Hackensack Public Schools

Response to NJSLA
Student Performance Results

Multi-tiered systems of Support for ELA Grades 5 - 12

Tier 3: Intensive and strategic interventions in addition to core instruction. Focus on specific and targeted foundational skills. English Lab Classes for identified students using Read 180 and System 44 programs Read 180, System 44

Tier 2: Targeted interventions for students not meeting expectations in addition to core instruction. Reading Plus at least 2 times a week. Reading Plus

Tier 1: Focus on alignment of instruction and instructional resources to NJ Student Learning Standards for ELA. Grades 5 - 12 Reading Program

2022 NJSLA for ELA

- **Students take the In-Sight Benchmark assessments as part of Reading Plus to assess reading fluency, comprehension and vocabulary levels, and are then assigned targeted lessons based on performance and with the goal of moving students toward grade level growth.**
- **ELA Curriculum require quarterly independent choice reading projects / opportunities including book clubs in all ELA classes in grades 5-12 to support reading comprehension growth and provide choice reading practice. These reading opportunities are in addition to core units/readings.**
- **Teachers work in content and grade level PLCs to review and analyze grade level and individual student data to determine trends in student strengths and areas of need so they can develop and implement instruction that will effectively address the standards where students demonstrated needs. These lessons will be small group, individual, or whole group as necessary.**
- **Teachers of grades 5 and 6 will participate in monthly professional development with a literacy consultant to support standards based balanced literacy, reading and writing strategies.**
- **ELA teachers will share reading data with the Social Studies and Science teachers on their teams to plan for support with reading in their content areas (the NJSLS for ELA Companion Standards).**
- **ELA Supervisor will work with MS Admin team to request and plan for an 80 minute period for ELA.**
- **The MS Instructional coach will work closely with ELA and SS teachers to support instruction in literacy and student engagement.**

Multi-tiered systems of Support for Mathematics Grades 5 - 12

Tier 3: Intensive and strategic interventions in addition to core instruction. Tier 3 interventions at the middle school and high school provide students with an additional period of mathematics instruction daily. At HHS, Algebra 1 students have an additional lab period using the Illustrative Mathematics Algebra 1 Supports program. At HMS, grade 5 to grade 8 students have an additional Math Lab period. Students will engage with CueThink, a four-step problem-solving framework that aligns to the Illustrative Mathematics program.

Tier 2: Targeted interventions for students not meeting expectations in addition to core instruction. At HHS, students will participate in an after-school peer tutoring program. At HMS, students receive two periods of mathematics intervention weekly using DreamBox, the top rated program by Johns Hopkins' Evidence for ESSA.

Mathematics Intervention

- Adoption of Illustrative Mathematics curricular program from grades 5 - Algebra 1. The Illustrative Mathematics program is research-based, has a perfect rating on EdReports, and centers student thinking. It prioritizes conceptual understanding as the foundation to procedural fluency.
- Consultant-based professional development from Illustrative Mathematics, supporting teachers in the implementation of the Illustrative Mathematics adoption
- Administration of Mathematics Benchmark assessments created directly from the NJSLA-M released items.
- Analysis of benchmark data by teachers in PLCs using data cycles to analyze data to improve instruction.
- Support for the grade 4 to grade 5 mathematics transition by the district mathematics coaches through PLCs, model lessons, and coaching cycles.

