



# Flemington-Raritan Regional School District



## Building Goals

*November 14, 2024*



# NWEA MAP Terms To Know

**MAP Growth** reveals how much growth has occurred between testing events and, when combined with our norms, shows projected proficiency. Educators can track growth through the school year and over multiple years.

**Growth** is an inference about how student performance changes across two moments in time. You can use growth percentiles to understand how changes in student scores compare to changes in other US student scores.

\*50% is considered Typical/Expected Growth

**Achievement** Achievement (also called Single-Term Achievement) is student performance at a single moment in time. You can use achievement percentiles to understand how student scores compare to other same-grade US student scores.

**Percentile** is a norm-based information about where a student's observed score falls within the range of scores produced by other same-grade US students.

**Median percentile** is the middle percentile value when a group of percentiles are ordered from lowest to highest.

# NWEA MAP Profile Reports

## Francis A. Desmares Elementary School

School Profile

### Growth and Achievement Overview

Francis A. Desmares Elementary School | Reading

Grade		Number of Students <sup>i</sup>
All Grades	<p><b>Growth Median and Distribution</b></p>  <p><b>Achievement Fall 2023-2024 Median and Distribution</b></p>  <p><b>Achievement Spring 2023-2024 Median and Distribution</b></p> 	328

Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

Rostered Fall 2023-2024  
Tested Fall 2023-2024 - Spring 2023-2024



# A Focus on Growth

## Align with Strategic Plan Goal #1

**BS**- By June 2025, 55% of K-4 students will meet or exceed their individually determined NWEA MAP Growth projected growth score for ELA.

**CH**- By June 2025, 55% of K-4 students will meet or exceed their individually determined NWEA MAP Growth projected growth score for ELA.

**FAD**- By June 2025, the median growth percentile for students in Grades 1-4 on the Spring NWEA Map Growth Reading assessment will meet or exceed the 60th percentile.

**RH**- By June 2025, the median growth percentile for students in Grades 1-4 on the Spring NWEA Map Growth Reading and Math assessment will meet or exceed the 60th percentile.

**RFIS**- By June 2025, 52% of all fifth and sixth grade students will meet or exceed growth projections on the math and reading portion of the NWEA assessment. This goal will be measured by calculating the percentage of fifth and sixth grade students who meet their growth projections.

**JPC**- By June of 2025, 52% of 7th grade students will meet or exceed their estimated growth target on the Reading/Language Arts portion on the NWEA assessment.

# Working Towards Academic Excellence for All

- Conduct a comprehensive review of Language Arts and Mathematics data from 2023–2024 NWEA and NJSLA Assessments.
- Engage in collegial and data driven conversations regarding student progress, instruction, and achievement during departmental meetings and professional learning communities (PLCs).
- Utilize team meetings to reflect on student progress across curricula.
- Implementation of Tier 1, Tier 2, and Tier 3 interventions.
- Training and support in Sheltered Instruction practices.
- Clear communication with all stakeholders (students, parents, staff) regarding learning goals.
- Family engagement activities that promote home–school connection, including parent nights and sharing tools and resources to support student learning.
- Engage in collaborative lesson studies, observations, coaching conversations, professional readings, and data dive meetings to strengthen literacy and mathematics instruction.





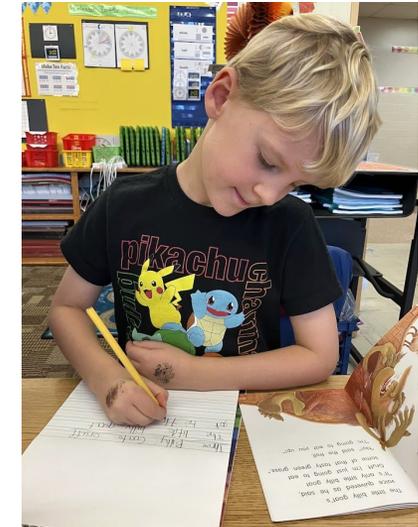
# A Focus on Writing

## Align with Strategic Plan Goal #1

RH- Throughout the school year, Robert Hunter will increase authentic opportunities for writing in correlation with the district curriculum in all content areas. Teachers will focus on collaborative learning and ongoing assessment in order to target the frequency and quality of writing for all students.

