Back to School

WTPS Elementary Curriculum Reminders and Updates 2023-2024

E4 - Excellence through Equity, Engagement, and Environment

You've GOT this.

WE ARE HERE TO HELP

WASHINGTON TOWNSHIP PUBLIC SCHOOLS
WT
1836

SCHOOL

FULL-DAY K

Return. Reset. Rejuvenate. You've got this…and we've got your back!

Don't miss the new or revised information

- Report Card Revisions (K-2 – Shading; Gr. 3-5 – Traditional Reporting)
- Grades 3, 4 & 5 Lit Lab protocols and supporting resources
- LinkIt! Data Locker
- LinkIt! Common Assessments (LCAs); corresponding pacing guides
- Eureka Math² Coaching continued
- Zearn: Resources
- IXL – Use to remediate standards from the LinkIt! Common Assessment (LCA) results
- Elem. District-wide Curriculum Committees / School-based PLC Teams (Teamwork!)
- Changes to STAR Spring Testing and Grade K-5 Benchmark forms will be LinkIt!
- Kindergarten choice time – Time to get back to PLAY while using the KEA!- Executive Function
- Let's go big with student and school challenges in First in Math and Beable!

Welcome Back

SCHOOL

WASHINGTON TOWNSHIP PUBLIC SCHOOLS 1836
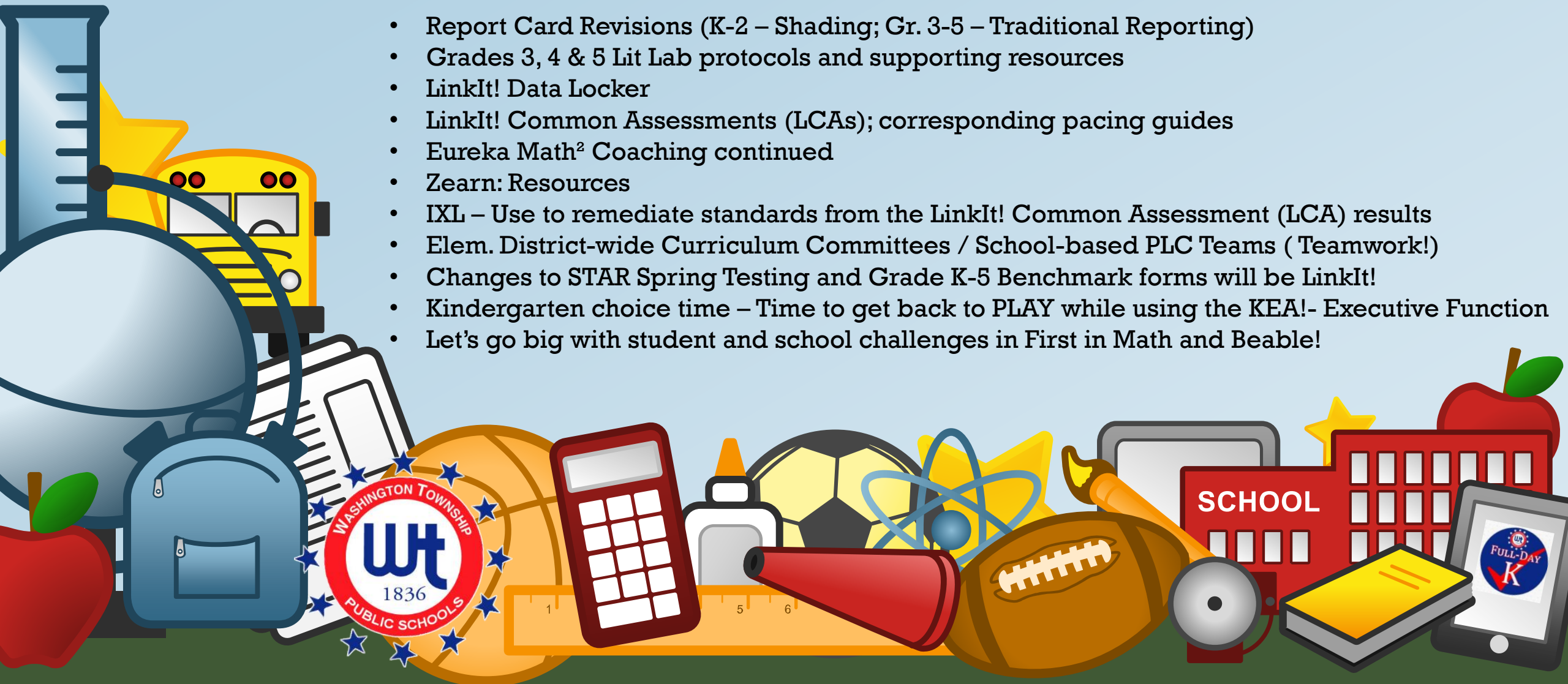
Lesson Plans and Summative Documents will continue to be uploaded into the designated Schoology course. This includes all special area teachers.

Post your plans in your building "Lesson Plans and School Documents" Schoology Course.

Secretaries for each building will share with staff a weekly lesson plan "Assignment" in Schoology.

Refer to the Edtech Schoology course for lesson plan templates and directions on how to create and post lesson plans.

* Note: It is no longer required that Benchmark sheets be uploaded in Schoology. Instead, we will be using LinkIt! to house this data for us.

Lesson Plans/ Summative Documents via Schoology

District Assessments
and Grading
K-5

Assessments and Grading

**DRA 2 ADMINISTRATION (K-2)
COLUMBIA ASSESSMENT (3-5)**

Fall Administration
DRA Gr 1 & 2 and Columbia Gr 3-5
September 11 – 29

Winter Administration
DRA K- January 8-12
DRA Gr. K and Columbia Gr 3-5
January 3-12
DRA Gr.1&2 – February 12-23

Spring Administration
May/June

OLSAT

**Grade 5 – October 17-18, 2023
Grade 2 – February 5-7, 2024**

NJSLA – Grade 3
ELA: April 29 & 30, 2024
Math: May 1-3, 2024

NJSLA – Grade 4
ELA: May 13-14, 2024
Math: May 15-17, 2024

NJSLA – Grade 5
ELA: May 13-14, 2024
Math: May 15-17, 2024
Science: May 20 & 21, 2024

Extended time is not permitted

**STAR TESTING Benchmark
ADMINISTRATION Grades 1-5**

Fall Window
* Gds. 2-5 only
September 13 – October 13, 2023

Winter Window
February 1- February 28, 2024

**Please Note: We will no
longer administer Star in the spring.**

DSA
**Administered Fall and Spring
Gr 1,2 all students.**

**Gr 3,4,5 BSI students only
(administered by BSI staff)**

Testing Schedule

STANDARD BENCHMARKS

THE FOLLOWING MAY NOT BE MODIFIED:

K – KEA/SNAPSHOT ASSESSMENT

ELA – STAR READING

*All students should test with the timer on inside the testing window. Star may not be read to students inside the window. Testing with accommodations can occur outside the window for progress monitoring.

MATH – STAR MATH

*All students should test with the timer on inside the testing window. Star may not be read to students inside the window. Testing with accommodations can occur outside the window for progress monitoring.

PLEASE REVIEW THE **STAR GUIDELINES** FOR ADMINISTRATION REQUIREMENTS AND PARENT LETTERS

Benchmark forms are on LinkIt!

How to Use DATA LOCKER Click:
Kindergarten
Grades 1-2
Intermediate grades - TBD

LinkIt!

Assessments- STAR and KEA/K Snapshot

Third Grade ELA ~ Wit and Wisdom 2023-2024

Click on any link below to navigate through our district resources.

WIT & WISDOM

ELA Lessons and Assessment Types
ELA Pacing Guide
Module Pacing Guide
Module 1 Standards
Module 2 Standards
Module 3 Standards
Module 4 Standards
ELA Terminology
ELA Instructional Routines

Third Grade ELA Pacing Guide ~ Wit and Wisdom 2023-2024

Module #	Instructional Days	Days Including Assessment + Flex Days	Time Frame	Within each module, several Focusing Questions organize arcs of lessons that build sequential knowledge of texts and the Essential Question. Reading, writing, and discussion in each arc support students success on the End of Module Task.	LinkIt! (LCA) Window
* 0	6 days	8 days	09/06 - 09/15	Arc 1: What does reading mean to Trisha in *Thank You, Mr. Falker*? Arc 2: What can we learn from studying visual art?	N/A
1	31 days	42 days	09/18 - 11/17	Arc 1: How do artists explore the sea? (Lessons 1-9) Arc 2: Why and how do scientists explore the sea? (Lessons 10-18) Arc 3: Why and how do scientists explore sea creatures? (Lessons 19-30) Essential Question: Why do people explore the sea? (Lessons 31-32)	11/16 - 11/21
2	34 days	48 days	11/20 - 02/05	Arc 1: How did Galileo learn about space? (Lessons 1-13) Arc 2: How did the astronauts of Apollo 11 learn about space? (Lessons 13-26) Arc 3: How do artists and writers help people learn about space? (Lessons 27-34) Essential Question: How do people learn about space? (Lessons 35-36)	02/02 - 02/07
3	35 days	43 days	03/06 - 04/16	Arc 1: What challenges do immigrants face in a new country? (Lessons 1-15) Arc 2: Why do people immigrate to America? (Lessons 16-24) Arc 3: How do immigrants respond to challenges in a new country? (Lesson 25-33) Essential Question: How do stories help us understand immigrants' experiences? (Lessons 34-35)	04/15 - 04/18
* 4	27 days	34 days	04/17 - 06/13	Arc 1: What inspires artists? (Lessons 1-9) Arc 2: How do artists make art? (Lessons 10-19) Arc 3: What are some character traits of artists? (Lessons 20-30) Essential Question: What is an artist? (Lessons 31-33) What is the story of the year? (Lesson 34)	N/A
Totals:	133	175		NJSLA Testing days (5)	180

