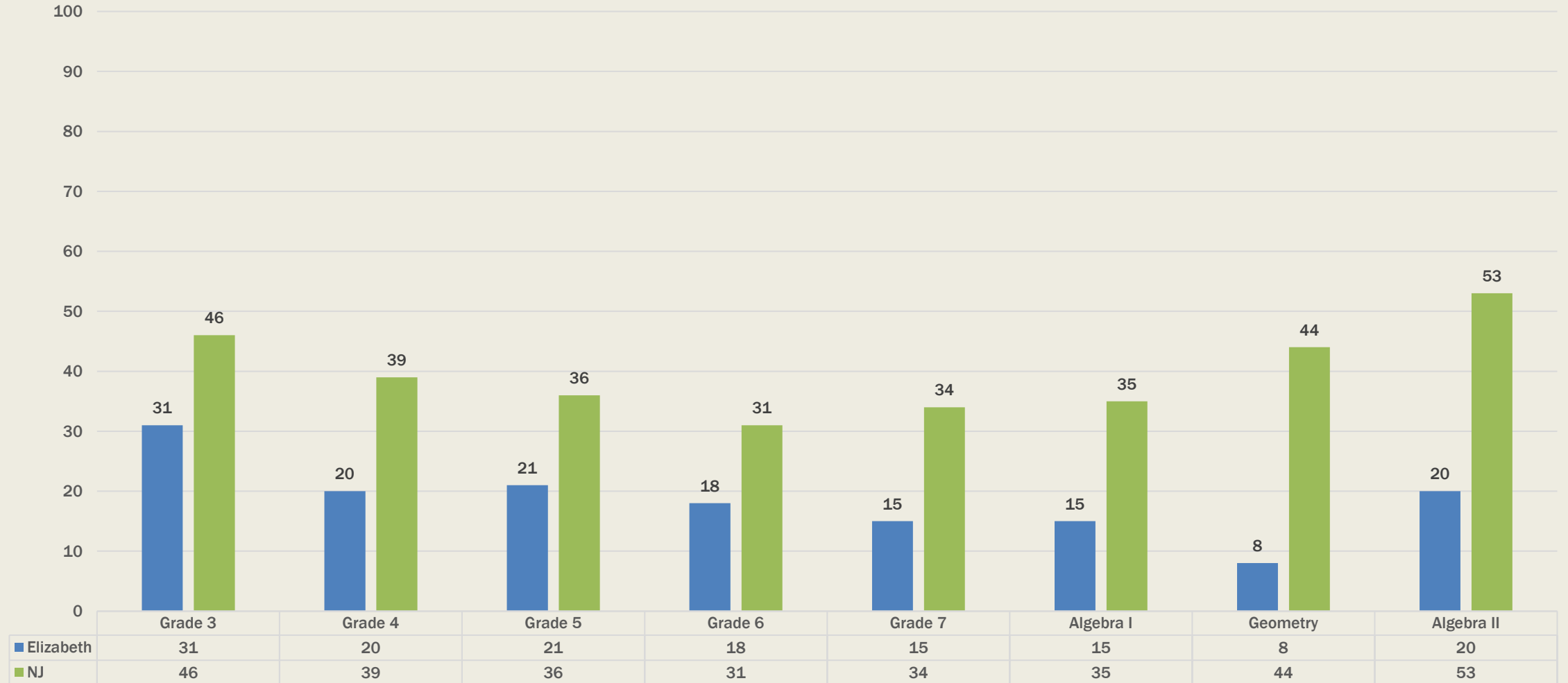


# NEW JERSEY STUDENT LEARNING ASSESSMENT (NJSLA)

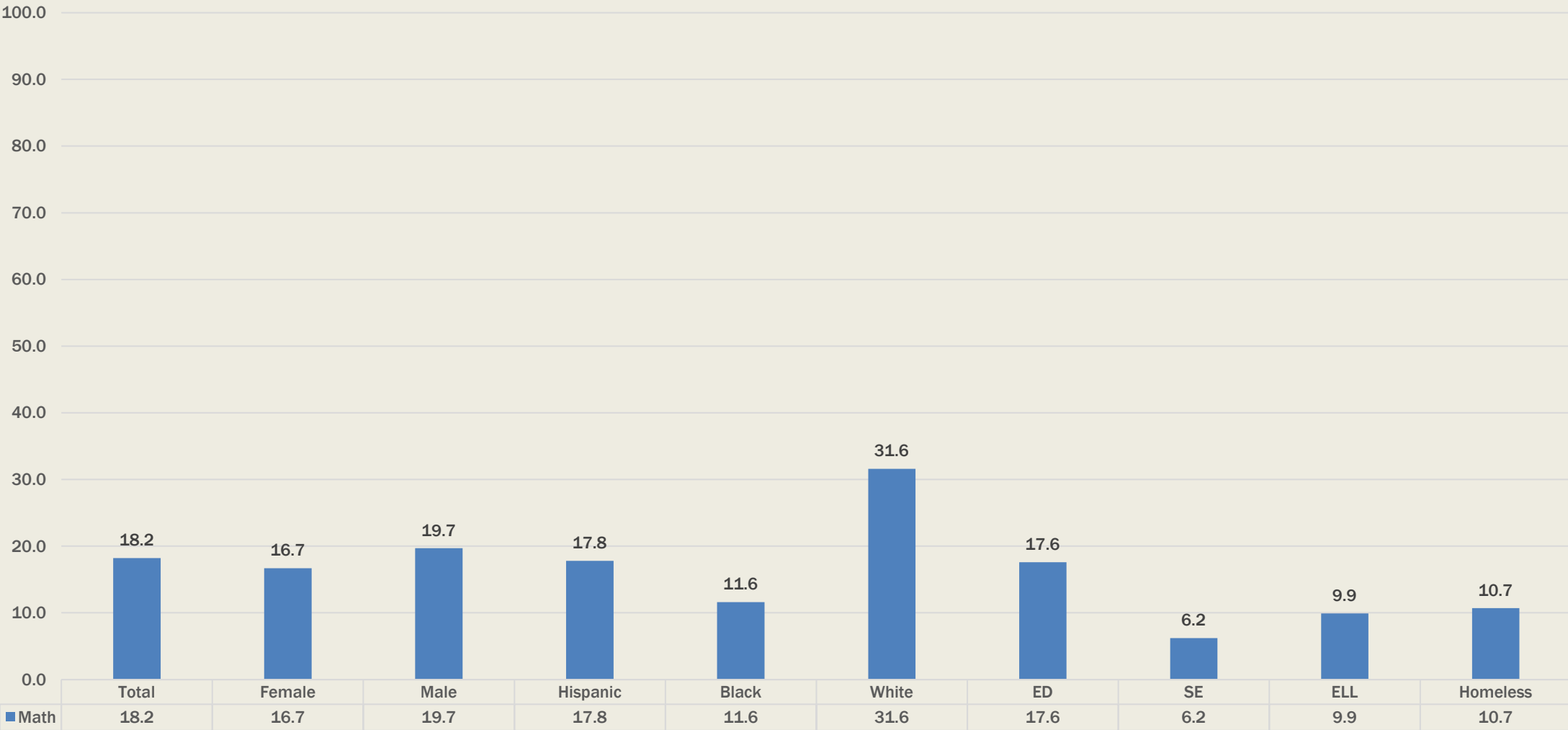
- Federal and state regulations require all students to be assessed in elementary school, middle school, and high school beginning in grade 3
