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Union Hacks!



**CELEBRATE
KINDNESS**

I _____ believe that bullying and calling other students hurtful names is wrong. I pledge to do my best to:

- ✓ Not bully other students or call them hurtful names.
- ✓ Intervene, if I safely can, in situations where students are being called names.
- ✓ Support efforts to end bullying and name-calling.

If you are being called names or bullied, remember the four ways to stay SAFE:

SAY WHAT YOU FEEL: Tell the person who is bullying you or calling you names the way their actions make you feel.

ASK FOR HELP: Sometimes you can't handle the situation yourself, and it's ok to ask for help. Find a teacher or other school staff member to talk to.

FIND A FRIEND: Hanging out with people who make you feel good about yourself is important, and the person calling you names might think twice before picking on you when you're with your friends.

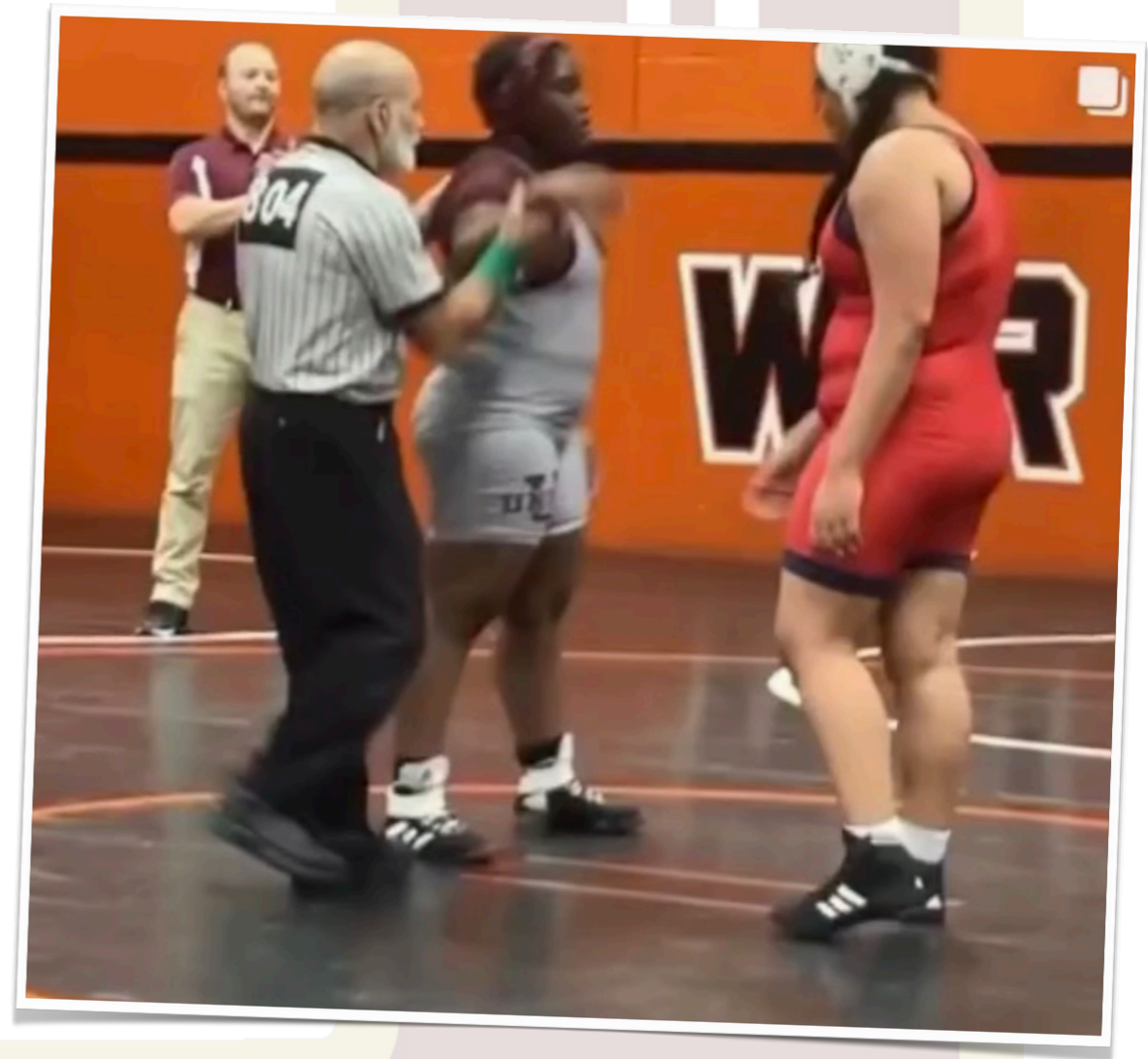
EXIT THE AREA: While it may feel like you aren't doing anything at all, sometimes walking away from someone who is picking on you is the best way to end things.

nonamecallingweek.org

No Name Calling Week

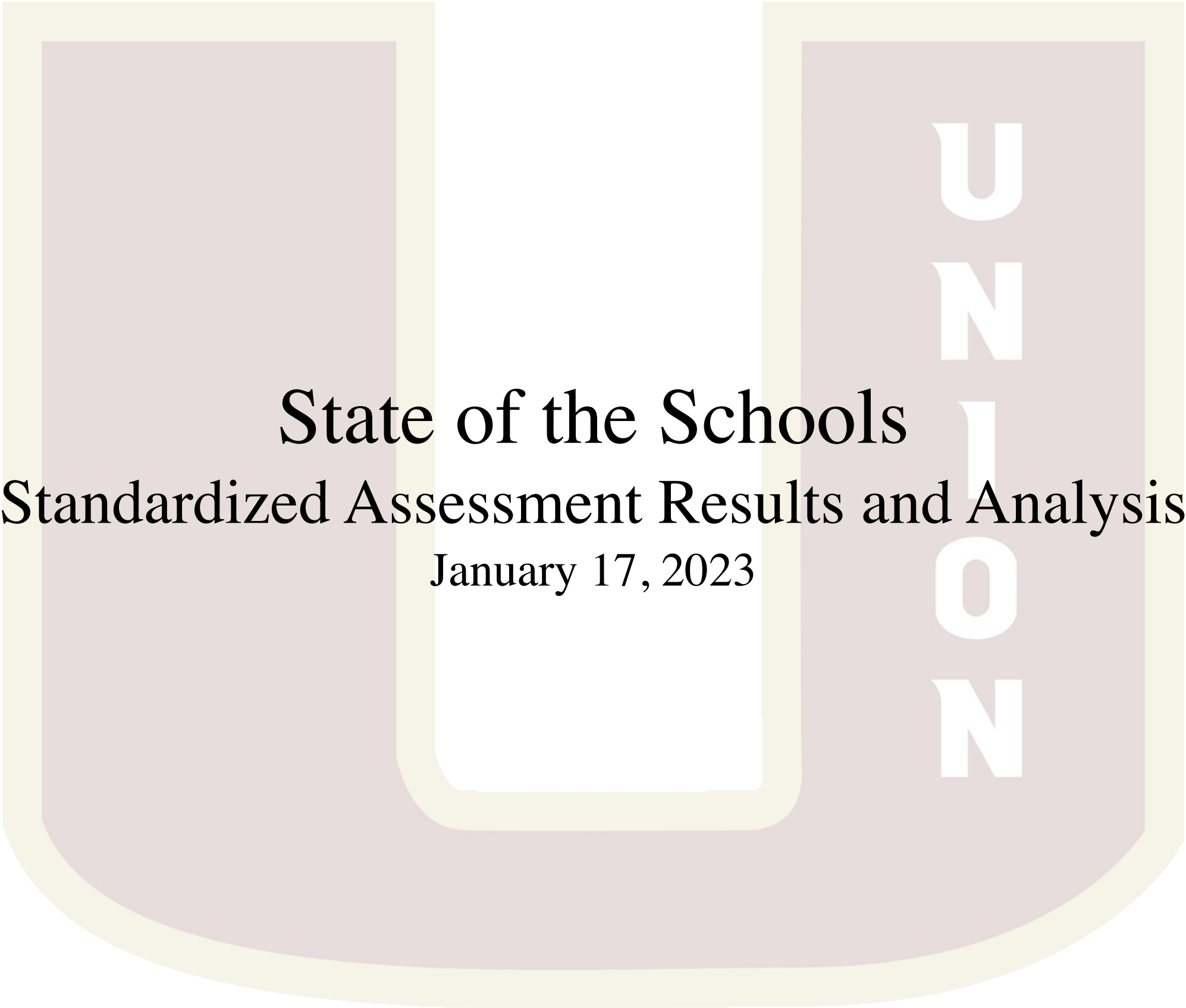
Recognize the hurt caused by unpleasant names based on weight, height, intelligence, sexual orientation, and others things over which we don't have control