* The district will not be providing a LinkIt! Common Assessment (LCA) for this unit. Teachers will administer the Module Unit assessments.
STAR Reading: 9/11 - 10/13 & 2/1 - 2/28
NJSLA: 4/29 & 30

- **LinkIt! Common Assessments (LCAs) have been created for ELA and mathematics for Grades 2-5 at the elementary level; however, the assessments continue for students through Grade 12.**

- New pacing guides have been developed to allow for the administration of the LCAs. The guides also include additional supports that we will continue to grow over time as we create powerful documents to support teaching and learning.

- Why assess using the LCAs?
  - Provides immediate feedback on standards recently taught
  - Allows teachers and students to identify areas of strength and need
  - Promotes reteaching and/or reviewing strategies using IXL, Zearn, and more! Small group opportunities are optimal for this additional practice.

- Where can the pacing guides be found?
  - Pacing guides are located in Schoology in the Grade Level Resources Group for Grades 2, 3, 4, & 5. The document is named the ELA or Math Pacing and Resource Guide.

- Do we have LCAs in other subjects?
  - At this time, ELA and mathematics will be our focus.

LinkIt!

In this newsletter, you'll see more about how LinkIt! offers data warehousing, assessment solutions, navigator analytics, and an intervention manager. Check it out!

LinkIt! Common Assessments (a.k.a. - LCAs)

Star Testing Windows

Fall	Winter	Spring
September 13 - October 13 Please Note: 1st grade will NOT test in the fall	**February 1 – 28**	**Please Note: We will no longer administer Star in the spring**

The Star score is an <u>important data point</u> that is used to monitor growth, provide targeted differentiated instruction, and screen students for intervention or enrichment programs. To maximize the validity of the score, testing conditions should be <u>optimal and consistent</u> across grade levels and buildings.
The Star parent letters will be sent to families electronically by the district on September 6. Please inform families of your class's scheduled Star reading and math dates one week prior to testing.

RETESTING

Students should not be retested unless unforeseen circumstances arise (illness, anxiety, fire drill, noncompliance, or extreme discrepancy between class performance and score).

Please notify the reading specialist if you feel a student should be retested. The reading specialist should contact the supervisor with requests for retesting.

Star Testing

STAR Testing Guidelines

To ensure an optimal testing environment:

- ✓ **Do not read items aloud to students.**
- 🚫 **Do not have a substitute administer** the test.
- 📏 **STAR Math and Reading should not be assigned on the same day.**
- 📅 **Avoid testing immediately after a long weekend, holiday, or prolonged absence.**
- ⚠️ **Administer when students feel relaxed, focused, and have ample time to complete the test.**
- 🧑‍🏫 **Prior to testing, remind students to take their time and use scratch paper to work out problems.**
- 🖥️ **Kindly monitor students while testing.**

Star Testing

STAR Guidelines for Special Education

To establish a baseline and assess where all our students fall, please adhere to the following:

- During the STAR testing window, all students will take the test the same way as general education students, **with** the timer function and **without** accommodation.

- **Prior to each window**, please check to make sure that accommodations are turned off for all students.

- When the **testing window has passed**, the timer can come off and you can retest the students with extended time (timer off) **only** for those students who have extended time on standardized testing as an accommodation in their IEP.

- Although the first score will be factored as the "valid" test, the score outside the testing window can be used to discuss IEP needs with CST and provide data and ideas for placement for IEP reviews. While it is a lot to test the students twice, it provides an opportunity to garner more data points for our students.

Star Testing

Report Card Revisions
Based Upon Committee and Curricular Input

Copies of the revised report cards will be placed in Schoology.

They will also be shared HERE.

Report Cards

2023 -2024

Report Cards & Example Report Cards to View for each Grade

Dear Teachers,

Please review the updated report card for your grade level by clicking on the link/button within this document.

Primary Teachers:

As always, shading indicates that the standard/skill will not be evaluated in the marking period(s) indicated. **Please review the report card to guide your learning targets and assessments.** Use the standards on the report card to drive your instruction. You'll want to be sure that all standards have ample assements to be adequately evaluated in the marking periods that are unshaded. You may need to assess certain standards while working toward preview activities, review activities, and even formative assessments. If you need assistance, just ask! Administrators will be there to support you along the way!

Intermediate Teachers:

Report Card Revisions

Report Card Guidelines for
Grade 3-5 Social Studies & Science

Social Studies

60%- Major
Unit Assessments – including culminating projects

40%- Minor
Hands-on activities, Vocabulary assessments, Study Your State activities (grade 3), Show What You Know performance tasks, TCI Notebook assignments, supplemental activities (i.e. BrainPop & Nearpod)
**Use Conversion chart posted in Schoology

Science

60%- Major
Benchmark Assessments
Unit Assessments
Passion Projects or other Culminating Projects

40%- Minor
Hands-on activities, Quizzes, Science Notebooks, Performance Tasks, supplemental activities (i.e. BrainPop & Nearpod)

Report Card Revisions

SPECIAL AREAS
Report Card Revisions

Grading allows standards, skills, and behaviors to be evaluated for Special Areas, World Language, and Health. Therefore, we will use the following scale:

3: Consistently
2: Occasionally
1: Rarely
*Note the 4th rating was removed.
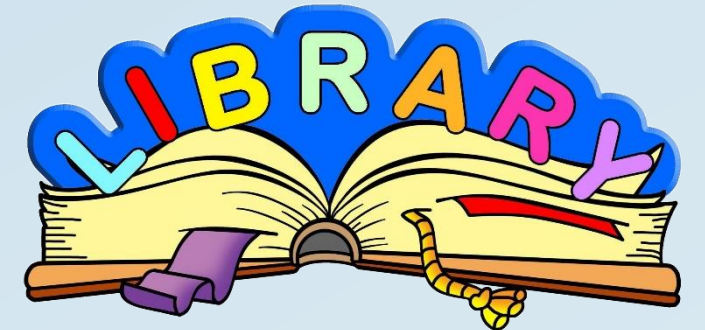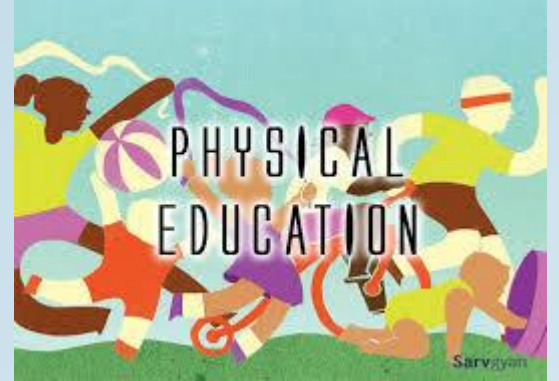
BEHAVIORS THAT SUPPORT STUDENT LEARNING
Report Card Revisions
Based Upon Committee and Curricular Input

Our grading system allows behaviors that support student learning/habits of work to be evaluated independently from academic criteria. Therefore, we will use the following scale:

> **3**: Consistently
>
> **2**: Occasionally
>
> **1**: Rarely
>
> - Note the 4th rating was removed.

Teachers are highly encouraged to start the year by emphasizing these areas of the report card. Classroom teachers will also be provided with a poster featuring these habits (see next slides). The poster will serve as a daily reference to behaviors you expect during various learning activities throughout the day.

Focus on Executive Functioning – Habits of Success

Behaviors that Support Student Learning
"Habits for Success"

Look for these descriptors to assist you in your focus of these areas. These descriptors will be found in Schoology and HERE.

Grades K-2

BEHAVIORS THAT SUPPORT STUDENT LEARNING DESCRIPTORS

Consistently - Demonstrates almost all of the time

Occasionally – Demonstrates approximately fifty percent of the time

Rarely – Hardly demonstrates

(*Teachers should inform parents of behavioral concerns, scores of Occasionally or Rarely, throughout the marking period).

Independently carries out tasks: Students follow and complete tasks independently.

Follows classroom rules and expectations: Students adhere to established rules and procedures along with the expectations set forth for transitions, group work, and small group/partner work.