  - Students in grades 3 through 9 were administered the grade-level assessment for English Language Arts
  - Students in grades 3 through 6 were administered 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



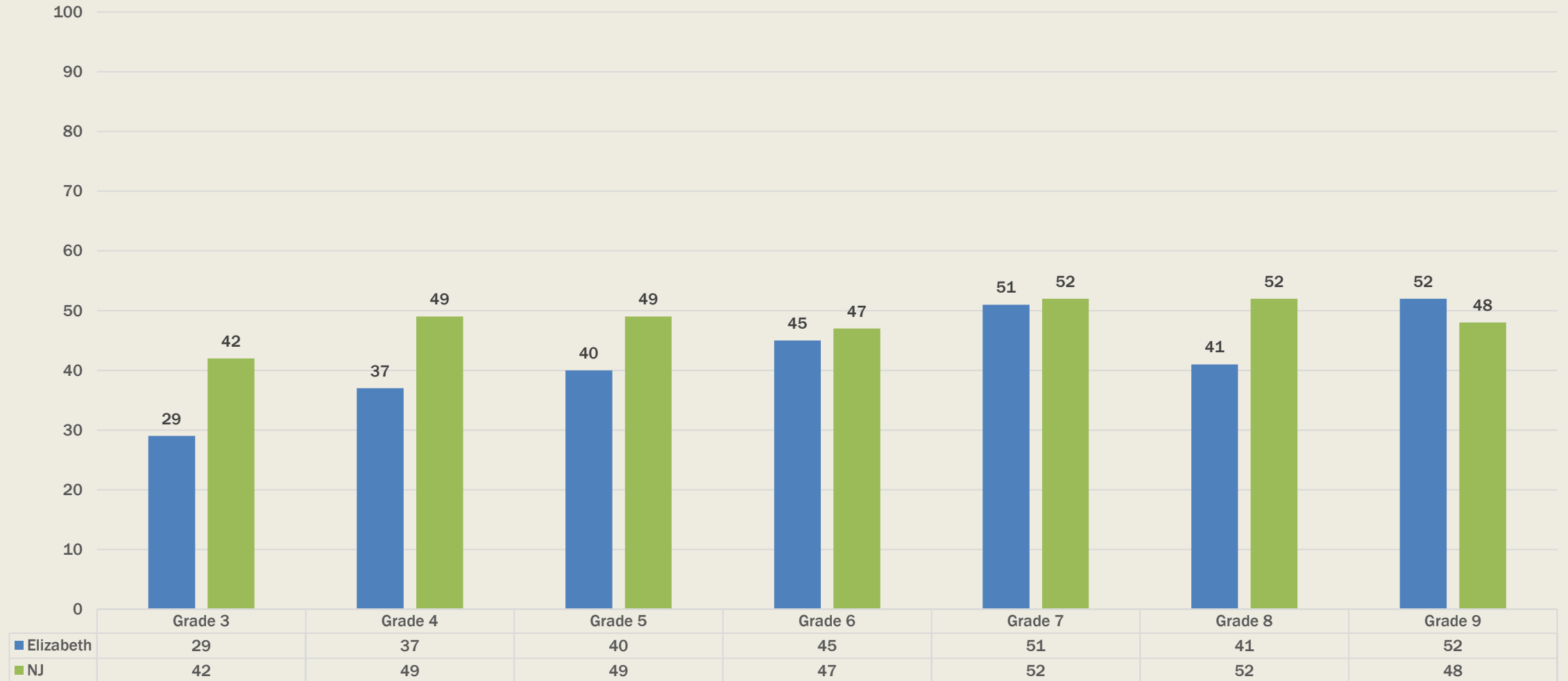
# NJSLA MATH PERFORMANCE BY GRADE/CONTENT ELIZABETH VS STATE



