

## **NJSLA Report 2020**

**Eagleswood Township School District**





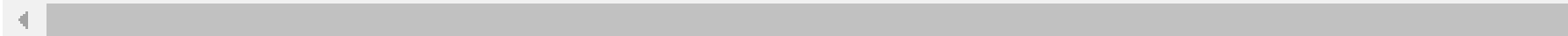
**86% Proficiency**  
**QSAC**

# **QSAC 2021**

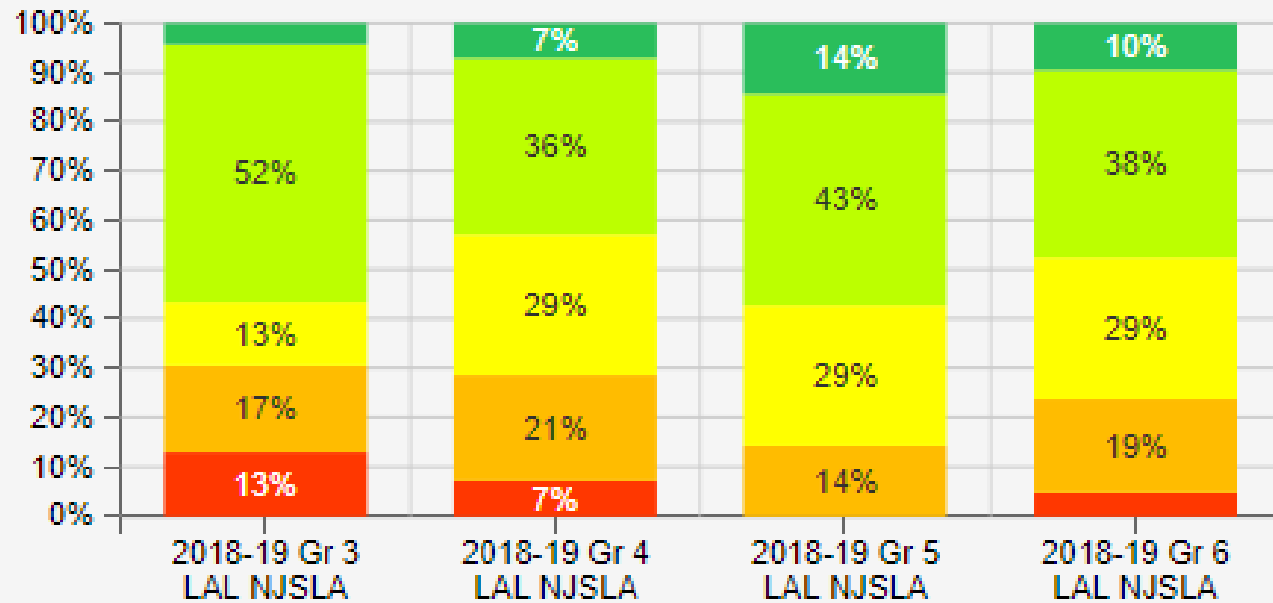
February 17, 2020

All graphs from previous data available on website.