Completes homework: Homework includes written and digital work. Students are assigned 10 minutes of homework per grade level (aside from the minutes for independent reading). Teachers should inform parents of concerns with homework completion by mid-marking period. Kindergarten students do not have this habit on the report card; however, it should be included as a habit for success.

Works without disturbing others: Students refrain from interrupting the learning process of their peers.

Listens and responds to classroom directions: Students listen and work to the best of their ability to adhere to directions related to the lesson or the learning activities.

Practices good manners: Students follow modeled responses for addressing peers and adults. Students use appropriate modeled language for sharing items, asking questions, and collaborating with others.

Works and plays cooperatively with others: Students appropriately work and play using expected norms. Students adhere to the roles and responsibilities of group work and group play. Students demonstrate respectful and kind behaviors toward peers and adults throughout the day (e.g., special area classes, bus, bathroom, cafeteria, hallway, and playground).

7 HABITS FOR STUDENT SUCCESS
- Independently carries out tasks
- Follows Classroom Rules
- Completes Homework
- Works without Disturbing Others
- Listens and Responds to Classroom Directions
- Practices good manners
- Works and Plays Cooperatively with Others

10 HABITS FOR STUDENT SUCCESS
- Uses Available Resources
- Follows Rules and Expectations
- Completes Homework
- Demonstrates Best Effort
- Uses Time Wisely
- Organizes Work and Brings Necessary Materials to Class
- Works without Disturbing Others
- Works Cooperatively with Others
- Contributes to Academic Conversations
- Engages in School Appropriate Interactions

Focus on Executive Functioning

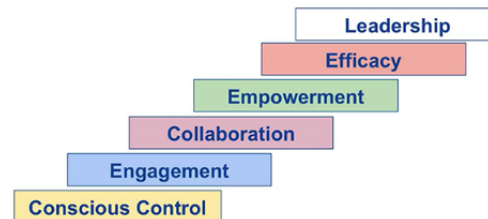# Executive Function and SEL w/IDE Kindergarten

Kindergarten and participants in the summer/early fall training will receive in-class coaching throughout the year.

Also, kindergarten teachers or teachers who work with kindergarten students from <u>each of the six elementary schools</u> will be granted access to self-paced, online, professional learning experiences using the PLE.

Staff will be receiving coupon codes/login credentials soon. Building administrators will be providing directions too!

Create a Culture of Professional Learning

Check out our self-paced, online **Professional Learning Experiences (PLEs)**!

Learning Anywhere, Anytime

Executive Function and SEL: Skills for Life

Explore strategies to build the 6 levels of executive function skills and the SEL competencies they support in order to be successful in school and life, from preschool to adulthood, in hobbies, at school, and at work.

- Leadership
- Efficacy
- Empowerment
- Collaboration
- Engagement
- Conscious Control

Virtual Support Center for Educators

Focus on Executive Functioning in K!
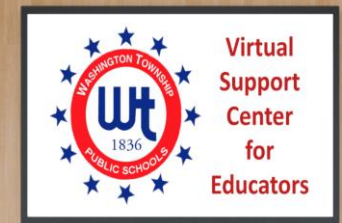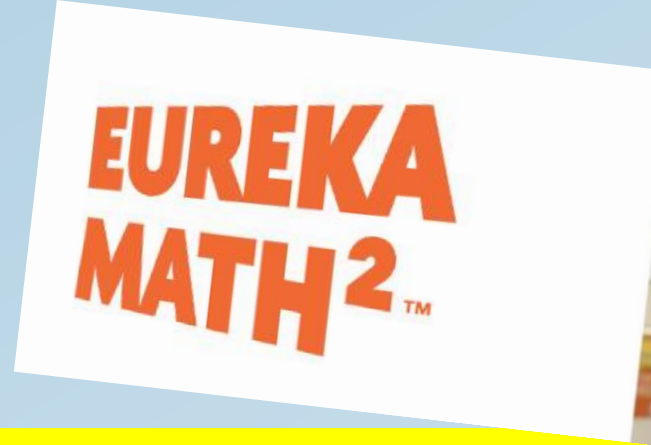
Math

Eureka Math²: <mark>The instructional math period should focus upon this core program.</mark>

The following programs can be assigned as <u>targeted, supplemental</u> activities to be completed in <u>short periods of time,</u> or even outside the math block as time permits. They are best utilized in a differentiated manner to increase or exceed proficiency levels with standards taught in EM². Please see BSI math staff or Janine for support.

First in Math: Online math games that strengthen fact fluency, automaticity, computational thinking, and other critical skills.

Zearn: Digital lessons that serve as intervention and support for the Eureka Math² curriculum.

IXL: IXL provides aligned skill plans recommended for each Eureka Math² Module.

<mark>CLICK THIS LINK</mark>: <u>IXL Skill Plans for Eureka Math 2</u>

Our Mathematics Programs

Eureka Math² Updates

- **Coaching**: This year, EM² PD will continue to occur through coaching. Cara and Janine will meet with grade level teams in each building to provide instructional support with identified focus areas
- **Schoology**: Math updates, EM² resources, and district documents will continue to be shared on Schoology for easy access
- **Digital Platform**: Click **here** for product updates (or access through clicking the Resource Center icon at the bottom right corner of any page in your online manual [i])
- **Parent Communication**: Check out the Family Resources Page link **here** (also available in Spanish)! **Please share this link with families and at Back-to-School Night.**

Eureka Math²

Eureka Math² Guidelines PART 1

As we enter Year 3, please continue to focus on the following when planning and implementing the curriculum. To ensure consistency with support and increased achievement, these common expectations were discussed with administrators. Please reach out with questions!

- **THE WHY**
  It is extremely valuable to review the Module Overview, Topic Overviews, Quizzes/Topic Tickets, and Module Assessment prior to teaching the module. Doing so helps to focus your instruction and guide pacing decisions. Every element of the program is research-based and "the why" is well-explained. Eureka Math² is presented as a story, because each component is a progression. Strategies, models, and language build and evolve across topics, modules, and levels K-5. "The why" helps you understand how conceptual understanding, number sense, and coherence are developed K-5.
  Pacing
  Begin teaching EM² lessons as soon as possible. Teach one lesson per day with the understanding that the curriculum is layered, and proficiency occurs over time. **Please use the revised pacing guidelines housed in each Schoology grade level resources group.** The pacing guidelines were collaboratively developed with teachers through coaching.
- **Learning Target**
  To help students focus upon and articulate what they are learning and why, **please ensure the lesson's target is well communicated** (posted, stated, referenced throughout the lesson and during the Debrief, etc.). This "Critical Content" element is evaluated in Marzano in every observation. The standards-based target of each lesson is found in 3 places in all EM² lessons, so you can choose what is best for your learners: 1) The title of the lesson is the objective 2) The key questions can serve as targets, as they drive the focus of the lesson and the discussion during the Debrief 3) There is a bolded, child friendly, "Today we will…" statement found at the end of every Launch section that sets the goal for the day's learning.
- **Engagement/Precision to Language**: Effective instruction prioritizes student engagement by **maximizing the number of students participating at any given time**. Allow opportunities for students to attempt responses on their own or with a partner before providing solutions. Mathematical discourse is a key element to math success, **so please be sure not to skip opportunities for students to engage in peer-to-peer conversations**. The program is designed so that there is never more than 10 minutes of teacher talk before student talk (5-6 times within a period). Since the curriculum is designed as a story, it is most effective when students and teachers consistently use the common, precise language.

Eureka Math²

you GOT THIS

Eureka Math² Guidelines PART 2

- **Lesson Components**

  ➢ **Fluency** (Quick – 5-10 mins): Fluency activities either build toward the current lesson or serve as distributive practice/review. For pacing purposes, choose one activity that best meets your students' needs for the new learning.

  ➢ **Launch** (Quick – 5-10 mins): Launch activities create context, productive struggle, and the need for the learning that follows. Launch is meant to be "noisy" as students are engaged in rich math conversation.

  ➢ **Learn** (Majority of Time - 35 mins): The multiple segments of Learn hit the target in different ways. It is important to expose students to all segments; however, if short on time, it is not necessary to complete all problems in each section. Learn's instructional segments provide time for direct instruction, guided instruction, student practice, and partner activities.

    ❖ **The Problem Set** (10 mins, included within Learn) provides the opportunity for **independent practice**. It is not designed to be guided. Students are not expected to complete all problems. Differentiate the Problem Set by assigning specific items to various learners, prioritizing the item(s) most closely related to the exit ticket.

  ➢ **Land** (Quick - 5-10 mins)
    Set aside time at the end of the lesson to do the Debrief section **after the Problem Set and before the exit ticket**. **Research reveals that summarizing is one of the most valuable parts of the learning.** Remember, the questions outlined in the manual are just suggestions. Feel free to use the lesson's key questions to guide the Debrief discussion instead. This time is meant to be "noisy". Debrief provides students the opportunity to clear up misconceptions from the Problem Set, listen to peers' solutions, communicate learning, and articulate take-aways **before** the exit ticket. This results in more successful performance on exit tickets.