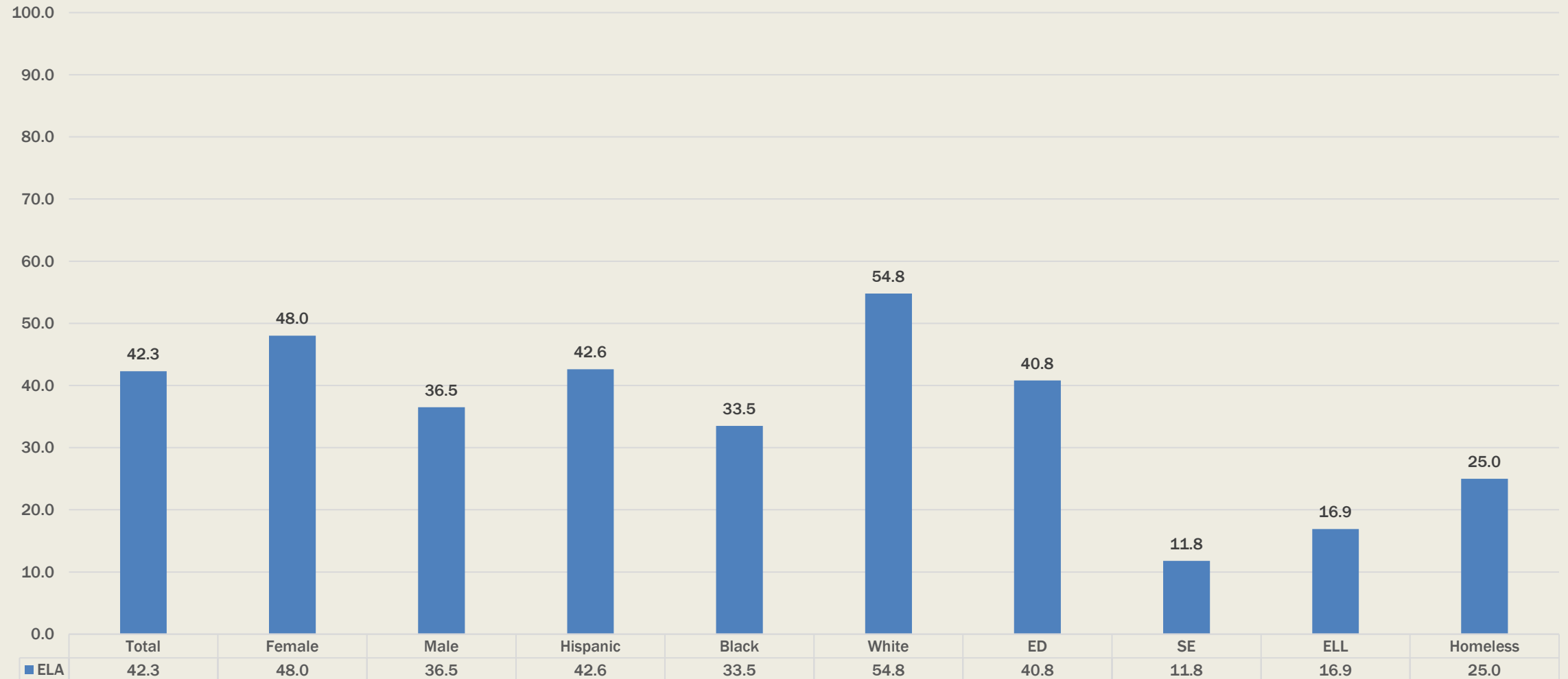
# NJSLA OVERALL MATH PERFORMANCE BY DEMOGRAPHIC GROUP ELIZABETH