Alissa Alcindor placed first in the 2023 Elizabeth Lady Minutemen Classic finishing 5-0; she also finished 3-0 in the Somerville Lady Pioneer Wrestling Jamboree



Winter Season Sports Schedule

unioncountyconferencenj.org/public/genie/278/school/21



State of the Schools
Standardized Assessment Results and Analysis
January 17, 2023

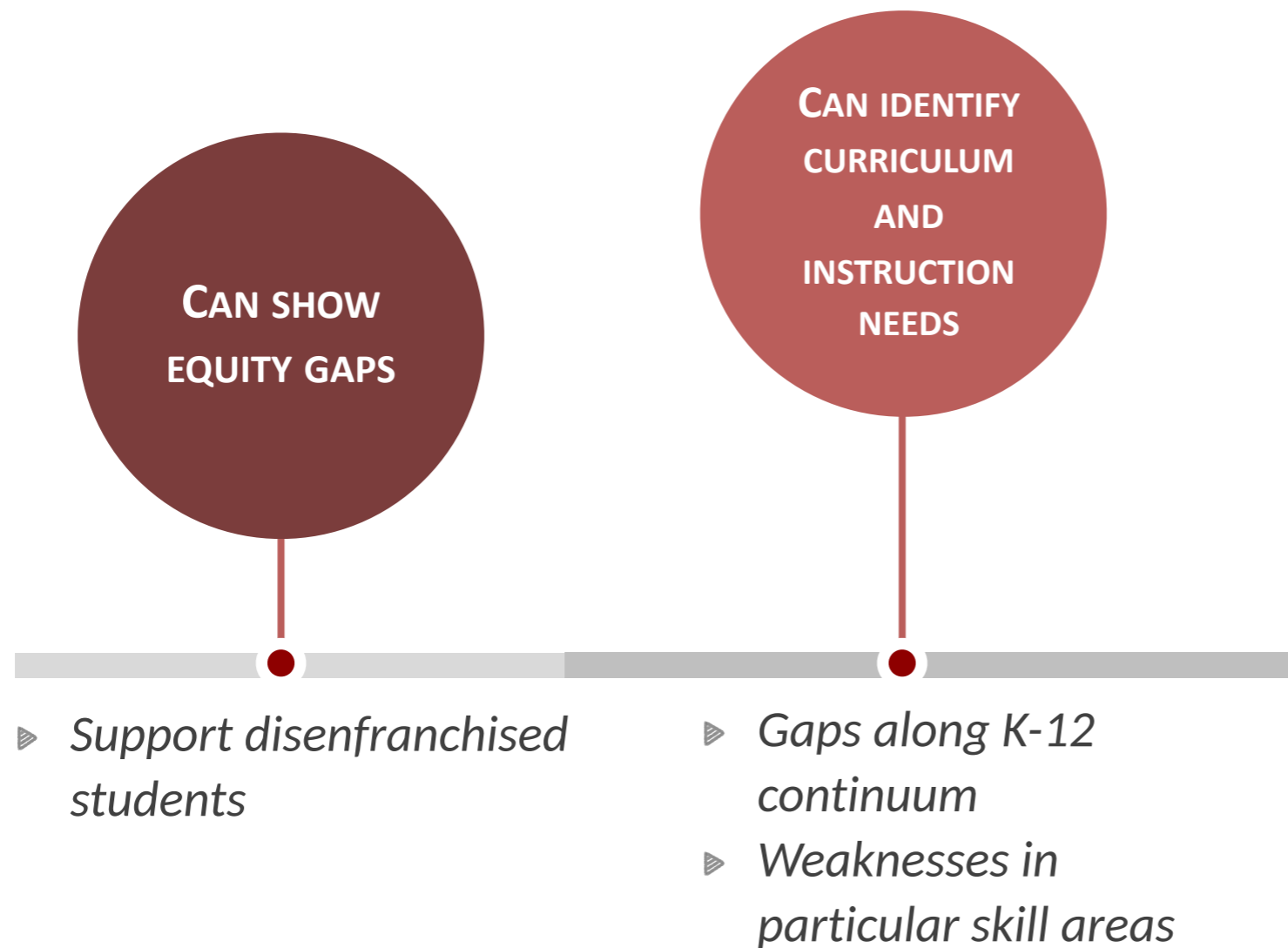
What can and Can't Standardized Test Data Tell Us?



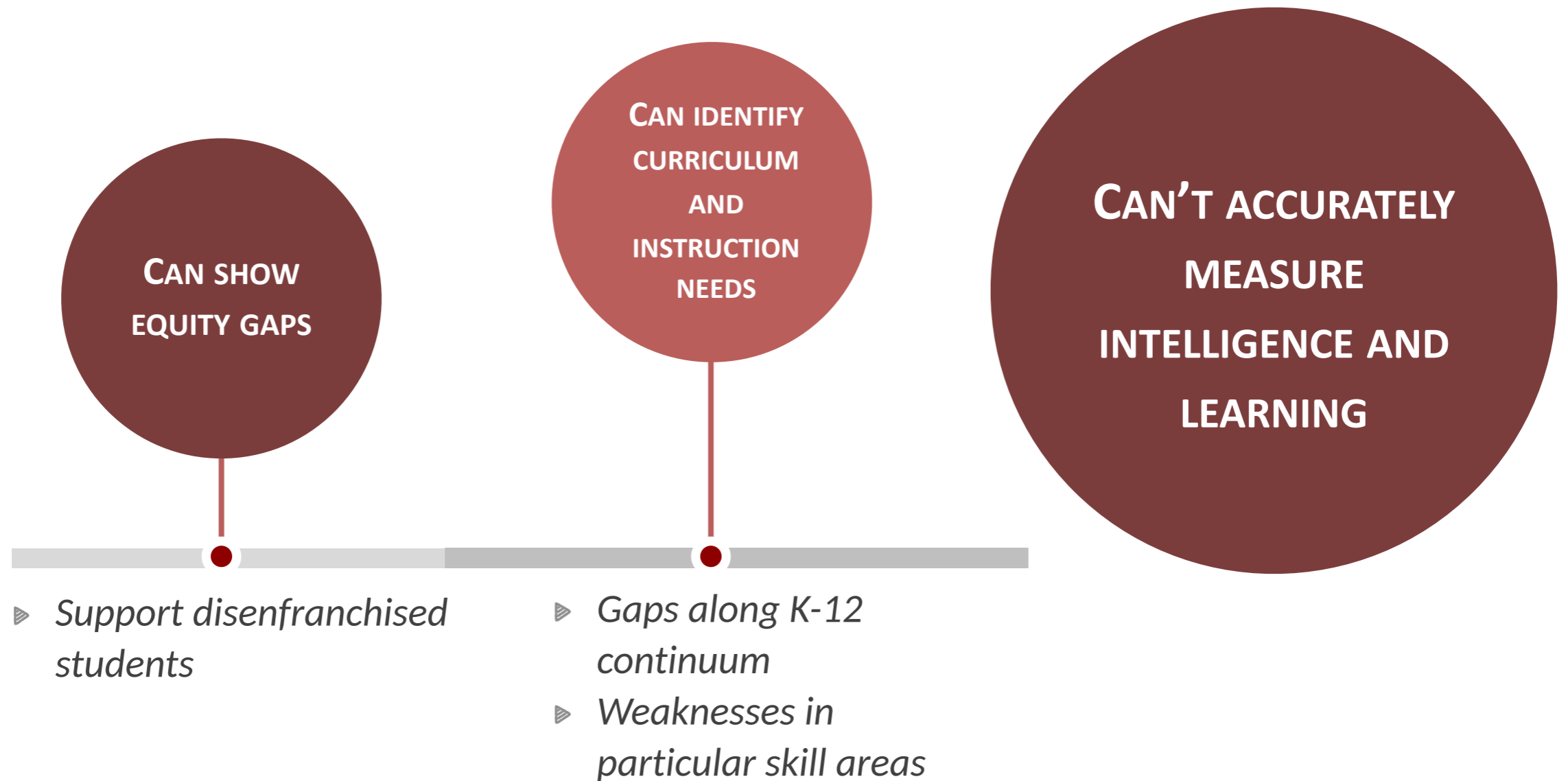
CAN SHOW
EQUITY GAPS

- ▶ *Support disenfranchised students*
-


What can and Can't Standardized Test Data Tell Us?