Thank you for your valuable role in building a cohesive math program for our learners!
Please reach out for support at any time.

Eureka Math²
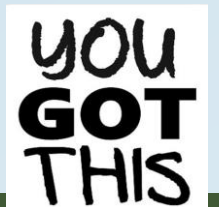
Grades K-5: FIRST IN MATH PROGRAM

Continue encouraging all students to utilize FIM during and after school. Guidelines for assigning targeted activities for fluency and other skills will be provided by the BSI math team.

OTHER TIMED PRACTICE

XTRA Math, Rocket Math, and other timed math practice programs are **NOT** supported by the district. Please use First in Math and targeted instruction to support fact fluency.

BENCHMARKING: To assist with targeting students who need instruction in fact fluency, all students in grades 1-5 will complete Just the Facts at the beginning of the year and at the end of each marking period. See next slide for assigned operations. Scores will be recorded in LinkIt!.

Math Fact Fluency: First in Math

Math LinkIt! Data Locker

This year, we will house math data using LinkIt's Data Locker. Having this information in one place greatly assists during data meetings, I&RS, BSI/TAG screening, instructional planning, etc.

Kindergarten will continue to record math snapshot data. The following will be recorded for Grades 1-5. More information about how to record math data in Linkit! is to come.

- **Fact Fluency Scores**: Administer First in Math's Just the Facts at the beginning of the year and at the end of MP1, MP2, MP3, and MP4 using the following operations.

  Grade 1: Addition and Subtraction (end of MP2-4 only)
  Grade 2: Addition and Subtraction
  Grade 3: Subtraction and Multiplication
  Grades 4/5: Multiplication and Division

- **End of Module Assessment Scores**

Math Data Locker

All students have continued access to Zearn's independent digital lessons. The lessons support the Eureka Math² curriculum in philosophy, approach, terms, etc. In the digital lessons, students independently explore the same concepts they are learning in class with onscreen teachers, visual models, and built-in differentiated support. Each digital lesson is about 20-30 minutes in length; however, students can stop and resume lessons at any time.

Please Note: Zearn's independent digital lessons **should not replace the Eureka Math² lessons or valuable face-to-face teacher time**. However, they can serve as **beneficial intervention, second exposure, and differentiated practice** while the teacher works with other students.

To see how Zearn's "Missions" align with Eureka Math²'s "Modules", click **Zearn Math Alignment to Eureka Math^2**

Helpful Links:
- **23-24 School Account Resources Page**
- **Getting Started Checklist for Educators**
- **Zearn Teacher Supplies Page**
- **Zearn Family Engagement Page** **(When your students begin using Zearn, please share this link with families)**

Zearn Math

TODAY A READER tomorrow a LEADER

If you can read this, thank a teacher.

"It's the books you read when you're young that stay with you always."

~ J.K. Rowling

ELA

Kindergarten

All students in kindergarten will continue to use the Early Bird **dyslexia screener** this year. *First grade students only if score red on Amira screener.*

Which students take the screener?
All students in kindergarten

Why are we using Early Bird?
The Early Bird solution integrates the most predictive literacy milestones with powerful analytics to identify reading struggles, <u>even before children formally learn to read</u>. That's critical, because early intervention has the greatest impact when delivered in kindergarten students. In addition to recommending the tools best suited to address a student's particular challenge, Early Bird is self-administered and auto-scored, helping teachers make the most of precious time. https://earlybirdeducation.com/

Early Bird will be administered three times during the year:
Fall: 10/23 – 11/22   Winter: 1/15 - 2/15   Spring: 4/22 – 5/22

What does EarlyBird assess?

Component	Subtest
Naming Speed	RAN
Sound/Symbol Correspondence	Letter Name
	Letter Sound
Phonemic/Phonological Awareness	Rhyming
	First Sound Matching
	Blending
	Nonword Repetition
	Deletion
Oral Language Comprehension	Vocabulary
	Word Matching
	Follow Directions
	Oral Sentence Comprehension
Word Reading	Word Reading

EARLY BIRD

Grades 1-3

All students in Grades 1-3 will use the AMIRA screener, benchmark running records, and progress monitoring for dyslexia.

Which students take the screener?
All students in first, second, and third grade will take the Amira Dyslexia Screener.

Which students use the Amira Reading program?
During the first marking period, all students in first, second, and third grade will use Amira as part of their station learning.
After first marking period, students approaching level or below level, will continue to use Amira as part of their station learning.
After first marking period, Students who are exactly on or above level, may participate in enrichment activities during small group rotations in place of Amira.
Keep in mind all students in grades 1-3 will take the benchmark assessments three times during the school year.

AMIRA
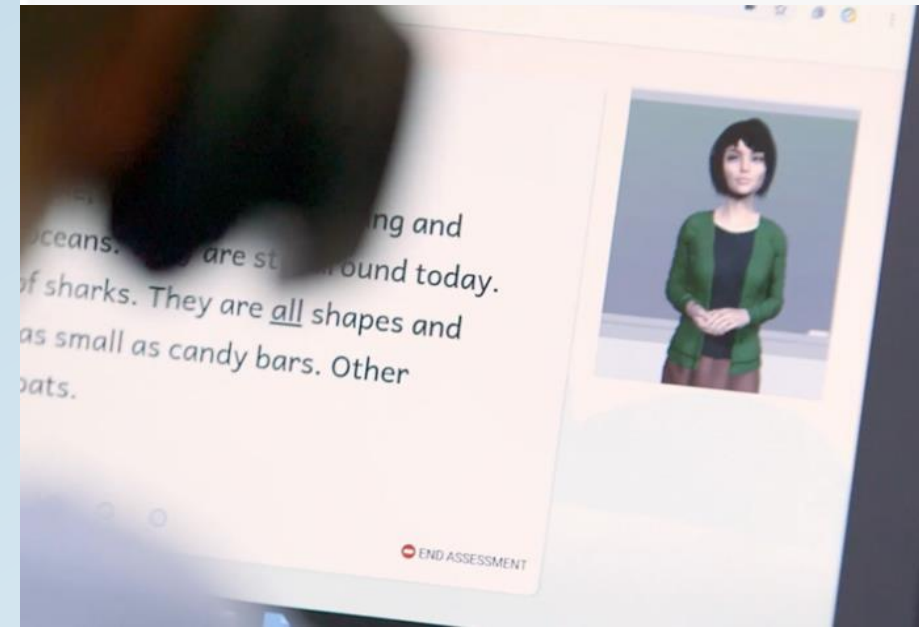
FUNDATIONS - Reminders

Kindergarten
- "Kindergarten Fundations Pacing Guide" incorporates handwriting, fine motor skills, and small group instruction.
- The guide combines units 1 & 2 Fundations (students learn uppercase and lowercase letters simultaneously).

First Grade
- Fundations pacing guides can be found on Schoology in the Fundations folder.
- Please note that the Fundations pacing includes an introduction to the skills in unit 11.

fundations®
Wilson Language Basics

Fundations / Fine Motor Skills / Small Group Rotations
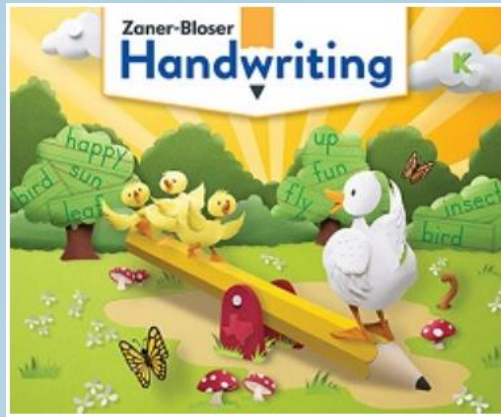
Handwriting

Kindergarten– Will complete manuscript practice ONLY. Students will practice the Zaner-Bloser manuscript in kindergarten handwriting books during the Fundations block.

Handwriting - Manuscript

Grade 1 – Will complete manuscript practice ONLY. The books will be passed on to Grade 2. Handwriting should span throughout the course of the year.

Handwriting - Cursive

Grade 2 – Will complete only cursive. With the exception of new students, each student should have a book passed up from first grade.

K-2 Handwriting

Snapshot Data
Snapshot data will be reviewed with teachers as soon as possible. Reading specialists will meet with teachers and share the data. This will help us service and provide immediate supports to students who may have lacked exposure. Teachers will be given a snapshot benchmark sheet to keep track of data throughout the year, and the KEA components will be added to our data.

Grades 1 & 2 Grammar Mentor Sentences
Grammar Mentor Sentences will be incorporated during the writing block. Teachers will receive a new pacing guide upon return which includes an interactive writing sentence schedule for writing and grammar days.
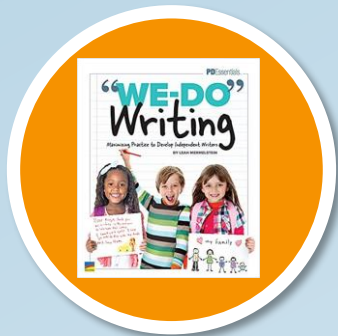
K-3
Leah Mermelstein will be working with representatives from each school to develop and support small group reading.