# NJSLA ELA PERFORMANCE BY GRADE ELIZABETH VS STATE

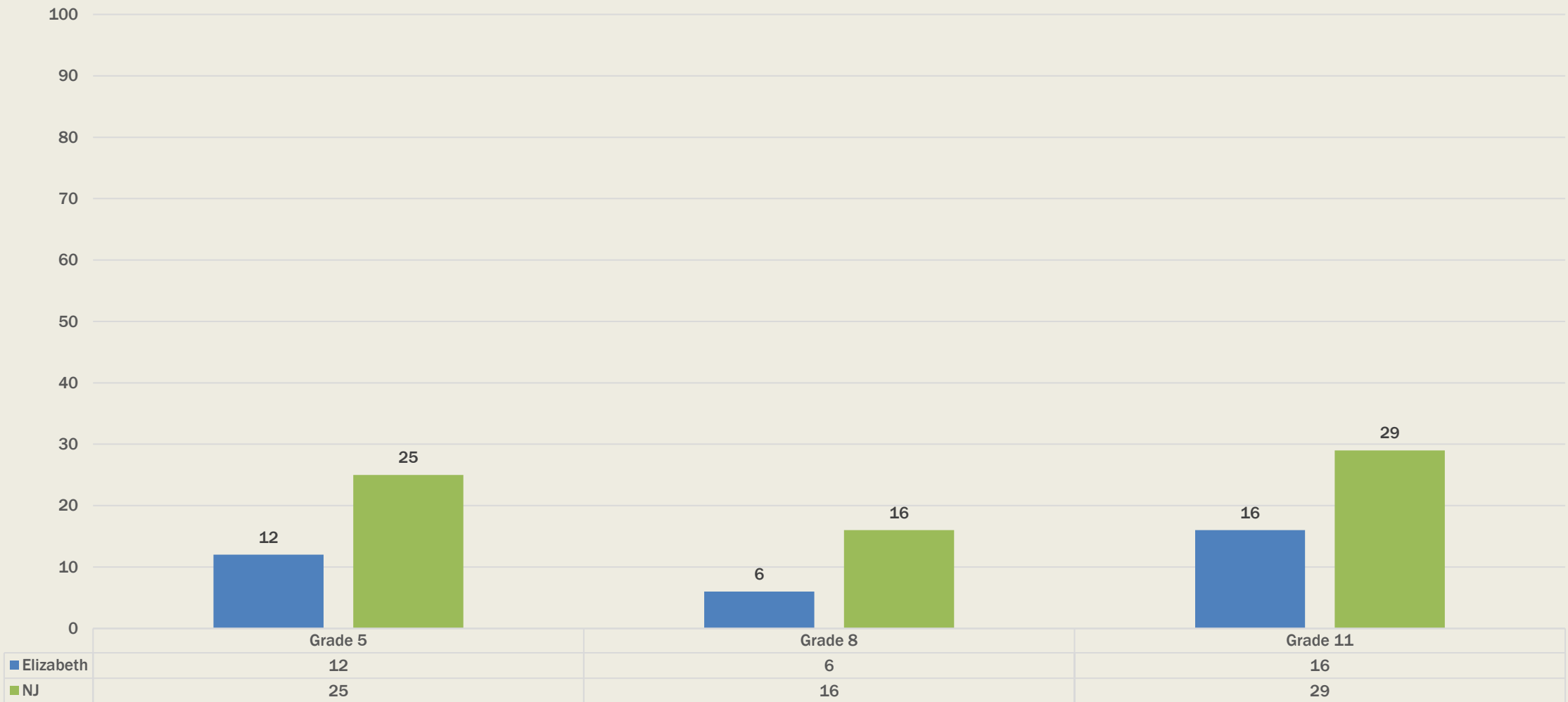


# NJSLA OVERALL ELA PERFORMANCE BY DEMOGRAPHIC GROUP ELIZABETH

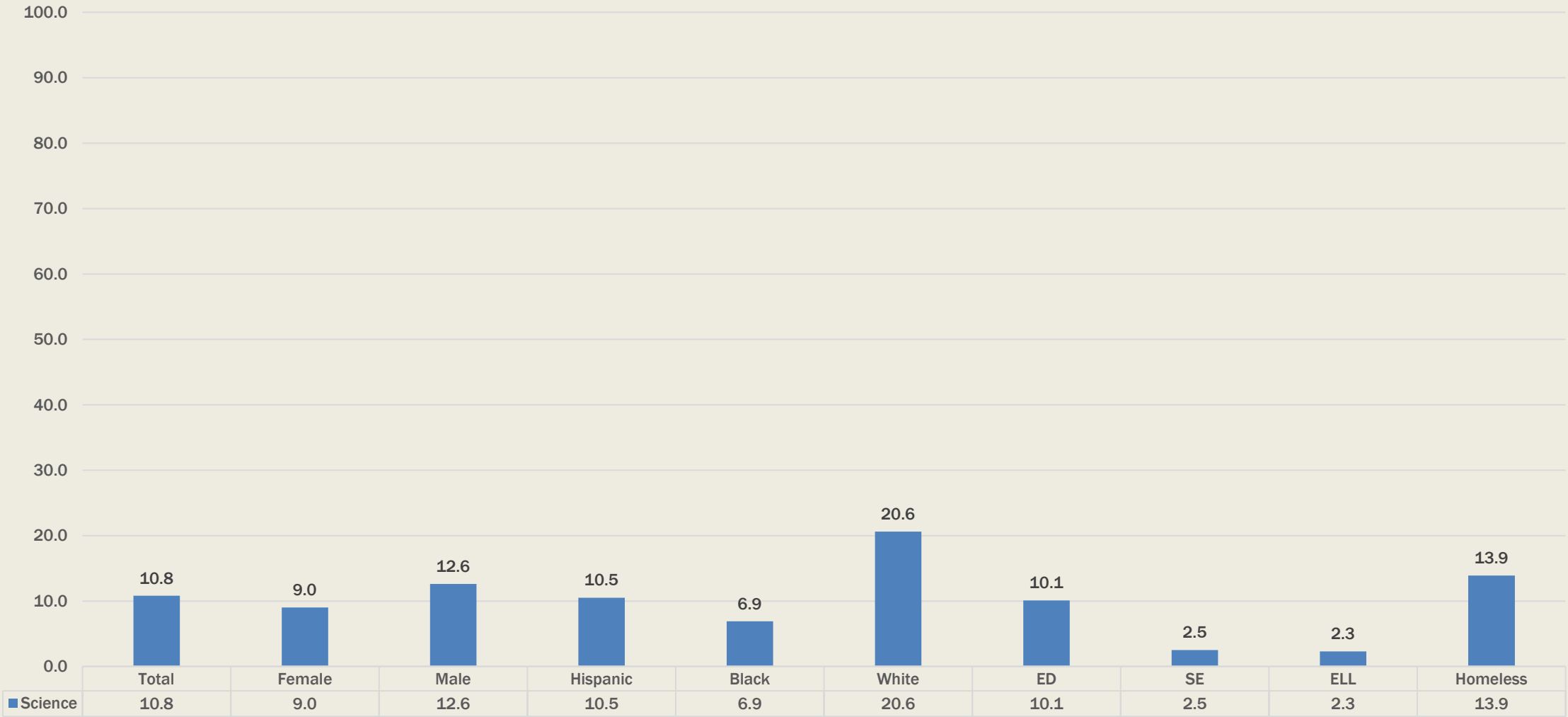




# NJSLA SCIENCE PERFORMANCE BY GRADE ELIZABETH VS STATE



# NJSLA OVERALL SCIENCE PERFORMANCE BY DEMOGRAPHIC GROUP ELIZABETH



# ACCESS for ELLs



# ACCESS for ELLs

- ALL English Language Learners (ELLs) in Grades K-12 are administered the ACCESS for ELLs to determine:
  - The level of English language that each student has acquired
  - The best placement for each student moving forward
- ACCESS for ELLs assesses 4 language domains
  - Listening
  - Speaking
  - Reading
  - Writing
- ACCESS scores are reported as performance in each domain and a composite score combining all 4
- Performance is reported on a scale of 1.0 to 6.0.
- Average scores reported here include all levels of English Language Learners from those newly arrived to those ready to exit ELL status

# ACCESS FOR ELLs Performance

## By Grade

### Elizabeth

Grade Span	Total Tests	Listening	Reading	Speaking	Writing	Composite
Kinder	837	3.0	1.6	2.7	1.6	1.8
Gr 1	766	4.0	3.0	2.3	2.1	2.5
Gr 2-3	1,475	3.5	3.3	2.5	2.8	2.9
Gr 4-5	1,342	5.0	3.6	3.0	3.5	3.6
Gr 6-8	1,275	4.2	2.7	2.5	2.9	2.9
Gr 9-12	1,550	3.5	3.1	2.2	2.9	2.8