What can and Can't Standardized Test Data Tell Us?



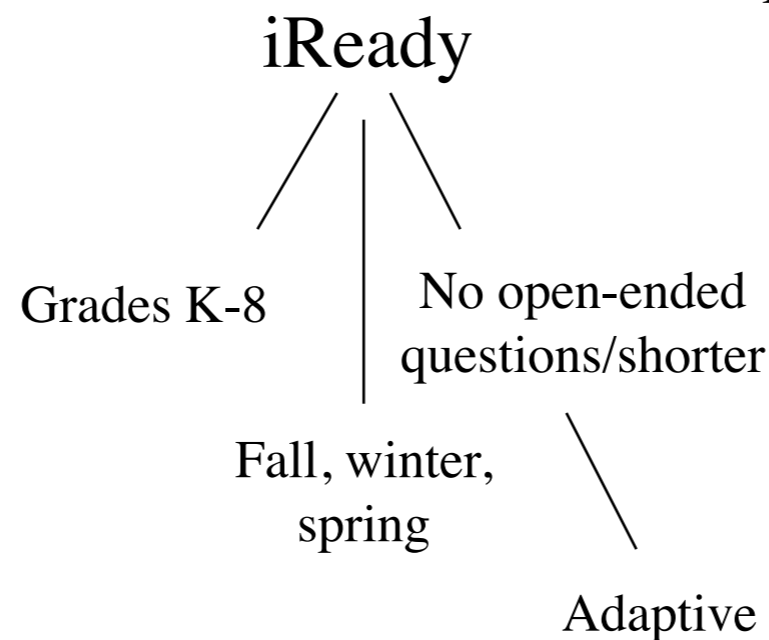
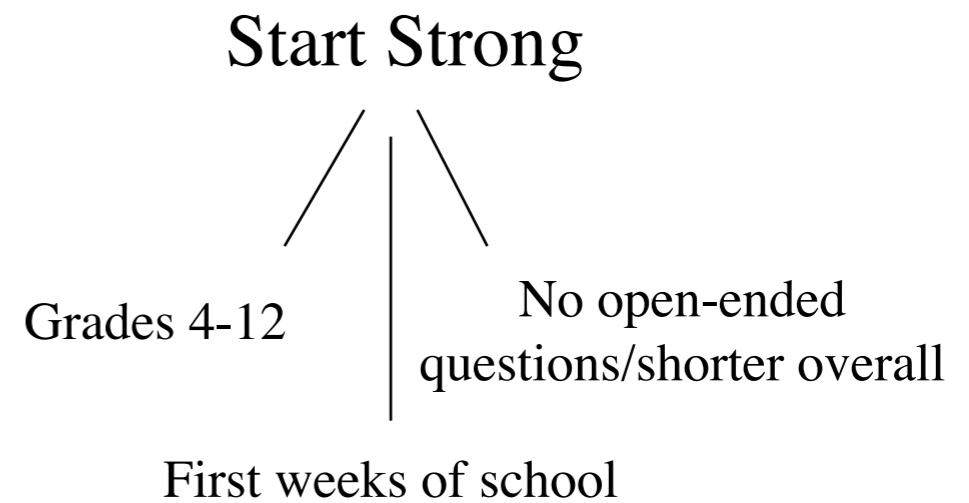
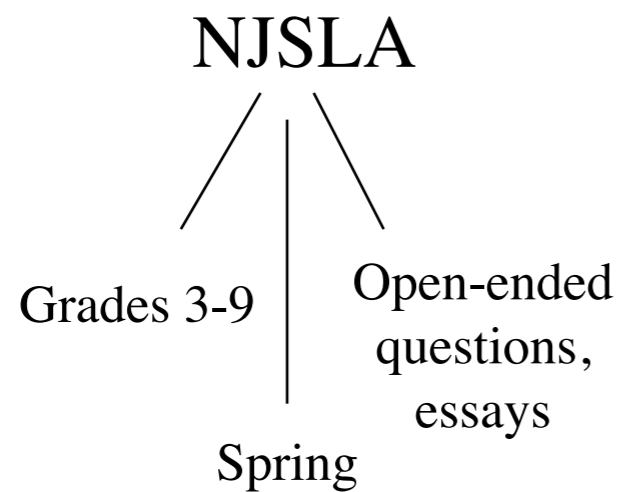
What can and Can't Standardized Test Data Tell Us?



**CAN'T ACCURATELY
MEASURE
INTELLIGENCE AND
LEARNING**

- ▶ *Not all students can express what they know one way*
 - ▶ *Proven biased against Black and Hispanic students*
-

Three Standardized Assessments Start Strong, NJSLA, and iReady



Using the Data to Foster Academic Achievement-
What we Believe

NJSLA and iReady are the more precise assessment tools.

Using the Data to Foster Academic Achievement-
What we Know

Start Strong scores have improved in almost all areas.

NJSLA scores have improved in almost all areas.

Union outperformed its peer districts in NJSLA in almost all areas.

Using the Data to Foster Academic Achievement- What we Know

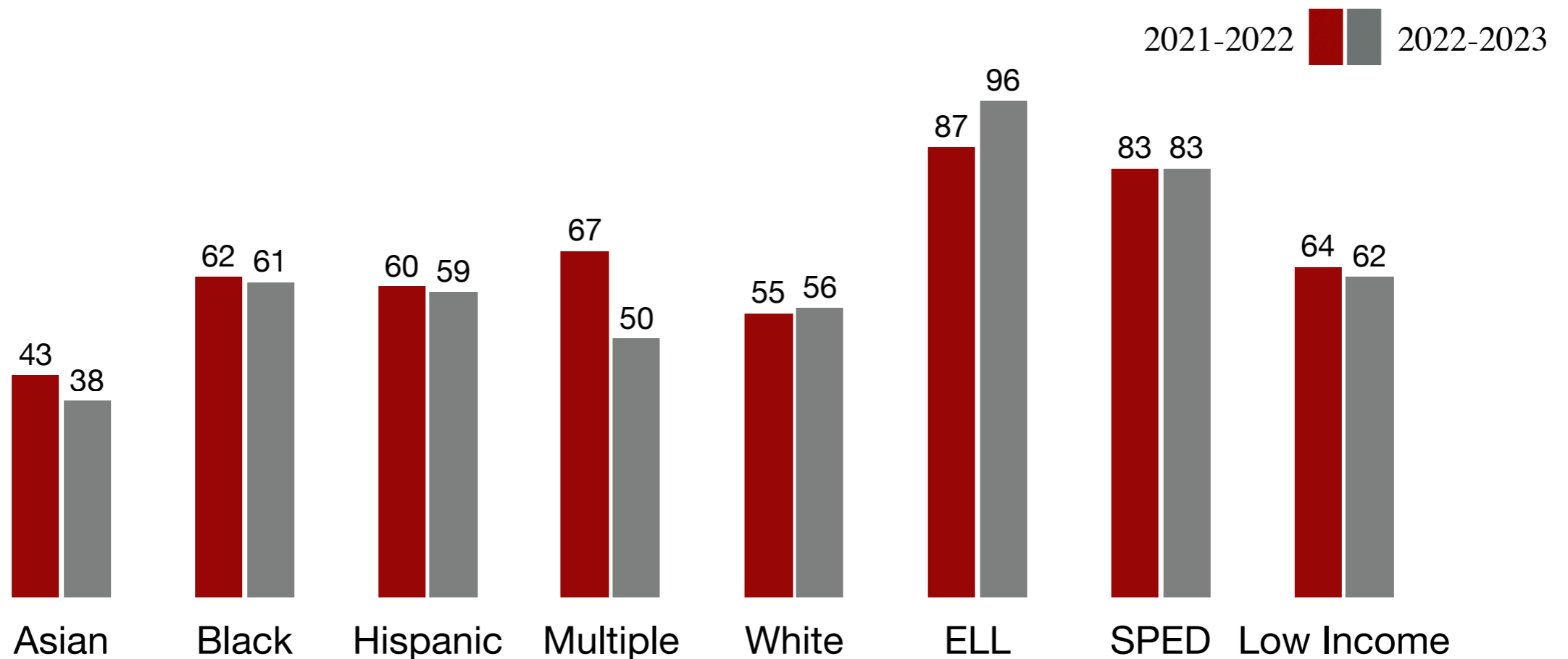
The academic equity gap remains between Black, Hispanic, special education, English language learner students and their peers.

All of our students, regardless of the demographic, struggle more with math and science than with English language arts.