K-2 ELA Reminders & Updates

Grades 1 & 2 – Small Group ELA
Small Group Literacy Center Routines should begin the second week of school. DRA Testing will take place from September 11 - 29.

Leveled Skills and Strategies Binder
Continue to use the grade level binder with suggested small group activities based on skills for   each level.

Seesaw for Schools
Remains available for K-2 staff and special area teachers. Our goal of sharing student work with parents continues!

K-2 ELA Reminders & Updates

4 nights a week

The four (4) nights of reading aims to promote literacy as the parent reads to the child and the child reads to the parent. Therefore, all students will borrow books from school to accomplish this goal. The books will be borrowed for one week so that students can refresh their choices of text. There will be a weekly "Read to me" expectation and an "I read to you" expectation.

"Read to Me"
Two "read to me" books will be selected by each student during their library special. These two books may be used for the parent to read aloud to his or her child 4 nights a week. Although these books are a great option for parent read alouds, parents will not be discouraged from reading aloud from other texts that they may have at home.

"I Read to You"
One "I read to you" book will be provided by the teacher from the books purchased by the district for each classroom. This book can be the student's guided reading book (after it was read in the group) or a book from the child's independent reading library. This book should be easy for the student to read to his or her parent.

This program is a district-wide program!!

Building a Literacy Partnership

Building a Literacy Partnership with Parents

WTPS

READING PROGRAM

WIT & WISDOM

Grades 3-5

Wit and Wisdom has 4 modules of an integrated ELA program.
Grades 3 & 4 begin with customized Module 0 - posted in Schoology
Fifth Grade begins with Module 4. Please reference Schoology for
★ updated documents/pacing guide

AMIRA LEARNING

Literacy Lab

Grades 3-5

- IDR- Conferring- Small Group- Amira (gd. 3)/Beable (gds. 4 & 5)
- Daily Language Review
- Spelling

★ Please reference the Lit. Lab folder - posted in Schoology in WTPS Grade
Level Group Resources – for very important information/documents.

Grades 3-5

Spelling Connections with My ZB Portal – This is included.
All assessments are in Schoology in WTPS Grade Level
Group Resources. Begin instruction first full week of school – 6 units per
marking period

Grades 3-5 Core Literacy Program

WIT & WISDOM

Teacher Resources

- ELA Grade 3-5 Assessment Overview Chart
- ELA Pacing & Resource Excel document
- Grade 3, 4, & 5 Grading document
- Grade 3 & 4 Module 0/pacing guides (updated)
- Grade 3, 4 & 5 Pacing Guides and calendars (updated)
- Rubrics and Assessments
  - Question Sets
  - New Reads
  - Vocabulary
  - Spelling

Take a look at What's New!

New

Lit Lab Protocols

Review Lit Lab Folder in Schoology

Lit Lab

Book Clubs

Amira
Gd. 3

Beable
Gds. 4 & 5

Daily Language Review — Progression of Skills & Weekly Sentences

Independent Reading — Status of the Class Spreadsheet

IDR Record Sheet & Tracking Chart

Conferring — Data Collection

Small Group Instruction — Strategy Lessons

Phonics

Grades 3-5 Lit Lab
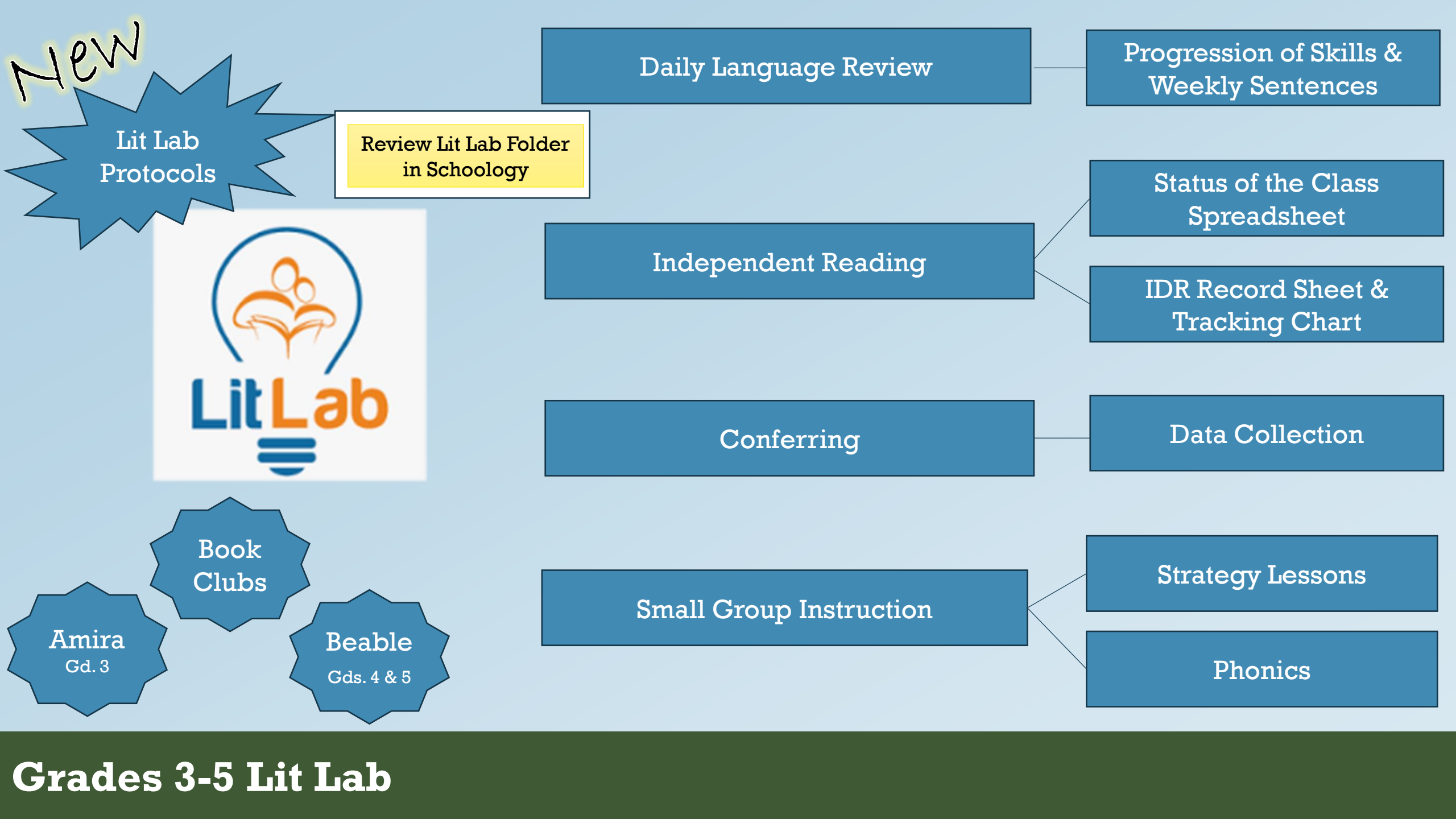
Beable- Literacy Goal: accelerate literacy growth through nonfiction

==Expectation- Students complete four academic (blue) lessons per week.==

•A digital adaptive diagnostic assessment identifies student Lexile level. Short Reading Challenges recalibrate their levels.

•The RIASEC (realistic, investigative, artistic, social, enterprising, & Conventional) Career Indicator reports out a code to create a personalized career exploration path.

•Students set personal academic and career goals as they track their Lexile growth.

Reading Progress-

Tool to support Wit & Wisdom Oral Fluency Homework. This awesome tool records and scores oral student reading for you!

All Wit & Wisdom Oral Fluency Homework passages and Columbia Reading passages are included in the Schoology *WTPS Grade Level ELA* folder for your convenience.

IXL- can be used to address ELA standards/ skills as needed. Material linked to specific standards can be assigned by the teacher. **IXL Assessment Suite**

IXL Skill Plans available that follow Wit & Wisdom curriculum. These would be used for additional practice, providing exit ticket data, or for review.

Grade 5- Grade 5 IXL Wit & Wisdom Skill Plan

Grade 4- Grade 4 IXL Wit & Wisdom Skill Plan

Grade 3- Grade 3 IXL Wit & Wisdom Skill Plan

Grades 3-5 Lit Lab Supports

Grades 3-5

American Reading Company will continue to take place in RR and LD self-contained classrooms. Teachers will have ongoing training and coaching.

Grades 3-5

IRLA – Independent Reading Level Assessment
This will be administered in RR and LD self-contained classrooms as a reading inventory for those courses and students.
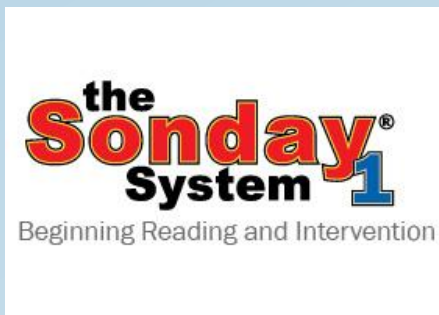
Grades 3-5

Sonday – Is a multi-sensory program used to assist students with encoding and decoding. This program will provide support to classified students in Grades 3-5.

