

2021-2022 Goals Presentation



Mountainside School District
Janet Walling, Superintendent

Goal 1: Tiered Intervention Goal Met

- The Superintendent, with input from the administrative team, will evaluate existing programs designed to support tiered interventions for students in order to strengthen classroom modifications for general education students. With support from the administrative team and instructional specialists, she will revise the District's Response to Intervention Program and implement additional Tiered Intervention programming and strategies at all grade levels with the goal of reducing the need for more intensive instructional supports.

Evidence of Goal #1 Completion

- Administrators conducted a review of prior training, current program implementation, and developed a plan for the 2021-2022 school year. Specific aspects included the following:
 - Analysis of Current Program - September 2021
 - Development and Implementation of Tiered Intervention Plan for 2021-2022
- One measurement of success was the following:
 - Successful implementation will result in a 30% reduction in new I&RS referrals for the 21-22 school year when compared to 20-21 (10 student referrals).
 - A total of 7 new academic referrals were made during the 21-22 school year:
 - Beechwood School - 3
 - Deerfield School - 4
- Success was also determined through evidence of successful teacher implementation of the strategies outlined in the 21-22 Plan.

Tiered Intervention - Where do we go from here?

- Ongoing Implementation Plans
 - Continued use of ARP funding to support the following:
 - Purchase of instructional materials for targeted student instruction for the 22-23 and 23-24 school years.
 - Continuation, and expansion of, before/after school instructional programs
 - Evaluation of NJSLA data to determine correlation with existing benchmark programs and instructional supports to identify trends and any potential changes.
 - Identify specific interventions and programming to support math needs for students at Tiers 2 and 3.
 - This will include the use of our new math program and outside resources along with increased use of math centers
 - Professional development on individual goal setting and progress monitoring for students who are at Tier 2 and 3.
 - Examine schedules to attempt to identify additional ways to support students within the school day.

Goal 2 -- Special Education Programming and Review Goal Met

- The Superintendent, with input from the Special Education Supervisor, CST, and other relevant staff members, will evaluate current special education programming, student progress, and instructional models in order to identify strengths, weaknesses, and make recommendations for potential program changes and expansion.

Evidence of Goal #2 Completion

- Mrs. Rouleau's summary of programming, instructional practices, professional development, and other areas were outlined during her presentation at the May 10, 2022 Board meeting. Each of these areas aligned with the completion of this goal. The full presentation can also be seen here:
 - [May 10, 2022 - Special Education Board Presentation](#)
- Areas addressed within the overall goal:
 - Out of District students:
 - A thorough review of out-of-district out-of-district students shows they have needs that cannot currently be supported within our district. Most noticeable are students with extensive learning or behavioral needs. It was also determined that the students are at a wide variety of grade levels so their needs cannot currently be met within a specific grade span which would be necessary to create a single additional classroom at this time.
 - Continuing to identify opportunities to expand in-district programming to meet some of these needs.
 - Continue to annually assess the progress of rising 6th and 9th graders to evaluate the potential for programming changes as they enter middle and high school.

Evidence of Goal #2 Completion (continued)

➤ 21-22 School Year Programming Implementation:

- Created, staffed, and opened an LLD Self-Contained Classroom for K-2 students at Beechwood School. This allowed us to meet students' unique educational, developmental, and academic needs in their "home school" here in Mountainside, rather than potentially sending them to an out-of-district school.
- Development and implementation of in-school Self-Advocacy Groups for 7th and 8th grade students.
- Incorporation of Data Analysis meetings, held multiple times throughout the year, with all special education teachers. During these meetings, teachers met with the Special Education Supervisor, teacher leader, and/or math/reading specialists to discuss student data, identify specific strengths/weaknesses, develop programming strategies, and identify any necessary instructional adjustments. Data points included i-Ready, LinkIt, Start Strong, and teacher/district created assessments.
- Increased parent training and informational opportunities through sessions such as:
 - Supporting Students with Anxiety
 - School Avoidance
 - Consultative Model of Instruction at Governor Livingston
 - Back to School Workshop for Parents -- This was a Zoom meeting held in collaboration with the Mountainside Special Education Advocacy Group (SEPAG)

Evidence of Goal #2 Completion (continued)

➤ 2021-2022 School Year Continued:

- Created Flex Room space at Deerfield School for students to decompress, take behavioral breaks, and receive small group or individual social skills support
- Development and training of a CPI and School Support teams to support students when needed for behavioral/emotional outbursts

➤ Next Steps - 2022-2023 and Beyond:

- Continue to expand hiring of teachers with specialized reading training/certification.
- We have identified the need to provide additional professional development and support in the area of Co-Teaching Methods of Instruction. This will provide staff with tools and resources to further modify instruction and support students in the general education setting.
 - This will also support student preparedness for the Consultative Model of instruction when they transition to GL
 - Sustained professional development, classroom observations, and CST/administrator support for this initiative will take place during the 2022-2023 school year
- At the middle school level, we will encourage increased opportunities to mainstream Pull Out Resource Room students, where appropriate, to prepare them for transition to GL.
- Continue implementing LLD program to support K-2 students with identified needs. This programming will be expanded if/when student needs dictate.