Total	7,241	3.9	3.0	2.5	2.7	2.8

# 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 2022 ELA

### ELIZABETH

Grade	# Tested	# <i>Emerging</i>	# <i>Approaching</i>	# <i>At Target</i>	# <i>Advanced</i>	Total # <i>At Target &amp; Advanced</i>	% <i>At Target &amp; Advanced</i>
3	38	20	8	8	2	10	26.3
4	47	18	15	14	0	14	29.8
5	29	13	4	9	3	12	41.4
6	37	13	10	12	2	14	37.8
7	47	9	21	14	3	17	36.2
8	43	17	13	13	0	13	30.2
11	19	4	4	9	2	11	57.9
12	23	4	7	7	5	12	52.2
<b>Total</b>	<b>283</b>	<b>98</b>	<b>82</b>	<b>86</b>	<b>17</b>	<b>103</b>	<b>36.4</b>

# DYNAMIC LEARNING MAPS (DLM)

## SPRING 2022 MATH

### ELIZABETH

Grade	# Tested	# <i>Emerging</i>	# <i>Approaching</i>	# <i>At Target</i>	# <i>Advanced</i>	Total # <i>At Target &amp; Advanced</i>	% <i>At Target &amp; Advanced</i>
3	38	20	4	10	4	14	36.8
4	47	15	6	18	8	26	55.3
5	29	7	8	4	10	14	48.3
6	37	11	12	9	5	14	37.8
7	47	18	19	8	2	10	21.3
8	43	23	12	4	4	8	18.6
11	19	4	5	4	6	10	36.4
12	22	12	2	7	1	8	36.4
<b>Total</b>	<b>282</b>	<b>110</b>	<b>68</b>	<b>64</b>	<b>40</b>	<b>104</b>	<b>36.9</b>

# 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 &amp; Advanced</i>	% <i>At Target &amp; Advanced</i>
5	29	19	5	5	0	5	17.2
8	43	23	9	6	5	11	25.6
11	19	7	9	2	1	3	15.8
12	22	9	10	2	1	3	13.6
<b>Total</b>	<b>113</b>	<b>58</b>	<b>33</b>	<b>15</b>	<b>7</b>	<b>22</b>	<b>19.5</b>