### Action Steps:

- Comprehensive review of writing data using NJSLA evidence statements and student writing samples
- Monthly Professional Learning Community meetings for teachers to collaboratively reflect on students' ongoing writing progress across curricula using shared assessments and rubrics
- Professional learning during faculty meetings focused on writing instruction, including a writing strategies showcase
- Ongoing professional development with literacy coach
- Monitor frequency and quality of writing using a common walkthrough tool in collaboration with School Improvement Team





# A Focus on Inclusion

## Align with Strategic Plan Goal #1 & #3

CH- By the end of the school year, students in the Autism program will be provided systematic and intentional social interactions and inclusion opportunities with their general education peers during structured and standardized activities, as evidenced by positive feedback from teachers and peers, increased participation in group activities with peers. This action plan aims to create a supportive, inclusive environment that enhances social opportunities for students in the Autism program, fostering connections and friendships.

### **Inclusion Opportunities:**

- Buddy Training: Train peer buddies to provide support, facilitate interactions, and encourage participation in group activities.
- Regular Pairing: Implement consistent buddy pairing to build rapport and ease anxiety in social situations.
- Inclusive Clubs: Establish clubs and activities that welcome students from the autism program, such as art, sports, or gaming clubs.
- Community Events: Organize community service projects that involve both groups, fostering teamwork and a sense of belonging.

# A Focus on Interventions

## Align with Strategic Plan Goals #1 & #2

**FAD-** Throughout the 2024-2025 school year, we will refine and implement a comprehensive MTSS program that includes systems and supports that foster academic growth and promote positive behavior in all of our students.

- Strengthen Tier 1 instructional practices to meet the diverse needs of our students.
- Review student assessment data and apply district Response to Intervention (RtI) rubrics to determine literacy intervention placement. Determine priority needs for intervention utilizing cross team collaboration (Reading and Math).
- Use data to drive placement in grant funded programs providing access to services for a larger percentage of our student population.
- Implement a program recognizing and celebrating exemplary student conduct - Dolphins Making a Splash!





# A Focus on Mental Health Align with Strategic Plan Goal #2

**BS-** In the second year of collaboration with the Rutgers School of Health Professions “Enhancing School Mental Health Services Project” grant, refine and implement Multi Tiered Systems of Support (MTSS) for students’ social and emotional needs by June 2025. This includes implementing Tier 1 (universal), Tier 2 (selective), and Tier 3 (intensive) strategies to enhance school climate and mental well-being.

## Year 2 Action Steps:

- Implementation of Classroom WISE training modules for teachers on strategies to support students in the classroom.
- Creation of Intervention and Referral Pathway for social, emotional, and behavioral challenges. Includes tiered interventions, restorative practices, teacher language models, and strategies for communicating with families.



# A Focus on Data

## Align with Strategic Plan Goal #1

**RFIS-** During the 2024-2025 school year, RFIS administration will engage in professional development leading to the creation and implementation of a Link It dashboard. This dashboard will provide student data from a variety of sources assisting teachers and administration in instructional decision making.

### Action Steps:

- Administrator Link It Training
- Creation of an RFIS Dashboard
- RFIS Link It Training focusing on analysis of student data
- Utilization of Link It with RFIS staff during the Winter Data Dive Session
- Implementation and regular utilization of Link It by both RFIS administration and staff



# A Focus on Mental Health Align with Strategic Plan Goal #2

**JPC:** Plan and implement a Student Advisory Pilot Program focused on enhancing character education, student civility and positive school life experiences.

## Action Steps:

- Work with school climate team to introduce the Student Advisory Program to faculty
  - Create schedule, common understanding of best practices for SAP
- Introduce the revised "Code of Conduct" to students and introduce opportunities for students to be apart of the newly established "Student Advisory Board"
- Student Advisory Board
  - Discuss themes of student life, interests, and concerns
  - Help develop Student Advisory discussion topics:
    - *Having good character* 10/15/24,
    - ***Positive & negative influences*** 11/22/24,
    - *Social media and time management* 11/27/24



**2024-2025  
Student Advisory Board**

# Thank you!

## Every Student, Every Day, Every Opportunity