Grades 3-5 Specialized Instruction (RR & SC)
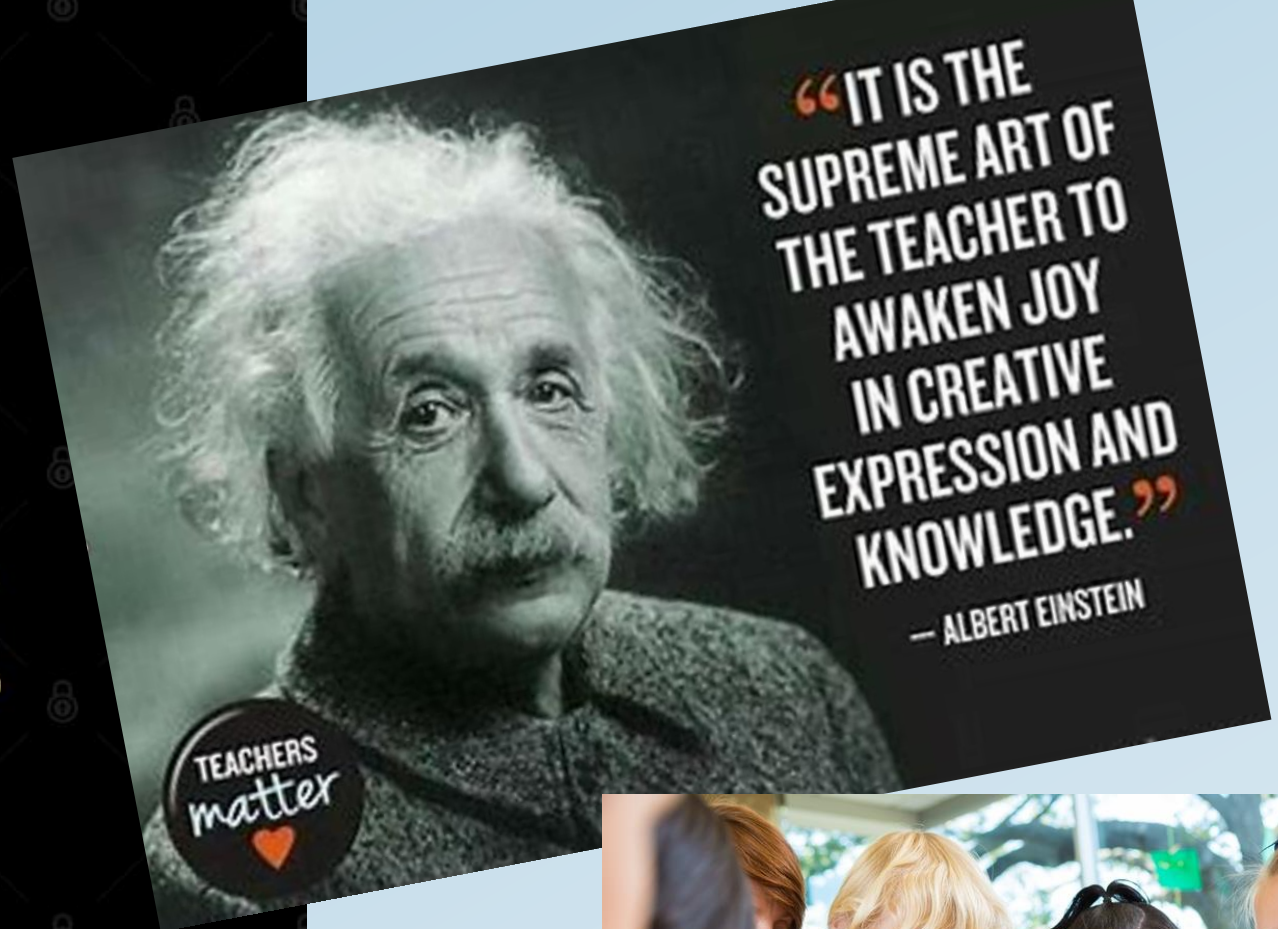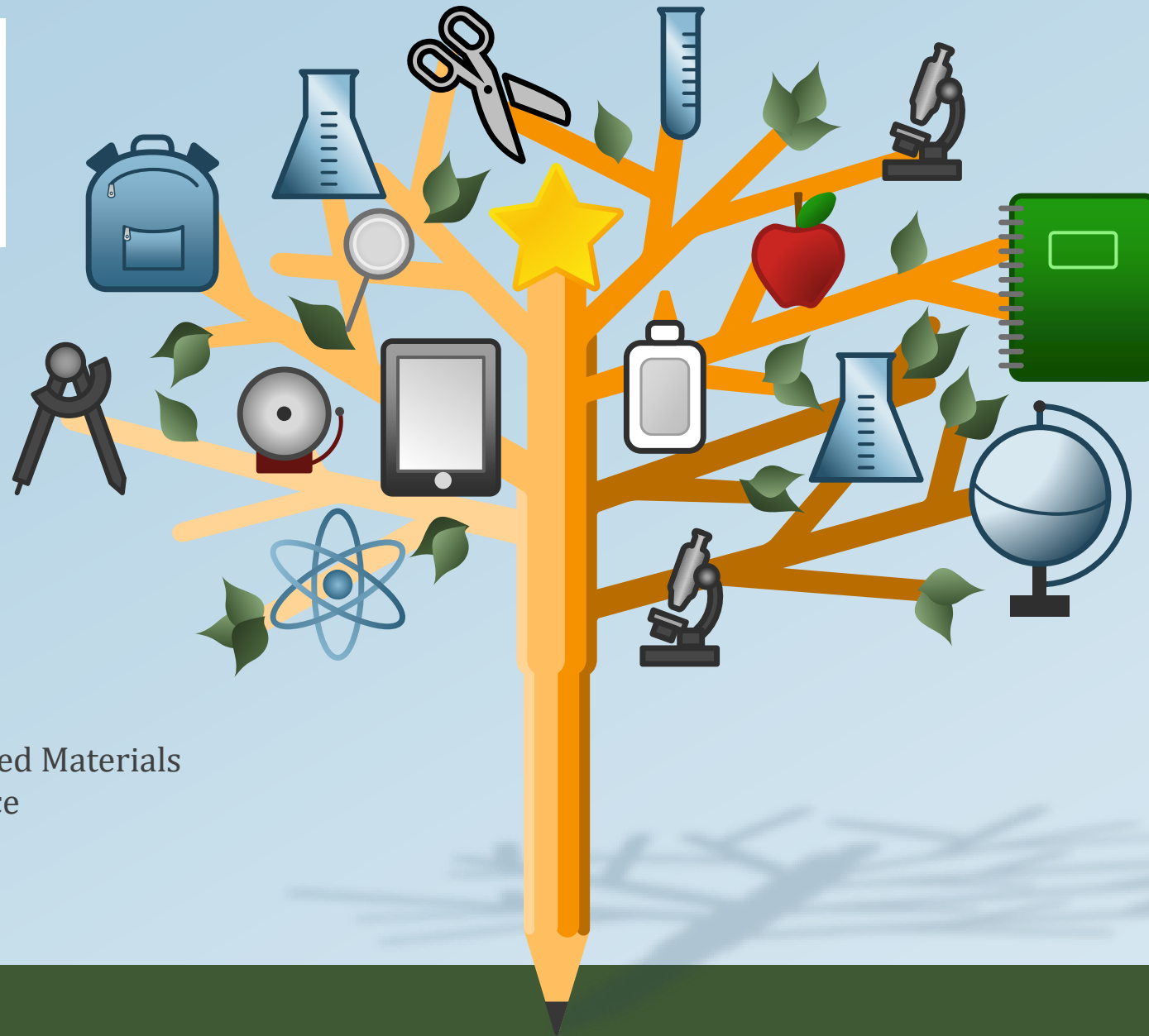
Science

Science
Kindergarten – Teacher Created Materials
Grades 1-5 – Exploring Science

Science – Next Generation Science Standards

Kindergarten Science: TCM
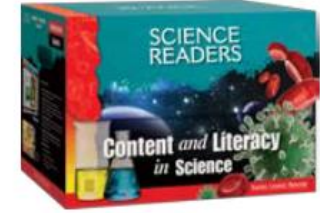
The kindergarten daily schedule includes 15 minutes for Science/ Social Studies instruction in addition to 50 minutes for Choice time activities (which can include a science/ social studies center).

The pacing guide remains unchanged from last year. Documents are again posted in the Schoology Kindergarten Group Resources.

Kindergarten instruction centers around TCM informational text. Each classroom should have a class set and digital copies are housed in the Schoology group.