# Interventions and Supports



# ENGLISH LANGUAGE ARTS INTERVENTIONS AND SUPPORTS

## General Education

- Thinking Maps/Frame of Reference written into curricula to address compare and contrast, structural elements, character description, etc...
- Emphasis in curricula on metacognitive strategies
- Multicultural/diverse and authentic texts for read-alouds, guided reading, texts at various DRA Levels that are theme-aligned, and classic texts
- Embedded program interventions and scaffolds to support literacy best practices focused on reading, writing and vocabulary in Grades K-3
- MyAccess Online Writing Program to hone writing and literacy skills for students in Grades 3-12
- Alignment of curricula to the New Jersey Student Learning Standards; including Career Ready Practices
- Continued revision of Project Based Learning activities and curricula to increase student choice and voice

# ENGLISH LANGUAGE ARTS INTERVENTIONS AND SUPPORTS

## General Education

- Continued revision of learning activities and curricula to include differentiation of lessons for all student learners
- Additional practice in Research Simulation Tasks, Literary Analysis Tasks, and Narrative Writing Tasks in Grades 3-12 as well as text-based argumentative writing in Grades 6-12
- Updated SGO assessments and benchmark assessments to reflect NJSLA items
- Resources like Newsela, CommonLit, and AVID embedded in curricula to allow students to access articles at various Lexile levels
- District-wide professional development in Notice and Note, vocabulary strategies, inter-rater reliability scoring for various genres of writing, and Close Reading Strategies for grades 3-12, as well as analysis strategies (i.e. rhetorical modes,) and genre writing
- District and school-level data analysis of benchmarks, evidence statements and performance summaries with teachers in Grades 3-12
- NJSLA Saturday Intensification Program in Grades 3-9
- Academic lunchtime tutoring
- Instructional coaching to support to new teachers and priority schools based on student performance

# ENGLISH LANGUAGE ARTS INTERVENTIONS AND SUPPORTS

## English Language Learners

- Transitional Bilingual Program sustained to prepare students for a monolingual, general education setting by using native language to strengthen academic performance in English
- Alignment to the general education ELA Curriculum and Benchmark Assessments in both Bilingual ELA and ESL
  - 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
- Continuously review demographics and languages spoken to hire appropriate personnel and identify supports for students



# ENGLISH LANGUAGE ARTS INTERVENTIONS AND SUPPORTS

## English Language Learners

### ■ Department Support:

- Bilingual/ESL Teacher leaders develop focused professional development to support English language learners of other languages
- Bilingual/ESL Supervisors participate in CLI Meetings at the district and school level
- Supervisors co-plan with content area supervisors for District Professional Development Days for bilingual and ESL teachers

### ■ Professional Development:

- Esperanza multisensory approach training for phonemic awareness in bilingual classrooms grades K-3
- CloudLabs training provided teachers with simulations and strategies for high school Math and Science Bilingual classes
- Achieve3000 training provided teachers with the tools to monitor student progress in Language Arts for Grades K-8 Bilingual self-contained classrooms and grades 9-12 ESL classroom
- CLI on site coaching for teachers to enhance their teaching practice and implement best teaching strategies in K-3 Bilingual classrooms
- CALTA-21 (*Cultures and Literacy through Art in the 21<sup>st</sup> 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

# ENGLISH LANGUAGE ARTS INTERVENTIONS AND SUPPORTS

## English Language Learners

- **Enrichment Programs with a focus on language development :**
  - Summer SPELL K-1 (Spanish Phonics for ELLS in grades K-1)
  - Point of Entry for grades K-8
  - Best of Both Worlds for grades 9-12
  - ESL Summer Enrichment Program K-12
  - Bilingual Achievement Strategies Program 9-12
- **Materials:**
  - Utilize materials in native language such as mentor texts and core novels
  - Translation of effective strategies to utilize in the classroom such as Notice and Note and Close Reading Strategies
  - Integration of Amira, K-2 and Waggle, grade 3 from HMH for Bilingual teachers to use in Native Language Development
  - High School ESL novels are selected for the appropriate level of English language proficiency

# ENGLISH LANGUAGE ARTS INTERVENTIONS AND SUPPORTS

## Students with Disabilities

- Utilization of DRA assessment in all grade levels for In Class Support and Learning Language Disability (LLD) English programs
- DRA progress monitoring goals targeted during Guided Reading AND directive that these goals are selected as Individual Education Plan (IEP) Goals.
- 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 per general education curriculum in LLD English
- Ensure that all special education teachers provide interventions in areas of weakness according to item analysis on benchmark assessments , IEP Goals and Objectives, and student progression data utilizing SuccessMaker
- 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

# ENGLISH LANGUAGE ARTS INTERVENTIONS AND SUPPORTS

- Professional Development:
  - Reading strategies for small and whole group instruction utilizing Jennifer Serravallo's *The Reading Strategies Book*.
  - Curricula revisions and aligning IEP Goals and Objectives to curriculum
  - Literacy Intervention Strategies for all K-8 special education teachers
  - In class support model of teaching for Elizabeth Public Schools
  - Multisensory reading program training and review for special education teachers
  - Edmark intervention training for students in the Autism, MC, and MD programs
  - VB MAPP, ABLIS-R and AFLS training for teachers in the Autism and MD programs
  - Houghton Mifflin Harcourt Into Reading training with scaffolding and differentiated resources
  - 30-hour Institute for Multi Sensory Comprehensive Orton Gillingham Training - multi-sensory teaching strategies to teach reading
  - Guided reading model for small group targeted instruction
  - Classroom management training
  - Functions of Behavior
  - Student Data and Documentation
  - Least Restrictive Environment supports
  - Learning Without Tears for teacher implementation in Autism and MD programs