Special education, English language learner, and low-income students struggle more than their peers.

Township of Union Public Schools

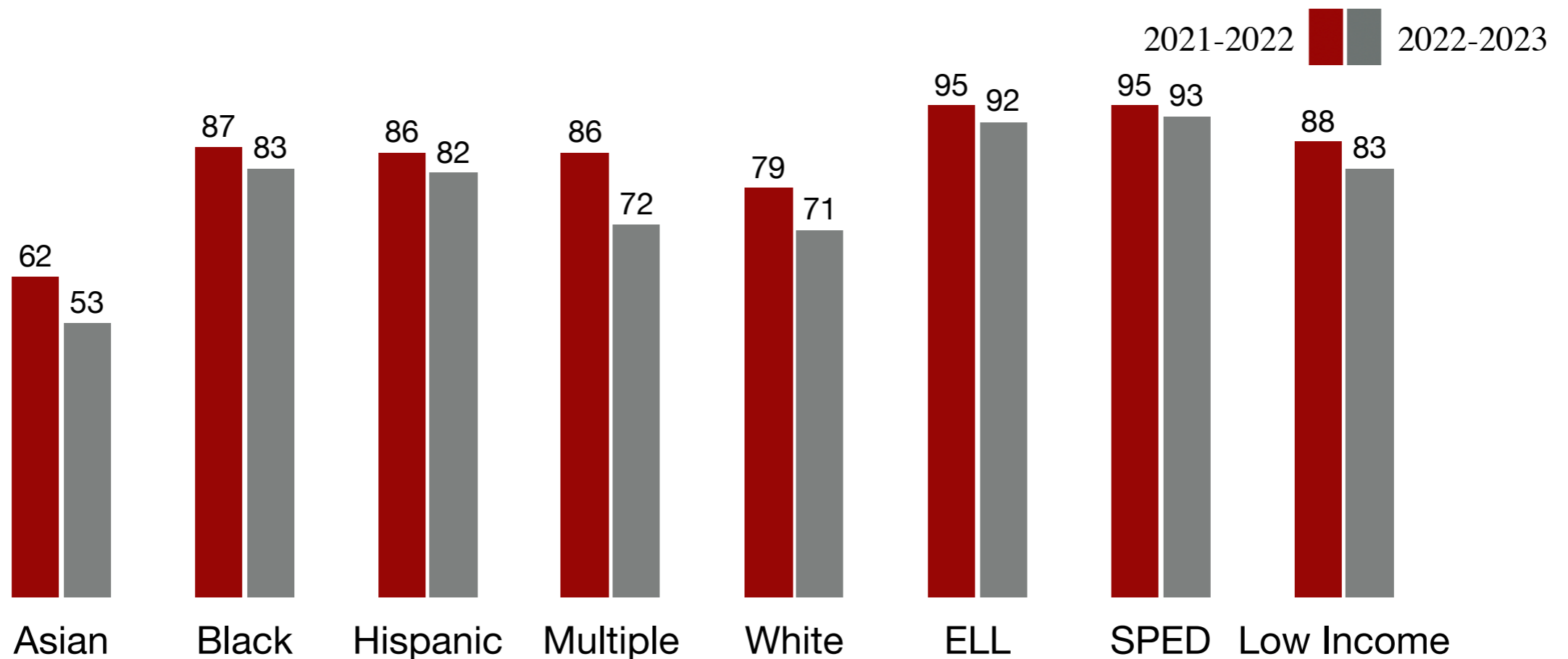
Comparison of Results According to Demographic Identity Start Strong English Language Arts 2021-2022 and 2022-2023



Percent of Students who Need Some or Strong Support
English Language Arts

Township of Union Public Schools

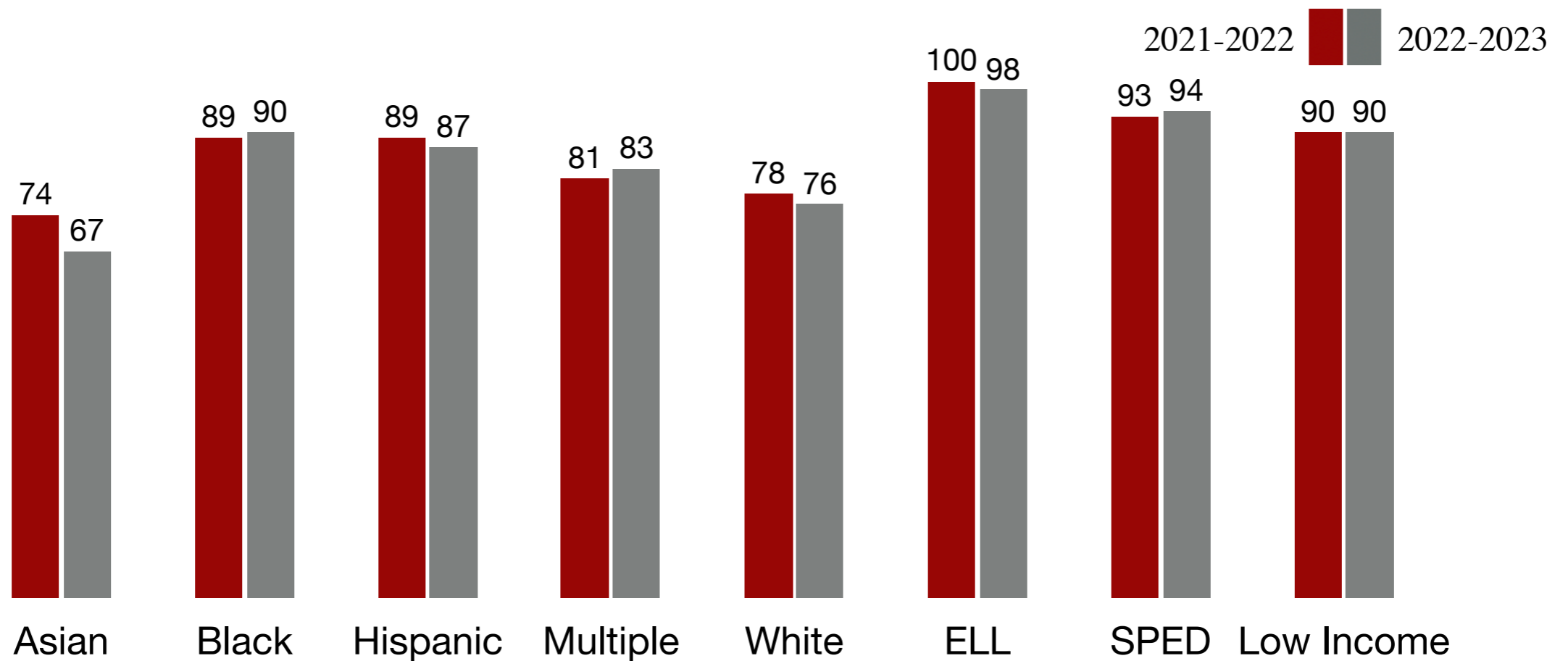
Comparison of Results According to Demographic Identity
Start Strong Mathematics 2021-2022 and 2022-2023