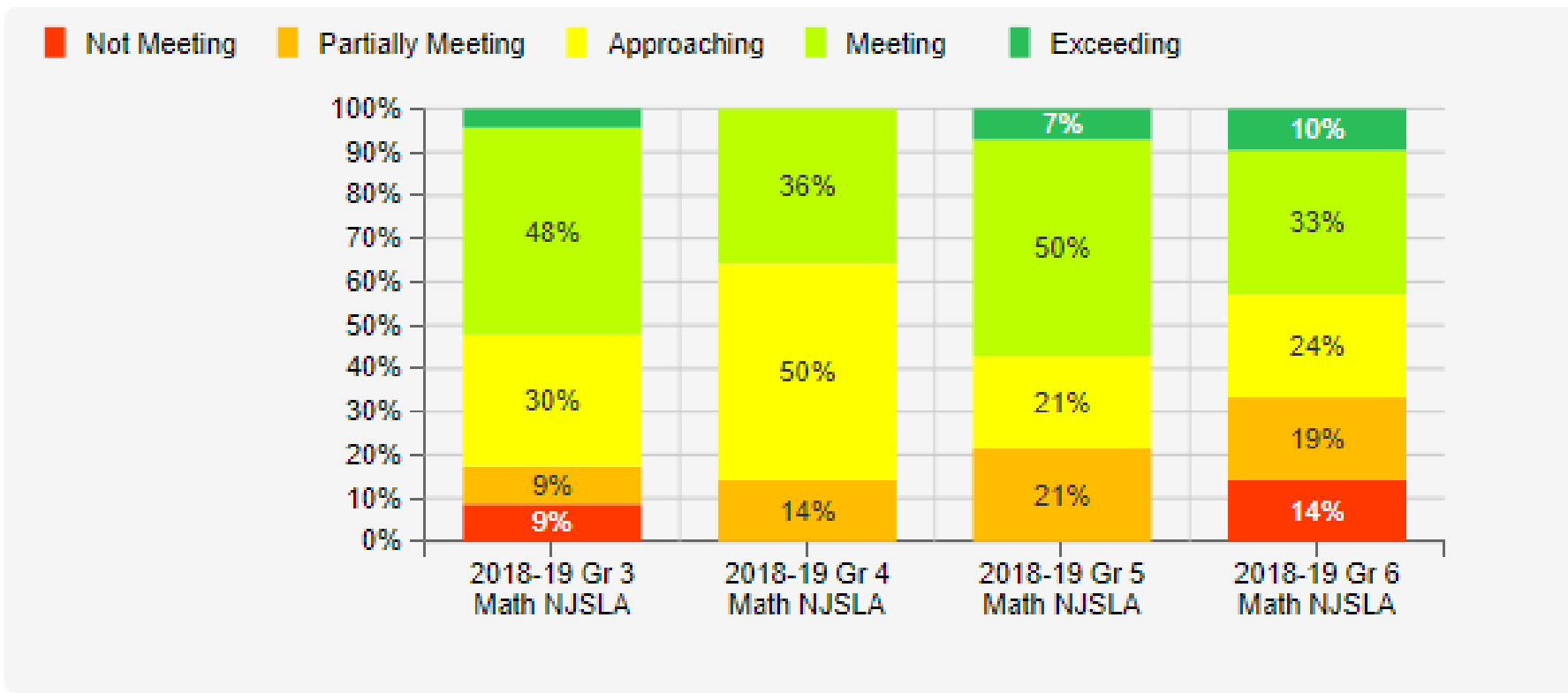
Test	Exceeding	Meeting	Approaching	Partially Meeting	Not Meeting
2018-19 Gr 3 LAL NJSLA	4%	52%	13%	17%	13%
2018-19 Gr 4 LAL NJSLA	7%	36%	29%	21%	7%
2018-19 Gr 5 LAL NJSLA	14%	43%	29%	14%	0%
2018-19 Gr 6 LAL NJSLA	10%	38%	29%	19%	5%



■ Not Meeting  
 ■ Partially Meeting  
 ■ Approaching  
 ■ Meeting  
 ■ Exceeding



Test	Exceeding	Meeting	Approaching	Partially Meeting	Not Meeting
2018-19 Gr 3 Math NJSLA	4%	48%	30%	9%	9%
2018-19 Gr 4 Math NJSLA	0%	36%	50%	14%	0%
2018-19 Gr 5 Math NJSLA	7%	50%	21%	21%	0%
2018-19 Gr 6 Math NJSLA	10%	33%	24%	19%	14%



# What is our plan?

- Data Driven Decision Making
- Participation in Transforming Early Childhood Institute
- Applied for FEA Grant Teaching & Learning Grant
- Differentiated Instruction based on individual needs
- Increased student engagement through Arts Integration
- Co-Teaching

# Subgroup - Economically Disadvantaged

We're fortunate to live in a small community. We are able to identify which families need assistance. Aside from our individual work with students and their families, our school's counselor is proactive. She reaches out to families and makes sure that they are aware of the services and resources available to them.

Our counselor runs support groups for student of divorce, trauma, or individual counseling as needed. Poverty and all of the complex dynamics that come along with it is isolating for children. Her presence, partnership, and active caring are essential to help our students and their families.

# Students with Disabilities

Interventions for students with disabilities:

- Continuum of services available based on need
- Direct instruction using a sequential, structured and sensory approach:
  - Orton Gilligham
  - Read 180
  - Systems 44
  - My Sidewalks
  - Foundations
  - iRead
  - Fountas Pinnell
  - Reflex Math
  - Think Central



# PLC Work Will Focus on Data Analysis and Professional Development

Teacher of ELA and Math in grades 3-8 will:

- Analyze the NJLSA scores of students currently in their classes to identify need for support and enrichment.
- Identify patterns in NJLSA scores to revise curriculum, instruction and programming using evidence tables
- Correlate NJLSA scores with local assessment measure to ensure appropriate support, enrichment and revisions using *Link It!*

# Conclusions From Our Data

- Writing instruction continues to be an area of focus.  
*Action:* More instructional time devoted to writing.
- Special education and economically disadvantaged students approaching expectations in ELA and Math continues to be an area of focus.  
*Action:* Use progress monitoring tools to adjust instruction and develop instructional strategies.
- Economically disadvantaged students continue to need support.  
*Action:* Utilize the I & RS Team to provide supports both academic and emotional for at-risk students.