Goal 3 -- Reading Growth - Grades 1-3

Goal Met

- The Superintendent, with input from the administrative team, will implement instructional strategies, programming, and supports to increase student growth in 1st through 3rd grade Reading as evidenced by iReady Reading Benchmark Assessments from September to June.
- Accomplishment of goal will be measured by an increase in the overall average percentage of students who score at or above grade level proficiency on end of year iReady benchmarks, when compared to their fall results, based on the following expectations:
 - Grade 1 – Increase by 25% - 35%
 - Grade 2 – Increase by 25% - 35%
 - Grade 3 – Increase by 25% - 35%

Evidence of Goal #3 Completion

- Based upon calculations and student comparison, the following Reading growth was demonstrated from September to June:
 - **Grade 1** – Students demonstrated an overall growth average of **58%**
 - **Grade 2** – Students demonstrated an overall growth average of **35%**
 - **Grade 3** – Students demonstrated an overall growth average of **35%**

All growth goals were fully met or exceeded
- 2021-2022 Staff Development and Instructional Support:
 - Data review meetings with Administrators, Instructional Specialists, and Teacher Leader
 - Lesson development based on data analysis
 - Analysis of NJSLA math standards
 - Purchase, training, and implementation of the Heggerty Phonemic Awareness Program for students in grades K-2 and i-Ready Personalized Learning in grade 2
 - Use of ReadWorks program in 3rd grade to support the Teachers College program and enhance student comprehension
 - Targeted professional development to support Teachers College instruction for K-8 Reading teachers.

Goal 4 -- Learning Gap Analysis - Grades 4-8

Goal Partially Met

8 of 10 parameters were met

- The Superintendent, with input from the administrative team and relevant staff members, will develop and implement a comprehensive plan to address student learning gaps which may have resulted from remote learning during the 2020-2021 school year.

Evidence of Goal #4 Completion

- Upon receipt of the Start Strong data in November I met with the administrators, instructional specialists, and teacher leader to analyze the data received from the state and identify any NJSL standards where 50% or more of the students in any grade level (4-8) were identified as “Strong Support May Be Needed”
- Start Strong results were shared with current and previous year teachers through faculty meetings and grade level team meetings.
 - Staff was provided with the data results, links to the actual Start Strong test questions, and links to additional resources to support instruction
 - Grade level discussions included information on prior year standards, support for how to tie them into the current year, and opportunities to plan spiraled instruction.
- Targeted assessments were created by the teacher leader and instructional specialists through the LinkIt system. Each assessment was directly linked to identified standards where students demonstrated need.

Evidence of Goal #4 Completion (continued)

- Meaningful and targeted instruction was provided
 - Teachers used the data reports and resources to reinforce and reteach identified standards. Support was also provided to individuals who needed more intensive remediation.
- Start Strong data was incorporated into making placement decisions for AIM programming
 - Small group AIM programming supported student academic needs
 - ARP funding was used to expand before/after school learning opportunities for identified students
 - FM Club, Jr. (Future Mathematicians Club)
 - Vocabulary Club - Grades 3-5
 - TLC (The Literary Circle) - Grades 6-8
- ARP Funding was allocated for use by individual teachers to purchase instructional materials to meet the needs of individual students in their classrooms. Purchases were required to be tied to an analysis of data

Evidence of Goal #4 Completion (continued)

➤ Student Follow-Up Assessments:

- Upon completion of instruction on individual standards identified in Start Strong data, teachers administered district created LinkIt mini assessments. In order to demonstrate mastery, students needed to achieve an average passing rate of 80% or greater on 80% of the assessments in each academic area (ELA/Math)

Standard	% needing "Strong Support" in September	% of students achieving a score of 80% or higher	4th Grade 2021-2022
ELA			
RI.3.1		84%	90%
RI.3.2		84%	87%
RL.3.2		58%	86% <u>Achieved</u>
Math			
3.NF.A.3.A		59%	89%
3.NF.A.3.B		69%	92%
3.NF.A.3.D		53%	93%
3.MD.C.7.B		54%	97% <u>Achieved</u>

Evidence of Goal #4 Completion (continued)

	% needing "Strong Support" in September	% of students achieving a score of 80% or higher	5th Grade 2021-2022
ELA			
RL.4.1	78%	90%	
RL.4.2	78%	87%	
RI.4.1	76%	63%	
RI.4.5	76%	86%	
RI.4.2	50%	80%	Avg = 81.2% - Achieved
Math			Achieved on 4/5 = 80% of tests
4.OA.A.3	65%	83%	
4.NF.A.1	61%	87%	
4.NF.A.2	72%	85%	
4.NF.C.7	59%	83%	
4.NF.B.4.C	68%	68%	Avg. = 81.2% - Achieved
			Achieved on 4/5 = 80% of tests

	% needing "Strong Support" in September	% of students achieving a score of 80% or higher	6th Grade 2021-2022
ELA			
RI.5.1	55%	88%	
RI.5.3	55%	94%	Achieved
Math			
5.NF.A.2	67%	86%	Achieved

Evidence of Goal #4 Completion (continued)

	% needing "Strong Support" in September	% of students achieving a score of 80% or higher	7th Grade 2021-2022
ELA			
RL.6.1	55%	90%	
RI.6.1	59%	84%	
RI.6.6	54%	73%	
RI.6.5	59%	78%	Avg = 81.25%
			Achieved on 50% of tests Goal - Not Achieved
Math			
6.RP.A.1	71%	90%	
6.EE.C.9	73%	85%	Achieved

Standard	% needing "Strong Support"	% of students achieving a score of 80% or higher	8th Grade 2021-2022
RL.7.1,	63%	95%	
RI.7.1	62%	93%	Achieved
Algebra I			
8.EE.B.5	51%	70%	
8.F.A.2	58%	70%	Not achieved

Questions?