# MATHEMATICS INTERVENTIONS AND SUPPORTS

## English Language Learners

### ■ Curricular

- Daily Routines are revised and translated for teacher use in the native language
- enVision Math core mathematic program for grades K-7 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
- Continue to use Successmaker for K-8 Bilingual classes as a supplemental adaptive program
- Implement ALEKS Math program as a supplemental adaptive program for bilingual high school mathematic teachers
- Continue utilizing the Math IXL for grades 6-12 as a supplemental adaptive program

### ■ Professional Development

- District-wide professional development will focus on collaborative lesson planning
- Supervisors co-plan with content area supervisors and adjust as needed for ELLS, providing translations and comparable tools in native language for use in the classroom

# 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
- Thinking Maps/Frame of Reference written into curricula to organize student thinking processes
- Problem solving to include extended constructed-response questions and low floor-high ceiling tasks (3-Act Tasks) embedded throughout the curricula
- Daily Routines are revised to include reasoning and number sense in early elementary grade levels
- 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
- Review and update assessment items
- Dedicated days for NJSLA released items (Grades 6 through Alg. 2)
- Implementation of calculator and non-calculator active standards (Grades 6 through Alg. II)
- Clarification and examples of NJSLA mastery (Grades K through Alg. 2)
- NJSLA released items embedded within curriculum and assessments (Grades 3 through Alg. 2)
- Adjusted time allocations to prioritize major content standards, as per the NJDOE Prerequisite document guidelines (Grades K through Alg.2)
- NJSLA-M intensification plan for Grades 3-Algebra 2
- Grades K-5 Instructional Coaches support new teachers and priority schools, based on student performance
- Grades 6-12 Instructional Coaches support teachers grades 6-8 and HS

# MATHEMATICS

## INTERVENTIONS AND SUPPORTS

### General Education

- Continuing the implementation of the Mathematics Program, enVision 2020 in Grades K-5.
- Continue to utilize ST Math for grades K-5 in all Schools
- Continue to utilize Savvas enVision 2021 as the core program for grades 6 & 7
- Utilize Intensified Algebra as the core program for 8<sup>th</sup> grade Algebra
- 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 (grades K-7) and ST Math (grades K-5)
- Provide on-site coaching with consultants for Intensified Algebra I (Grade 8)
- Provide on-site coaching with consultants for Carnegie Learning (Geometry, Algebra 1, Algebra 2)
- Teachers attend Carnegie Learning Math Academies to learn best practices and strategies to deliver lessons (Grades K-12 teachers)
- Provide content specific professional development during professional development days
- Provide TI-84 calculator professional development during professional development days (Grade 8-12)
- Principal participation in district leadership meetings with math department (Grades K-12)
- Guidance document (Look-fors) provided to principals to support instruction in grades K-12
- Continue to emphasize the student use of Khan Academy in grades 2-12 as a tool to provide self-paced instruction and monitoring of student progress
- Continue to emphasize the student use of SuccessMaker (Grades K-8) and 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 6-7), Agile Assessment (Grade 8), Edulastic (Geometry, Algebra 1, Algebra 2), McGraw-Hill Online (Pre-Calculus), MyMathLab (Calculus), and AP Classroom (AP Calculus, AP Statistics) to provide ongoing practice of grade level/subject skills and concepts
- Continue to use Agile Mind, enVision, Carnegie Learning, and Desmos interactive tools and digital manipulatives (Grades 6—12)
- Academic lunchtime tutoring
- Provide High School Saturday NJSIA Intensification Program to support Geometry and Algebra 2
- Continue to provide after school and summer virtual mathematics tutoring (Grades 4-12)



# MATHEMATICS INTERVENTIONS AND SUPPORTS

## English Language Learners

- **Department Support:**
  - Bilingual/ESL teacher leaders are providing professional development trainings for teachers
  - Monthly supervisor meetings with Math Supervisors have been setup to analyze math data
  - Data Dive with Math Supervisors to identify areas of concern
- **Enrichment Programs with a focus on effective math strategies:**
  - Point of Entry for grades K-8
  - Best of Both Worlds for grades 9-12
  - Bilingual Achievement Strategies Program 9-12
- **Materials:**
  - Utilize materials in native language such enVision Math and translated supporting materials to provide a Concrete, Representational, and Abstract approach to learning mathematics
  - Manipulatives and anchor charts in native language

# MATHEMATICS

## INTERVENTIONS AND SUPPORTS

### Special Education

#### ■ Curricular Changes

- Modified special education curricula for grades K-5 with emphasis on multisensory approach and intervention strategies
- Alignment to the New Jersey Curricular Frameworks
- Effective engagement written into unit plans
- Differentiation and vertical progression for each topic is included for intervention

#### ■ Professional Development

- Accountable Talk and Engagement to increase student voice
- Functions of Behavior to proactively deescalate behaviors
- TouchMath for students in the Autism and MD programs
- Interactive notebooks for special education teachers to increase personalized learning
- 15-hour Sheltered Instruction training based on understanding ELLs, instructional practices applicable to content-areas