NGLSync (Instant ⓘ Login)
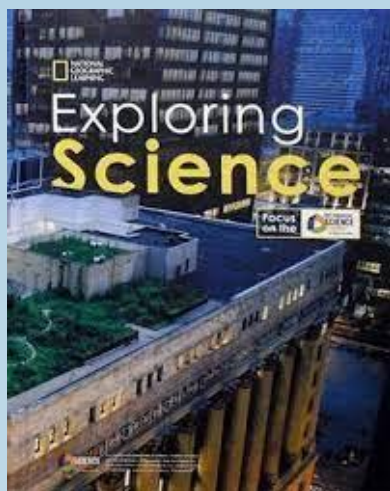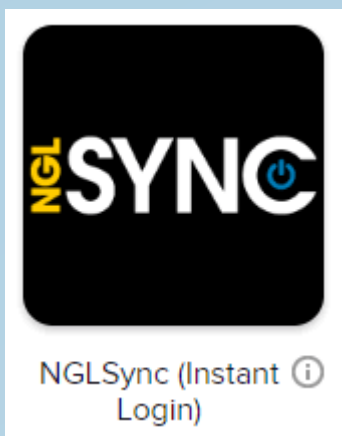
- Grades 1-5 National Geographic Learning's Exploring Science remains the primary science resource. Student digital text and resources can be accessed through NGL Sync/MindTap (integrated with Classlink).

- Please note that all teacher log in information has changed and will now be accessed through the NGL Sync Dashboard/MindTap. This is new for this school year. Access the content using the login information below by grade level. Content is not tied to individual licenses.

- Grades 1, 2 have 3 sets of nonfiction text and Grades 3-5 have sets of leveled nonfiction "Ladder" books to enrich science instruction. Teachers are encouraged to weave in the additional use of Nonfiction material into Science instruction.

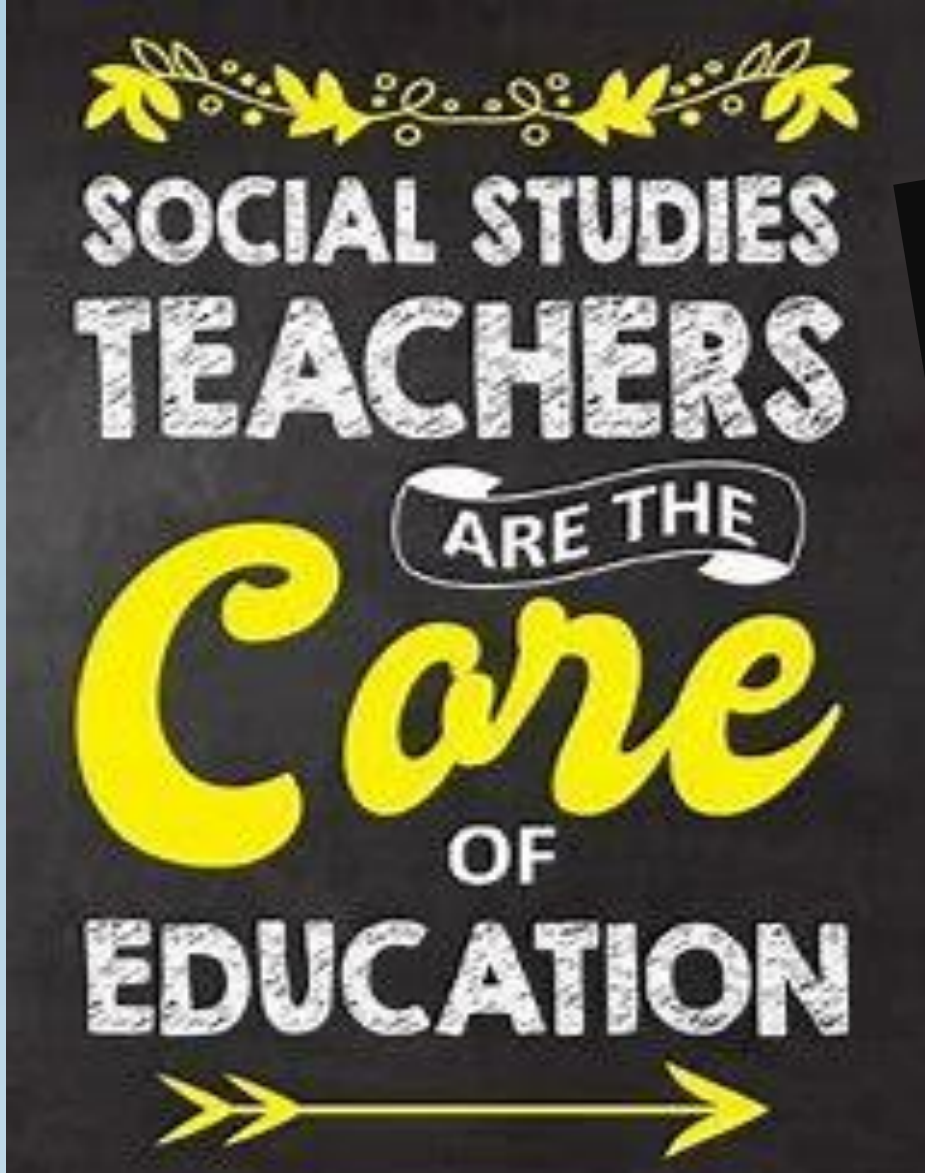| Grade Level	Teacher	Student
Grade 1	UN: cmatticks@wtps.org PW: HurffvilleCM	UN: science1st PW: password
Grade 2	UN: awoodward@wtps.org PW: WedgwoodAW	UN: science2nd PW: password
Grade 3	UN: jgerstein@wtps.org PW: HurffvilleJG	UN: science3rd PW: password
Grade 4	UN: khaines@wtps.org PW: WedgwoodKH	UN: science4th PW: password
Grade 5	UN: ldipietro@wtps.org PW: HurffvilleLD	UN: science5th PW: password

Grades 1-5 Science

Upcoming Science Updates...
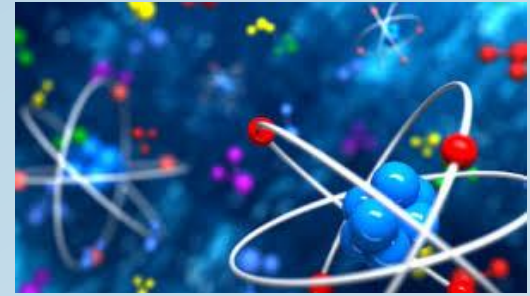
- Some members of the administrative team met during the summer of 2023 to streamline the programs over the summer. The programs will be presented to members of the science committee in early fall.

- This year, the science committee will work collaboratively with administration to pre-select a program that will be adopted and implemented for the 2024-2025 school year.

- These committee members will serve as the voices of each grade level and will help to provide continuity of instruction and programming once a determination is made.

SOCIAL STUDIES TEACHERS *ARE THE* Core OF EDUCATION

"We are not makers of history, we are made by history"

Martin Luther King Jr

The more you know about the past, the better prepared you are for the future.