Percent of Students who Need Some or Strong Support
Mathematics

Township of Union Public Schools

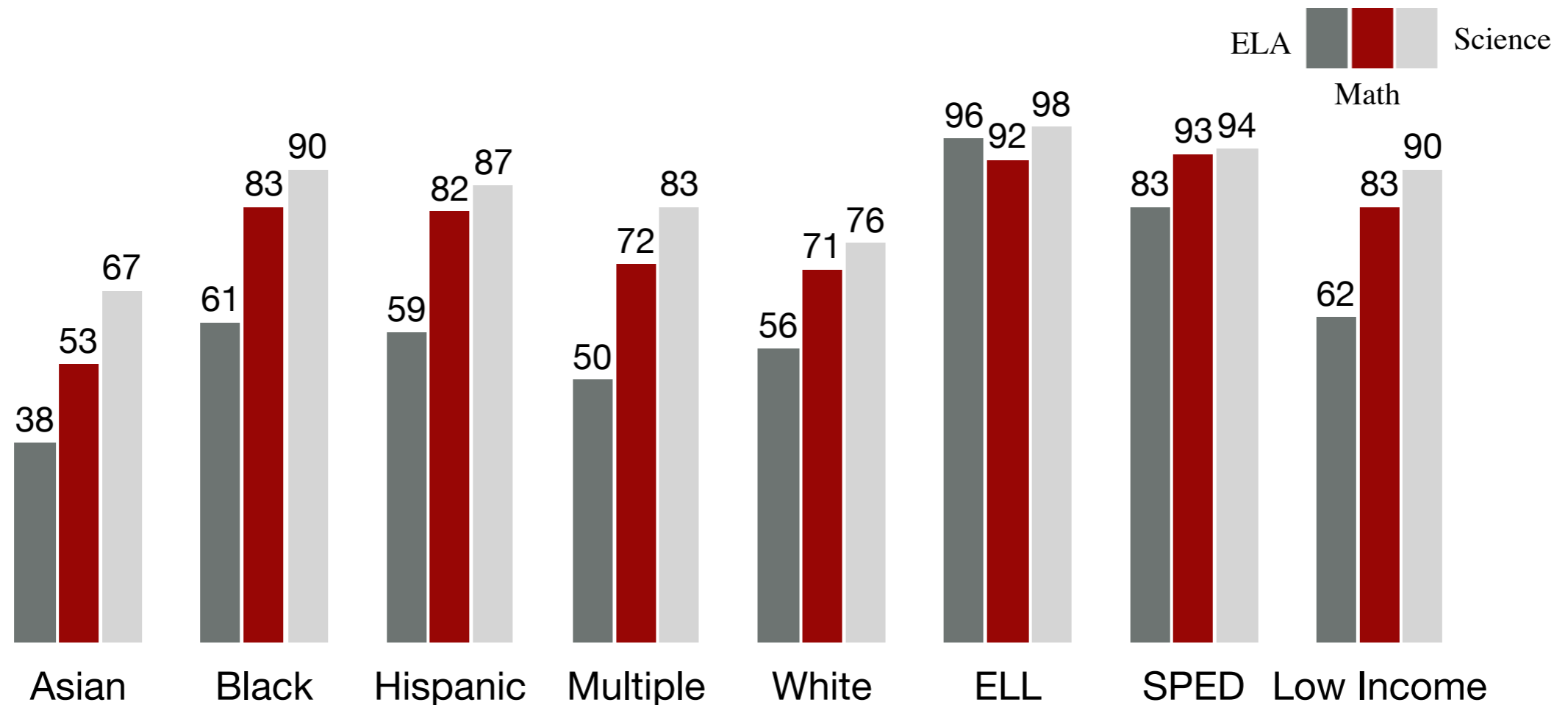
Comparison of Results According to Demographic Identity
Start Strong Science 2021-2022 and 2022-2023



Percent of Students who Need Some or Strong Support
Science

Township of Union Public Schools

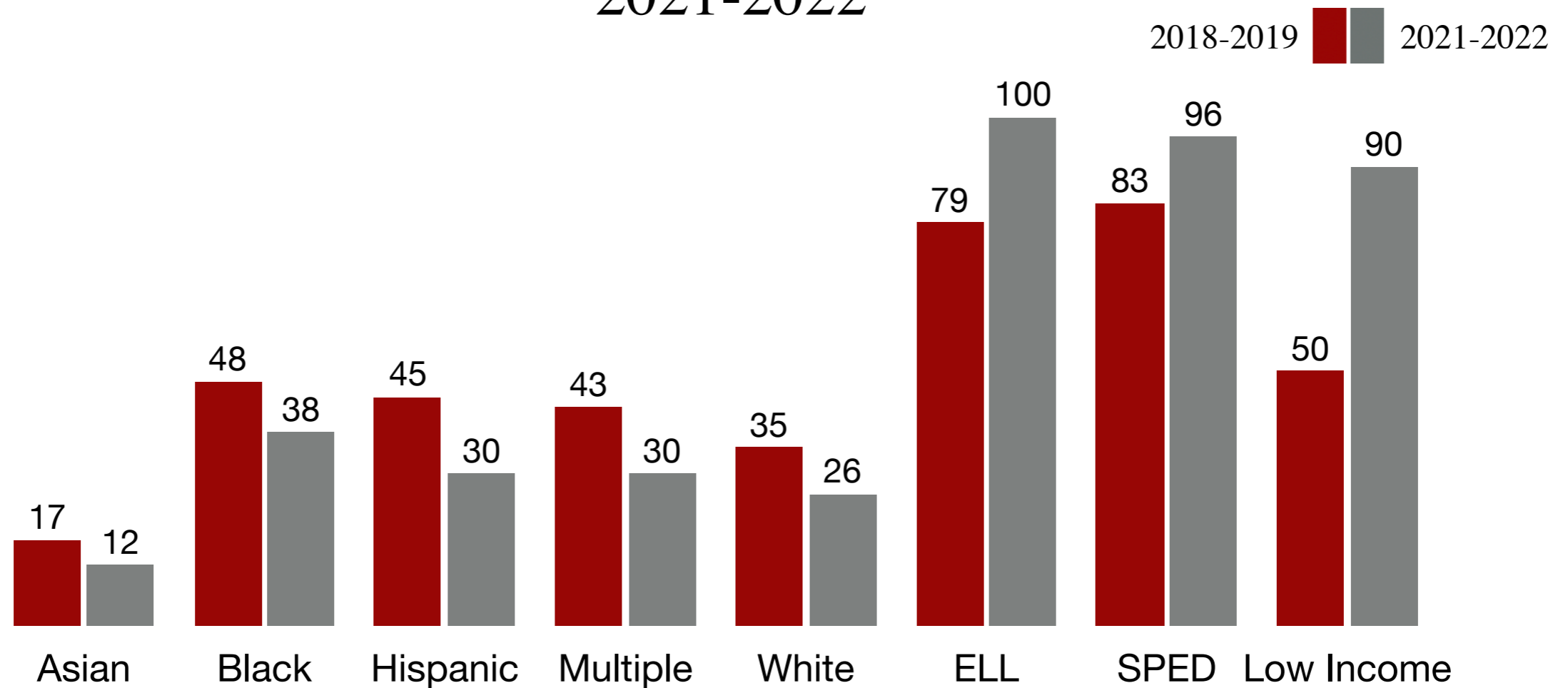
Comparison of Results According to Demographic Identity Start Strong English Language Arts, Mathematics, and Science 2022-2023



Percent of Students who Need Some or Strong Support
English Language Arts, Mathematics, and Science

Township of Union Public Schools

Comparison of Results According to Demographic Identity
NJSLA English Language Arts
2021-2022



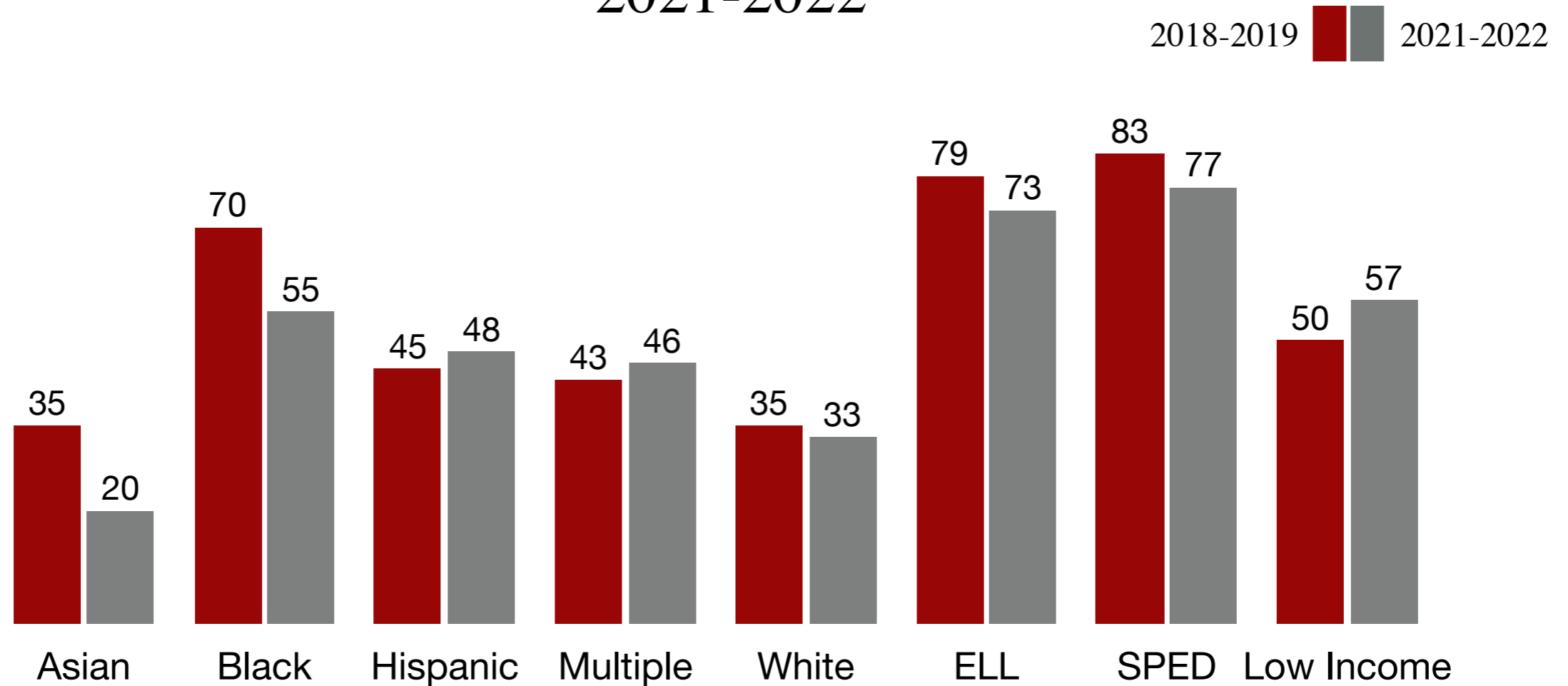
Percent of Students who Need Some or Strong Support
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Township of Union Public Schools