# MATHEMATICS INTERVENTIONS AND SUPPORTS

- Department Support:
  - Ensure that in class support teachers provide interventions in areas of weakness according to item analysis on benchmark and IEP Goals and Objectives
  - Ensure that all special education teachers provide interventions in areas of weakness according to item analysis on benchmark assessments , IEP Goals and Objectives, and student progression data utilizing SuccessMaker
- Targeted Extracurricular Programs
  - Afterschool program
- Materials:
  - Moving with Math Foundations as an intervention program to provide a concrete, representational, and abstract approach to learning mathematics
    - Moving with Mathematics
    - Moving with Algebra
    - Moving with Geometry
  - Math Diagnosis and Intervention System from Pearson Envision to support intervention instruction for special education students
  - Touch Math
  - Boom Cards for students in the Autism and MD Program
  - IXL implementation for self-contained high school students

# Celebrating Excellence in our Schools

NJSLA  
Perfect Scores



# 2022-2023

## NJSLA PERFECT SCORES

Test Code	Number of Students	School(s)
ELA Grade 3	17	School 6 (1) School 7 (4) School 16 (1) School 21 (2) School 22 (8) School 29 (1)
ELA Grade 5	5	School 7 (4) School 18 (1)
ELA Grade 6	1	School 7
ELA Grade 7	11	School 3 (1) School 7 (3) School 12 (1) School 22 (3) School 25 (1) School 9 (1)

# 2022-2023

## NJSLA PERFECT SCORES

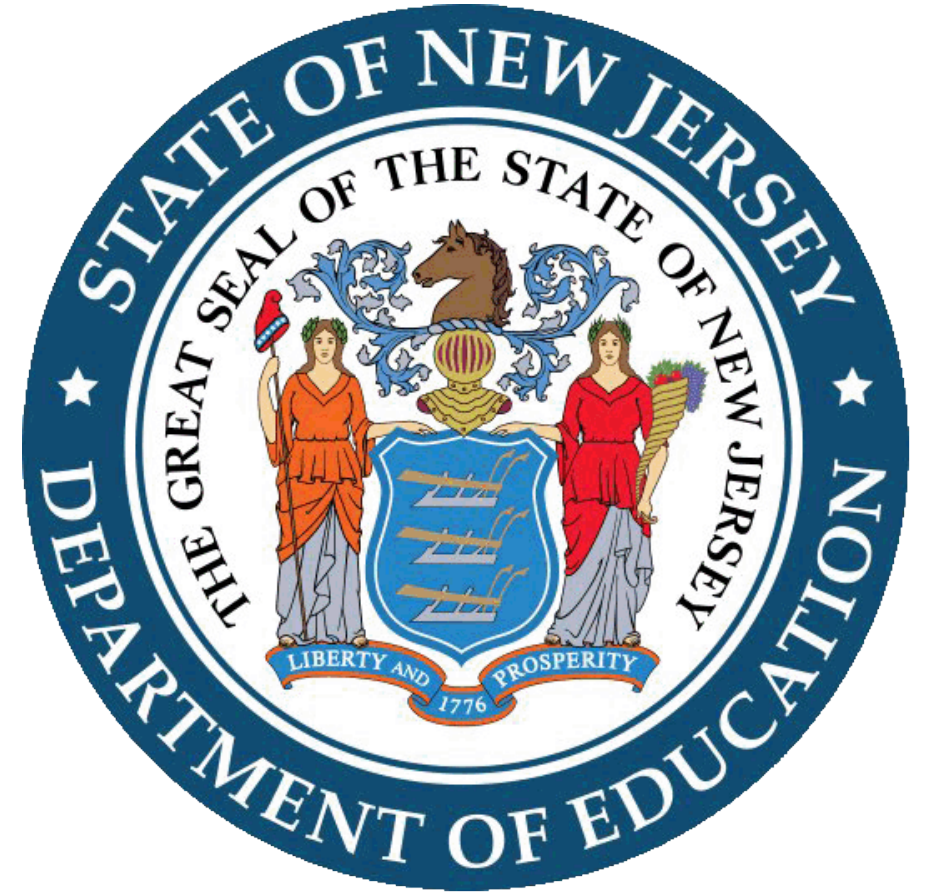
Test Code	Number of Students	School(s)
ELA Grade 8	12	School 7 (5) School 3 (1) School 14 (1) School 22 (2) School 27 (2) School 29 (1)
ELA Grade 9	1	Cicarell Academy
Math Grade 3	6	School 4 (1) School 22 (5)
Math Grade 5	2	School 7 (1) School 22 (1)
Math Grade 6	1	School 22
ALG01	1	School 27
SC11	1	Cicarell Academy
Total	58 Students	15 Schools



ELIZABETH PUBLIC SCHOOLS

*Recognitions*





**Dr. Hannigan-McMullen Appointed to  
State Advisory Council**





# Halsey Health & Public Safety Academy Named Naval Honor School





**SHOWCASE SCHOOL PROGRAM**

**INCUBATOR SCHOOLS**

# **JVJ STEM Academy Named 2022-2023 Microsoft Incubator School**



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ELIZABETH PUBLIC SCHOOLS

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**ANNOUNCEMENTS**

**September 2022**