Grades K-4 Math Intervention

- Mathematical modeling will be encouraged by teachers. Through modeling, students should be able to "describe a situation either with an equation or a diagram and interpret the results of a mathematical situation" (Implementing Standards for Mathematical Practices, Achieve the Core, 2016). Modeling using pictures and manipulatives is crucial, especially in the lower grades.
- District wide development of a Formative Assessment Bank, comprised of high quality instructional tasks, for teachers to use instructionally. Formative Assessments are a research based instructional best practice that allows teachers to gain insight into student thinking, and allows them to adjust instruction to meet the needs of their students, "Rather than immediately correcting misconceptions when they surface, teachers should gather information that may reveal how misconceptions can be used as starting points for instruction. Starting with students' ideas and monitoring their progress as they are guided through learning that helps them recognize when their ideas no longer work for them and need to be modified and changed is the essence of an idea-focused, formative assessment classroom that promotes conceptual change" (Keely & Tobey, p.14, Mathematics Formative Assessment, Volume 1: 75 Practical Strategies for Linking Assessment, Instruction, and Learning
- Teachers will work in grade level meetings to analyze data (formative assessments, chapter tests, and unit assessments) to help inform their instruction.

Grades K-4 Math Intervention

- Build teacher's conceptual understanding and knowledge of mathematics to create Thinking classrooms, where students "Do Mathematics", and varied representations are used to represent student understanding of the mathematics " This renewed focus on representations highlights the critical role they play in not only deepening student learning of mathematics, but also in providing students with multiple entry points and access to the study of mathematics. The National Research Council (2001) noted, "Mathematics requires representations. In fact, because of the abstract nature of mathematics, people have access to mathematical ideas only through the representations of those ideas" (p. 94). Wisconsin Teacher of Mathematics, p.4, Spring 2015
- Based on data, create flexible small groups to target current standard focus, and previous standards that may need to be retaught or readdressed.
- Small group allows for: engagement in content, multiple exposure, allows students to work together (learning is social), and allows students to apply their knowledge Research: Taylor, The Potential of Small-Group Mathematics Instruction in Grades Four Through Six, The Elementary School Journal, Vol. 89, No. 5 (May, 1989) , pp. 633-642 (10 pages). Published By: The University of Chicago Press

Response to DLM:

- Extending “Direct Instruction” as supplemental curriculum that focuses on Essential Elements to bridge gap in curriculum for students in Grades 3-12
- Teachers will focus on the following conceptual areas:
  - Math:
    - Compare, compose and decompose numbers and set
    - Represent and interpret data
    - Use operations and models to solve problems
  - ELA:
    - Determining critical elements of text
    - Integrate ideas and information from text
    - Construct Understandings of text
- Using n2y platform which differentiate instruction in content areas based on NJDLM essential elements

Science Intervention

- Detracked science classes at the High School for increased access to college and AP level instruction.
- Adoption of Inquiry Hub Biology and Inquiry Hub Chemistry at the HS level, curriculum resources that are researched based, were designed directly for the NJSLS-S, and with input from students from diverse backgrounds.
- Consultant based professional development targeting practices that support equity in instruction.
- Administer Science Benchmark assessments created directly from the NJSLA-S released items.
- Introduce Honors level classes for Bilingual Science Students at the High School.
- Adoption of OpenSciEd curriculum resources for SY 2023-2024. Middle School Science Teachers were trained in September 2022 in anticipation of a full roll out the following year. OpenSciEd curriculum resources that are researched based, were designed directly for the NJSLS-S, and with input from students from diverse backgrounds.

2022 ACCESS for ELLs
Actions and Strategies

- The district data leadership team comprised of administrators meets to review data and serve as liaisons for staff.
- The Parent Academy provides parents with information and resources to support their child's English language learning.
- Teachers provide students the opportunity to develop academic oral language and practice speaking skills in class.
- Teach vocabulary across content areas: provide opportunities for in-depth understanding of words through reading, writing, listening, and speaking.
- Implement purposeful and appropriate assessment practices taking into account English Learners' primary language, English-language proficiency, and ongoing linguistic and academic progress.
- Scores from WIDA assessments analyzed by staff to determine most critical aspects of instructional focus.
- Targeted professional development in Grades 5-12, Breaking the Writing Walls: Effective Strategies to get ELLs to improve their writing, reading comprehension and vocabulary skills.
- Implement culturally responsive instruction.
- Teach explicit comprehension strategies to assist students in accessing content while they are developing English proficiency.