Comparison of Results According to Demographic Identity

NJSLA Mathematics

2021-2022



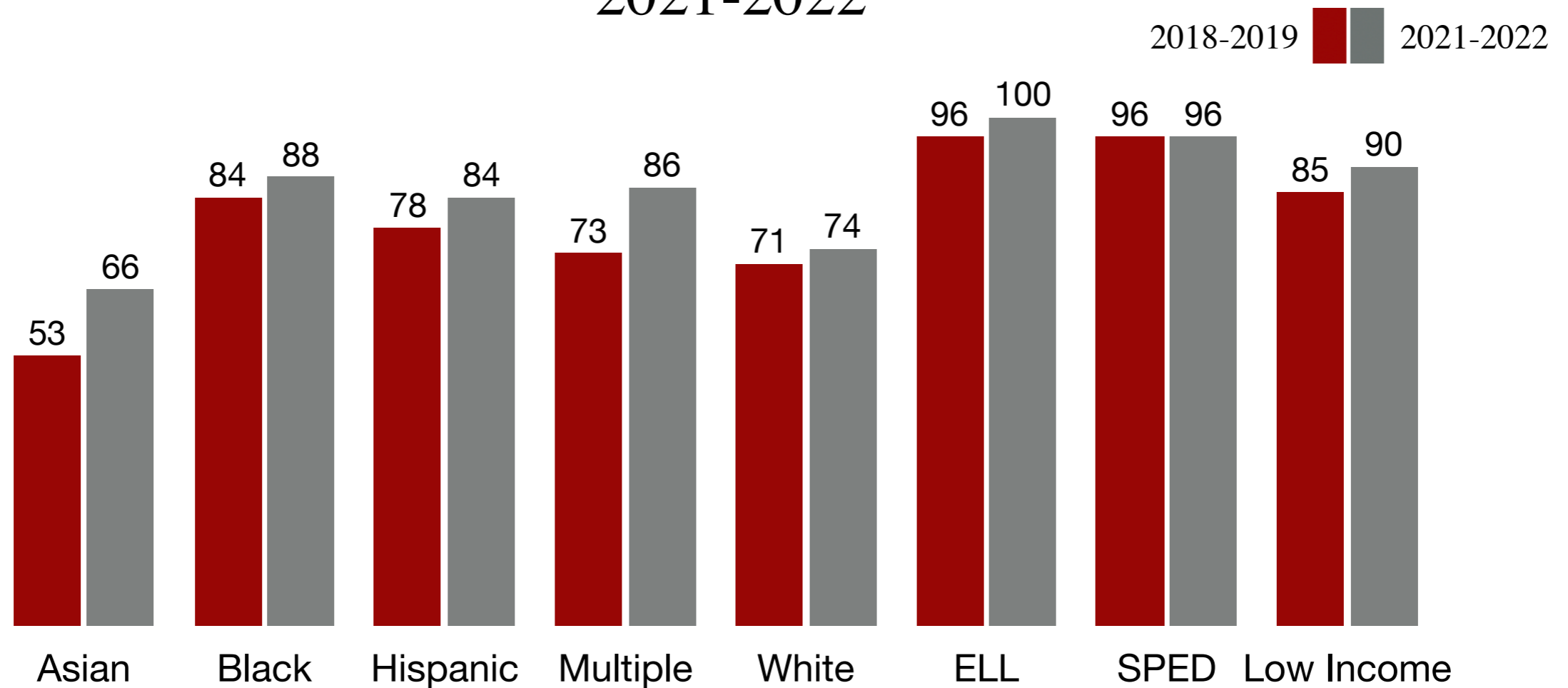
Percent of Students who Need Some or Strong Support
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Township of Union Public Schools

