







BOE meeting:
1/18/23

Update on District
Goals

	Promote equity and excellence for all students by expanding access, enrollment, and achievement in programs that strengthen college and career readiness
	Continue to implement the “all in” strategy in which all students, beginning with the Class of 2025, enroll in at least one advanced English Language Arts course in grades 11 or 12 (IB English, AP Comp, AP Lit, Rutgers Composition, or Rutgers Expository).
	Implement Pre-AP Frameworks in ELA 9 and 10 to strengthen rigor, collaboration, and accountability
	Implement embedded honors program to provide students with learning acceleration options in ELA 9, 10, and Global Studies, including student publishing in academic non-fiction
	Evaluate alternate master schedules that more effectively address student and program needs than current A/B Block

ELA 9 and 10



- **All teachers in ELA 9 and 10 have received training in using the Pre-AP frameworks**
- **Meeting program requirements and making it our own (Learning Checkpoints and Performance Tasks)**
- **As of January 17, 167 students are participating in the embedded honors program in ELA 9**
- **About 25 percent of participants in the Embedded Honors, ELA 9 are students of color**

274 students recently surveyed in grade 9



- ◆ The fiction and nonfiction (novels, plays, articles) texts that are read in class are engaging and challenge me to think.

-89.4% either agreed/mostly agreed/or completely agreed (34.3%/44.2%/10.9%)

- ◆ Activities in the class allow me to work with my classmates to analyze difficult passages.

- 90.2% either agreed/mostly agreed/or completely agreed (22.3%/47.8%/20.1%)

Student survey continued ...



- ◆ The skills on the PreAP checkpoints are similar to the skills we work on in class.

-84.9% either agreed/mostly agreed/or completely agreed (40.1%/33.9%/10.9%)

- ◆ I am comfortable with PreAP academic vocabulary, such as rhetorical devices, literary devices, pivotal words and phrases and telling details.

- 90.9% either agreed/mostly agreed/or completely agreed (34.7%/38%/18.2%)

- ◆ I would like to take an AP/IB/College level course when I am in 11th or 12th grade

-79.6% either agreed/mostly agreed/or completely agreed (30.7%/19.3%/29.6%)

ELA Embedded Honors--Feedback from Students



- **“Although ELA recitation is difficult at times, I do feel that it is preparing me for future English classes and allowing me to get a view on what AP English classes may look like. We are analyzing complex writing and writing specific and detailed responses about these pieces of writing.”**
- **“ELA recitation creates a way for others to expand and build the skills we learn from the regular English classes because it gives us the time and space we need to grow and take risks without the worry of hurting grades which will allow us to add more skills to the list.”**

“I like that we are not just allowing equal opportunity for upper level classes, but by providing the scaffolding and frameworks, through Pre-AP, to help all students excel in these higher level AP/IB/Rutgers courses.”

RBR ELA Teacher

MASTER SCHEDULE UPDATE

◆ **Promote Equity**



- ◆ Explore extra help and enrichment sessions within the school day
- ◆ Increase elective course options
- ◆ Changing population of students with different needs

◆ **Increase Efficacy**

- ◆ Optimizing class time
- ◆ Eliminate mods to lessen behavioral infractions
- ◆ Reduce the amount of 6th class assignments






◆ **Improve Logistics**

- ◆ Stagger entrance/dismissal times for parking lot/hallway safety
- ◆ Alleviate athletic transportation issues

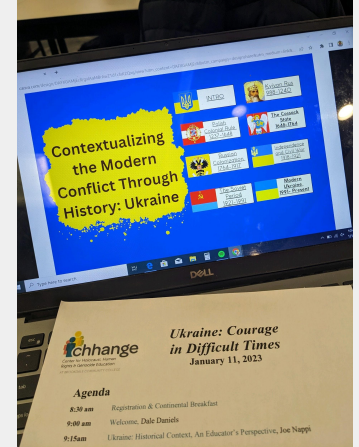
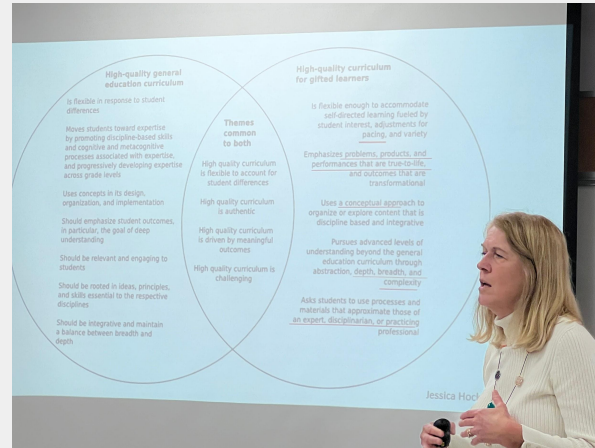
MASTER SCHEDULE NEXT STEPS

- ◆ **School Visits**
 - ◆ **Shore Regional**
 - ◆ **Holmdel High School**
 - ◆ **Franklin High School**
- ◆ **Feedback from Constituents**



	Ensure that our school program promotes the growth of all students as individuals and integrates instruments and structures to appropriately challenge and enable all students to realize their full potential.
	Prioritize differentiated instructional strategies in the district PD plan to support staff in meeting the needs of diverse learners
	Implement new tools including MAPS and Pre-AP benchmarks to monitor student progress and provide parents, teachers, and students with the information they need to monitor progress and intervene early when needed.
	Update Option 2 procedures and recommend additions to the program, i.e. credit for career exploration, college coursework, internships, etc.
	Refine and update “look-fors” to support instructional rounds by having every Supervisor conduct a set number of walkthroughs in and outside their content area
	Implement and expand choice options in physical education

Professional Development Update



Benchmark Exams






By the end of January in the Link-it Parent Portal

ELA- Grades 9 and 10 will have 3 Pre- AP benchmarks with standards and color bands uploaded

Mathematics will have 2 NWEA- MAPS benchmark exams for students in Algebra 1, Geometry, and Algebra 2

School-wide Look-fors

<p>Student Engagement/academic discussion</p>	<p>Is there peer to peer interaction taking place within the lesson or academic task?</p> <p>Do students have an opportunity to work together to break down complex text/problems?</p> <p>Are the materials differentiated so that all students can engage in the task and contribute to the discussion regardless of the student's academic level?</p>	<p>Are teachers encouraging students to think/work outside of their comfort zones?</p> <p>Is the teacher designing activities that foster academic discussion and the opportunity for students to analyze text/problems?</p> <p>Are teachers devising questions and materials that allow all students to participate in the academic discussion?</p>	<p>Are students connecting to the material and applying new skills progressively to each new lesson?</p> <p>Do the activities provide an opportunity for students to work together to break down complex text/problems?</p>

	Promote a school culture and environment based on the “whole child” model that promotes the physical, social, academic, and emotional growth of all students.
	Continued integration of social-emotional-learning and mental health supports in the total school program.
	Implement changes and improvements to Freshman Academic Mentoring program/AFS
	Implement “Early Warning/Intervention System” to identify and respond to mental health, attendance, and academic challenges when they emerge increase academic achievement
	Continue to monitor students participation in athletics and activities to ensure maximum benefit
	Implement mental health supports geared towards our student athletes.

Addressing At-Risk Students

- **Early Warning System → School-wide accountability**
 - Teachers
 - Counselors
 - Administrators
 - Communication, Support, and Encouragement
- **Data Collection → Finding Root Causes**
 - Skills
 - Behaviors
 - Attendance