Comparison of Results According to Demographic Identity

NJSLA Science

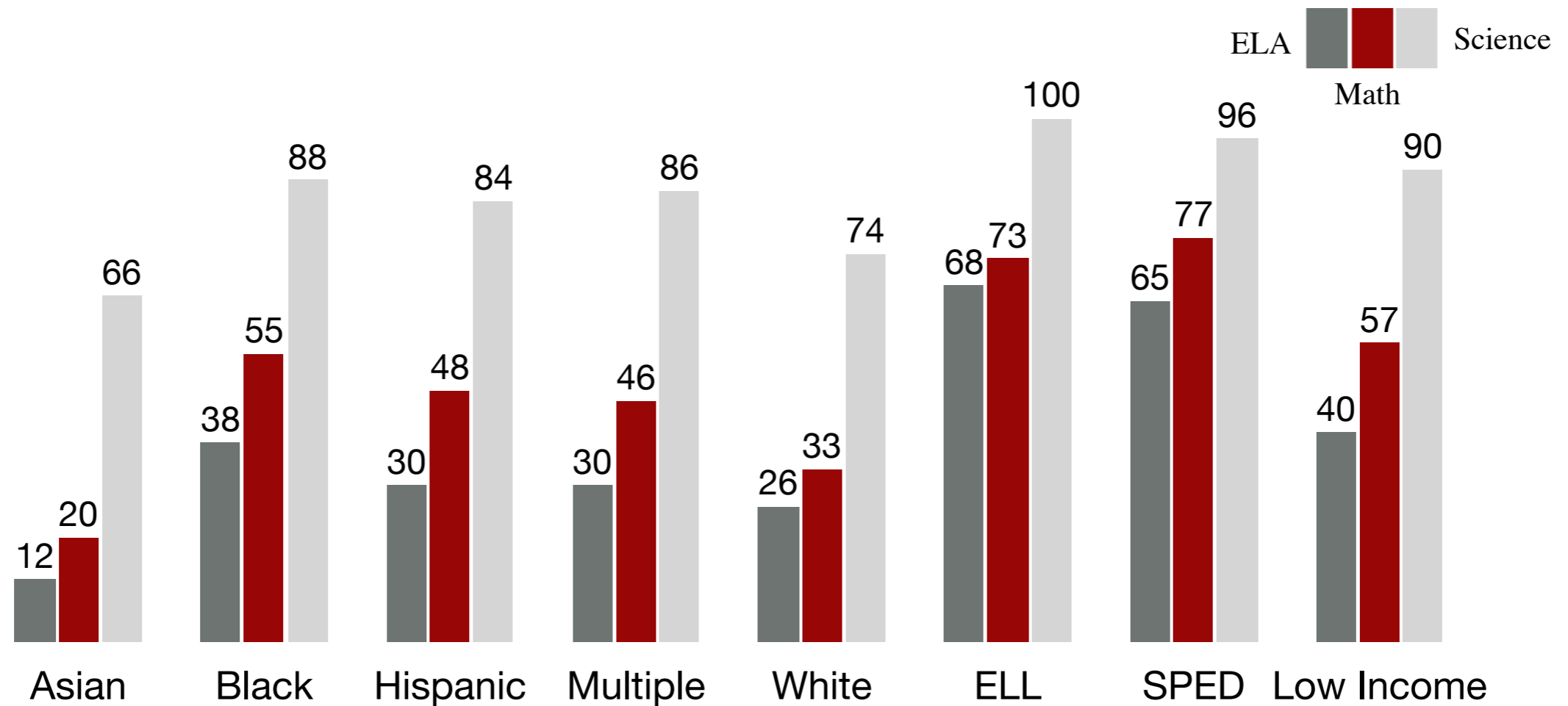
2021-2022



Percent of Students who Need Some or Strong Support
Science

Township of Union Public Schools

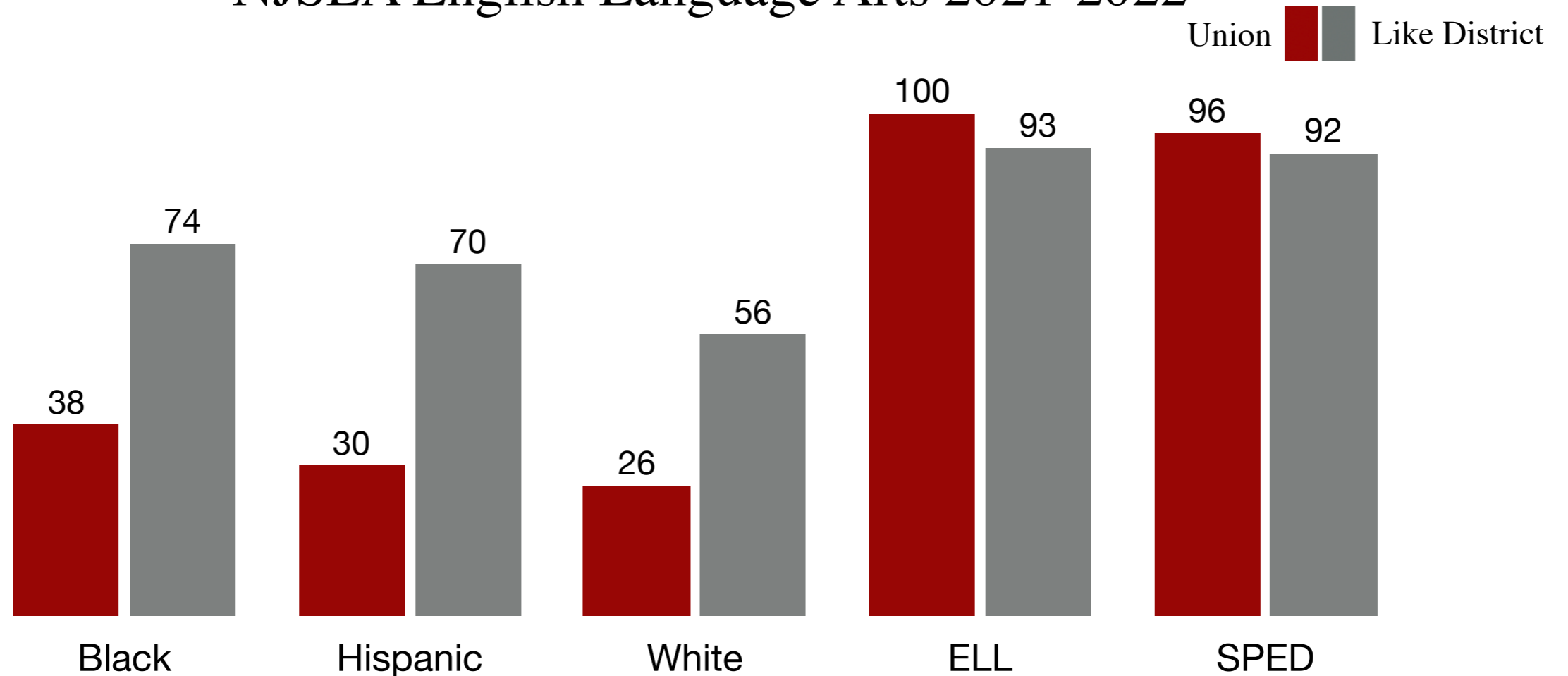
Comparison of Results According to Demographic Identity NJSLA English Language Arts, Mathematics, and Science 2021-2022



Percent of Students who Need Some or Strong Support
English Language Arts, Mathematics, and Science

Township of Union Public Schools

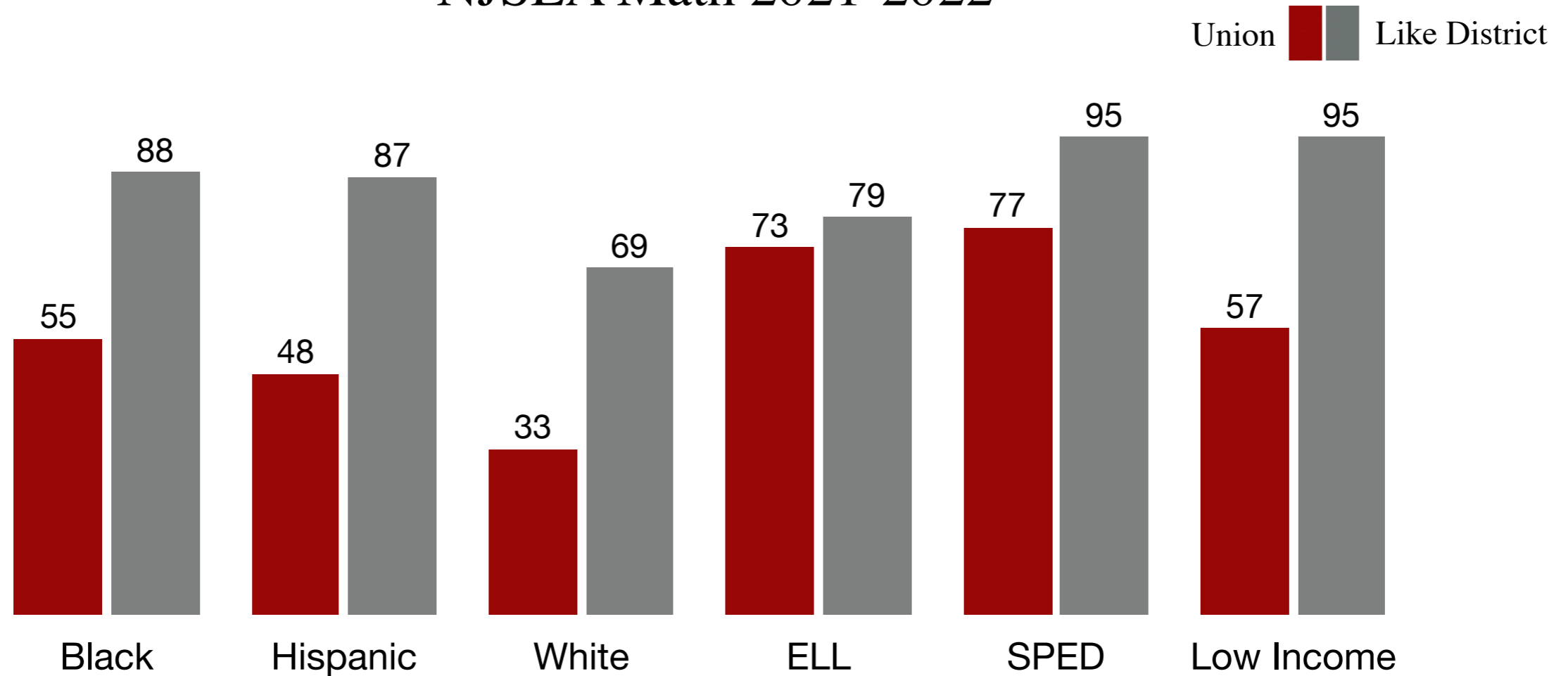
Comparison of Results According to Demographic Identity Between Union and Like School District NJSLA English Language Arts 2021-2022



Percent of Students who Need Some or Strong Support
English Language Arts

Township of Union Public Schools

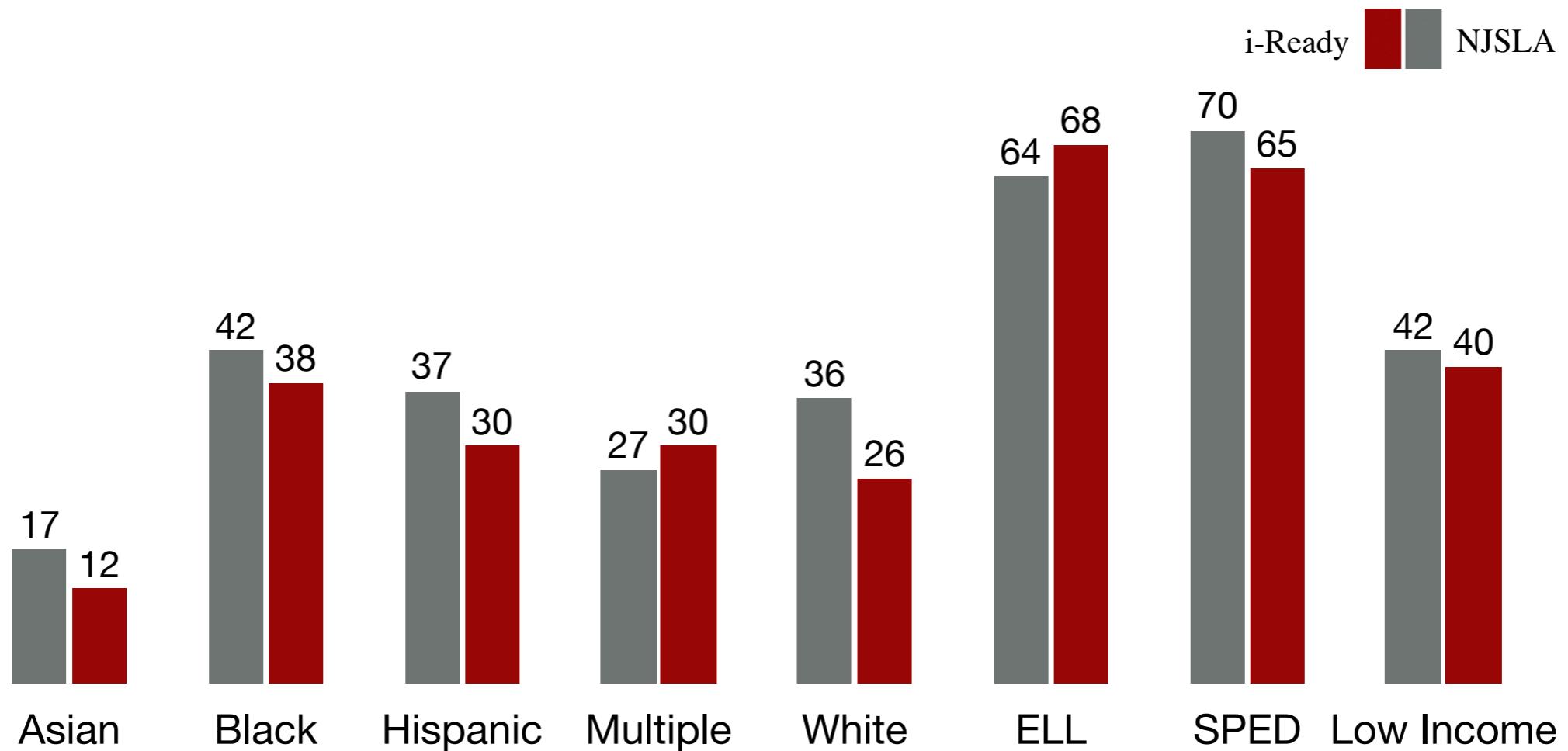
Comparison of Results According to Demographic Identity Between Union and Like School District NJSLA Math 2021-2022



Percent of Students who Need Some or Strong Support
Mathematics

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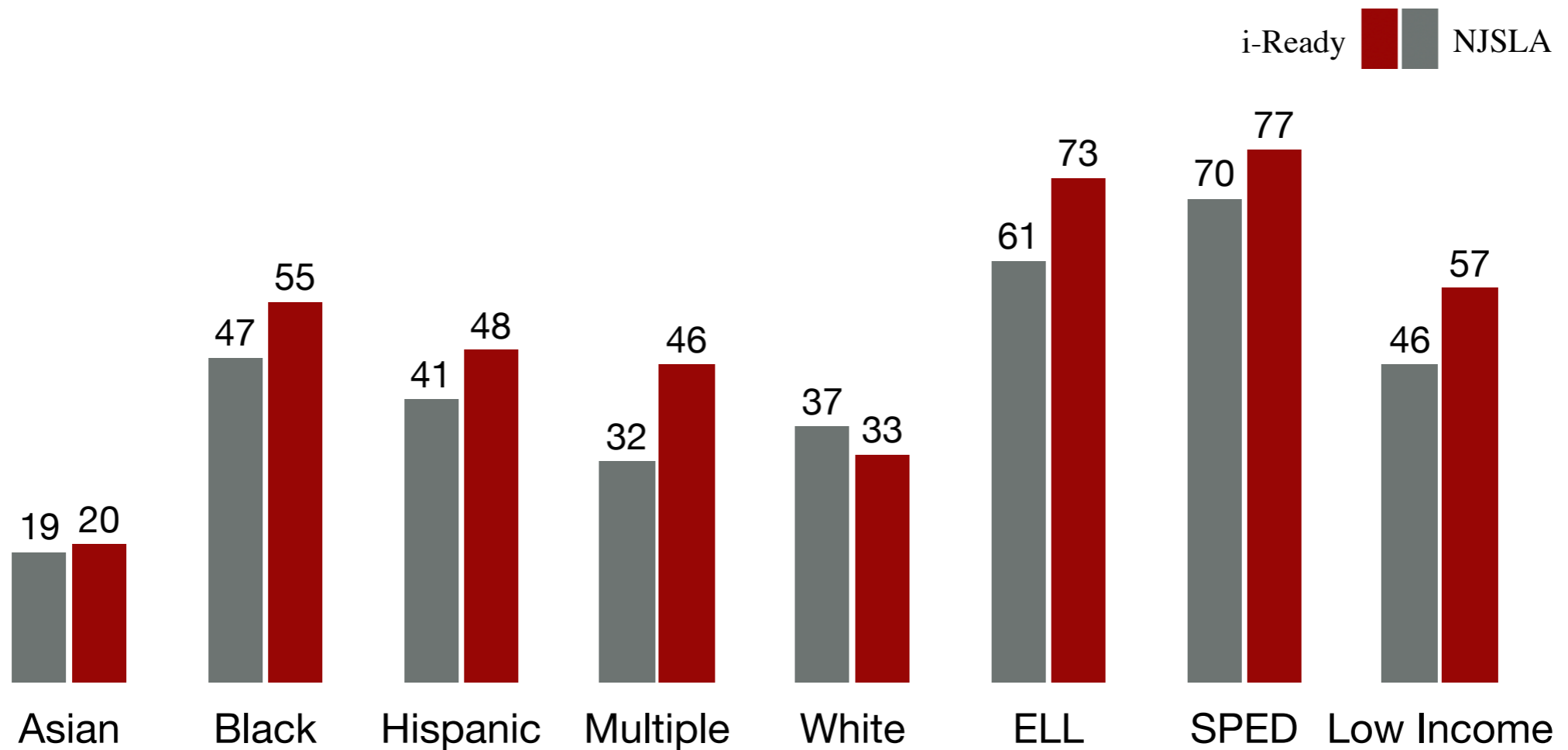
Comparison of Results According to Demographic Identity iReady and NJSLA English Language Arts



Percent of Students who Need Some or Strong Support
English Language Arts

Township of Union Public Schools

Comparison of Results According to Demographic Identity iReady and NJSLA Mathematics



Percent of Students who Need Some or Strong Support
Mathematics

Using the Data to Foster Academic Achievement-
Why it may Be

Math and science curricula were written in such a way that students don't revisit skills like they do in English language arts.

Our programs do not expose all students, including our special education and English language learner population, to the same level of rigor.

There is higher teacher turnover in math and science.

Using the Data to Foster Academic Achievement- What We're Doing

2011 meta-analysis of 213 studies involving school-based, universal SEL programs including over 270,000 students in K-12 revealed...

11 percentile-point gain on standardized achievement tests

Learn more- bit.ly/3keObZC

Using the Data to Foster Academic Achievement-
What We're Doing

Numerous after-school academic/SEL support programs

NJTSS audit

SEL activities via SILAS

District-wide equity audit

Updating curricula and (streamlining)
instructional programs (e.g., Science)

Using the Data to Foster Academic Achievement- What We're Doing

Created committee based on “Grading with Equity”

Changing the format of instructional plans

Revisiting the balance between live instruction and technology usage

Developing a “Learning Walk” system to conduct walkthroughs

Prioritizing time for PD and well run PLCs

Developing district-wide system to identify and provide direct intervention for struggling students and to analyze, reflect on, and act on data

Using the Data to Foster Academic Achievement-
What We're Doing

*Shift mindset and build capacity in order to increase
growth and success*

Ongoing PD for administrators in instructional leadership

Ongoing PD for instructional staff

Providing more PD/PLC time for training and initiatives



HIB

January 17, 2023

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HIB Report

Data Since December 20, 2022