~Theodore Roosevelt
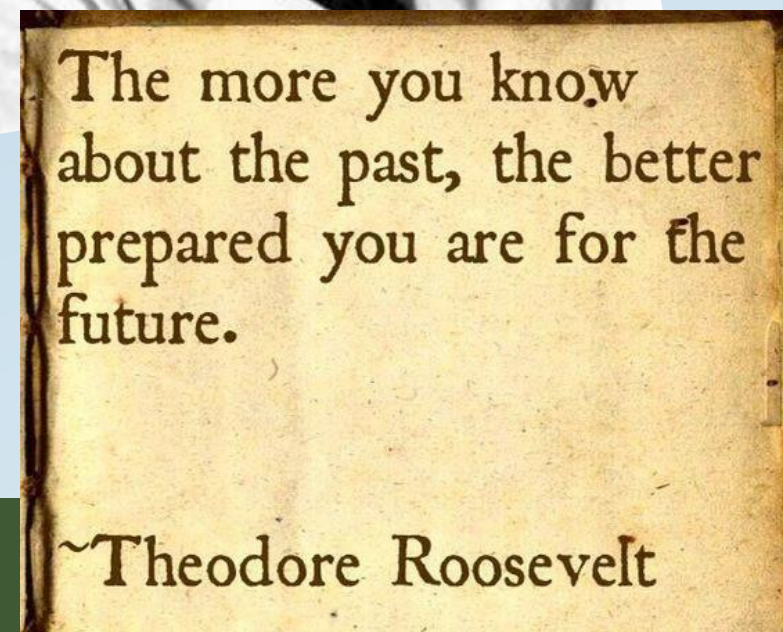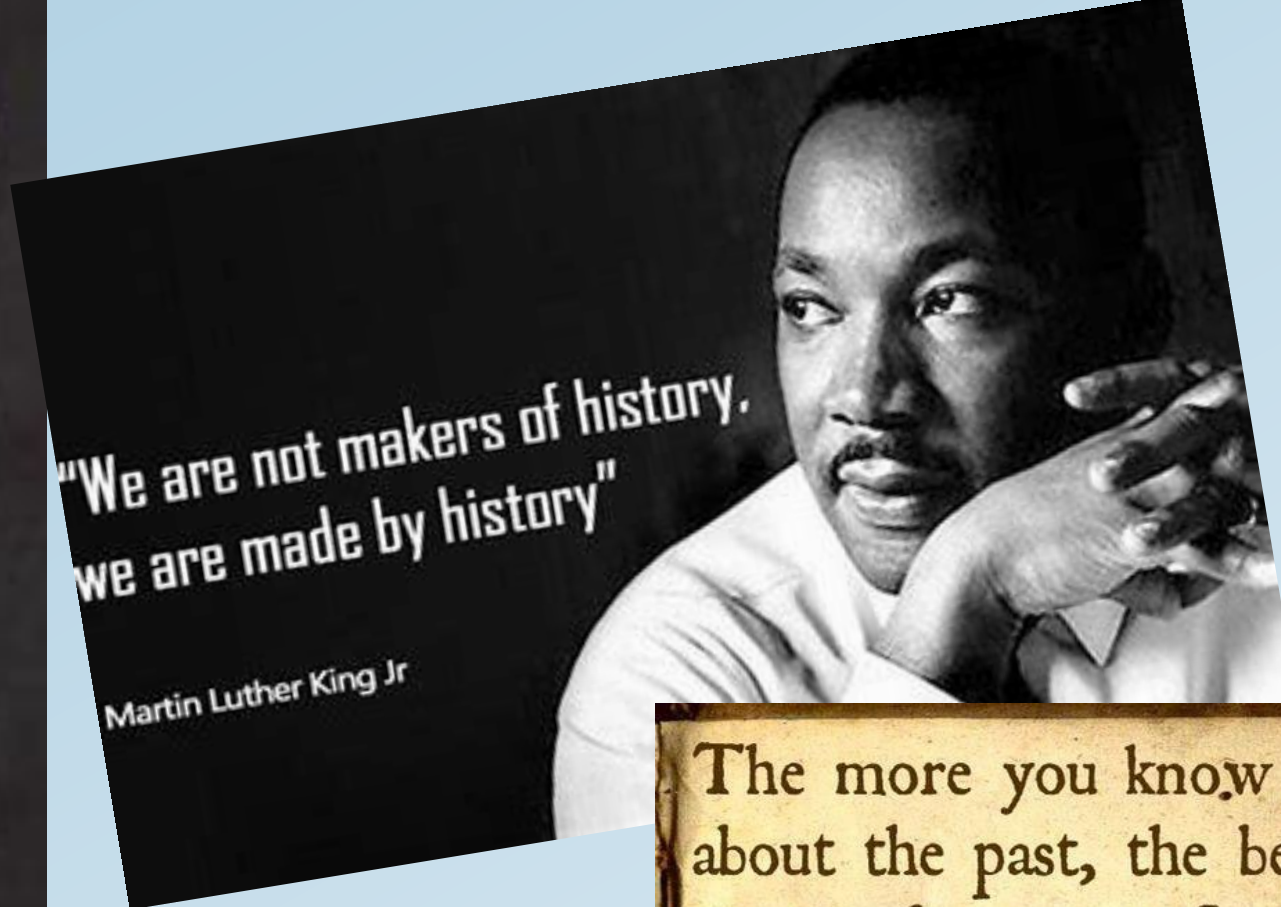
Social Studies

TCI Social Studies Alive!

Social Studies Alive!

Kindergarten Social Studies Alive! Me and My World	**First Grade** Social Studies Alive! My School and Family	**Second Grade** Social Studies Alive! My Community
Fourth & Fifth Grade Social Studies Alive! Our Community and Beyond	**Third Grade** Social Studies Alive! Regions of Our Country	**Fourth & Fifth Grade** Social Studies Alive! America's Past

MAKE SURE YOU DOWNLOAD THE CURRENT **(2022 COPYRIGHT)** VERSION OF YOUR GRADE-LEVEL PROGRAM

Social Studies

Resources are posted in Schoology in WTPS Grade Level Group Resources

Click on **"Professional Development"**

Click on **"Back to School Tours"**

Whether you are new to teaching social studies or wanting to learn about the latest updates - TCI has provided easy access for individualized self-paced professional development.

New to teaching TCI

Assessment

2023 TCI Summit:

Check out the TCI Social Studies PowerPoints posted in Schoology

TCI Social Studies Professional Development

	MP 1	MP 2	MP 3	MP 4
Grade 2	Soc. Studies	Science	Soc. Studies	Science
Grade 3	Science	Science	Soc. Studies	Soc. Studies
Grade 4	Science	Science	Soc. Studies	Soc. Studies
Grade 5	Science	Science	Soc. Studies	Soc. Studies

Kindergarten and Grade 1 alternate Science and Social Studies within each marking period.
Scope and Sequence for Disciplines/ Units pacing expectations in Schoology in WTPS Grade Level Group Resources.

Science & Social Studies

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart."
-Nelson Mandela

"To have another language is to possess a second soul."
-Charlemagne

World Language

Grade 5
Jennie Nilson or **Gloria Bernal** will be teaching each fifth-grade class WL on an 8-day rotating schedule for 40 minutes.

Grade 3 & 4
Foreign Language for Kids by Kids will be assigned once a week to be completed as homework.

Grades 3 & 4
Jennie Nilson or **Gloria Bernal** will be engaging students in conversational Spanish approximately every 16 days per class for 20 minutes to support Foreign Language for Kids by Kids.

Grade K – 2
Jennie Nilson or **Gloria Bernal** will be teaching K -2 on an 8-day rotating schedule for 30 minutes.

World Language

SEL, Equity, and Character Building

EDUCATING THE MIND WITHOUT EDUCATING THE HEART IS NO EDUCATION AT ALL

ARISTOTLE

"It's Monday morning... you have students that couldn't wait to get back to school. This is their safe place, you are their constant. Give them a hug to remind them you're here for them, and teach with that fire!"

—EDUCATOR MICHAEL EARNSHAW

#T2T

"When educating the minds of our youth, we must not forget to educate their hearts."

Dalai Lama

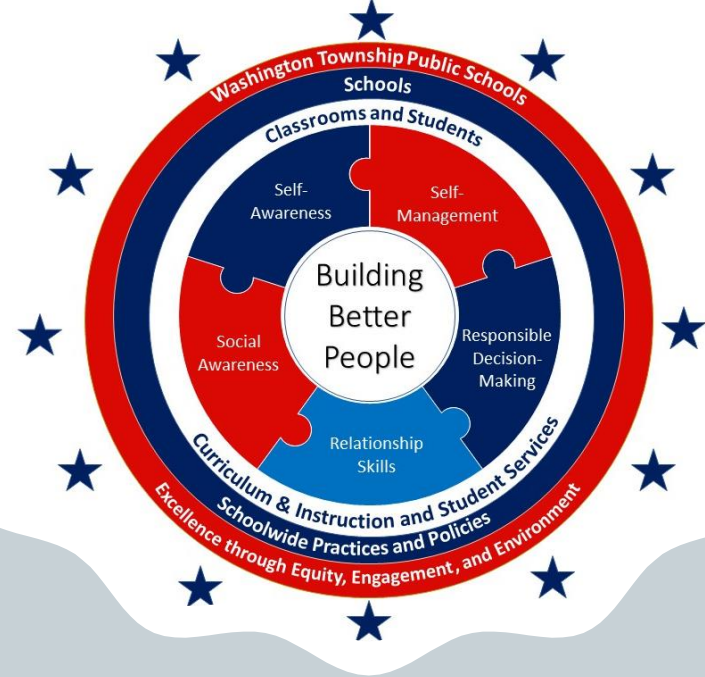Be around the people you want to be LIKE because you will Be LIKE the people you are AROUND

Social Emotional Learning

Building Better People and No Place for Hate

Mindful SCHOOLS

Mindfulness

- Strategies will be implemented in all classes 5 minutes each morning or after lunch/recess

- Strengthens the SEL competency of Self-Management

Positivity Project

- All P2 resources can be found in the P2 site.

2023-24 September Start Date P2 Calendar
Spiral Review lessons coming August 2023!

THE POSITIVITY PROJECT

DATES	Weekly Toolbox	DATES	Weekly Toolbox
SEP 11–15	Intro Week – Other People Mindset (OPM)	JAN 22–26	Social Intelligence
SEP 18–22	Curiosity	JAN 29–FEB 2	Forgiveness
SEP 25–29	Teamwork	FEB 5–9	OPM – Cheering others' success
OCT 2–6	Open-Mindedness	FEB 12–16	Love
OCT 9–13	OPM - Being present and giving others my attention	FEB 19–23	Humility
OCT 16–20	Integrity	FEB 26–MAR 1	Love of Learning
OCT 23–27	Creativity	MAR 4–8	Spirit Week
OCT 30–NOV 3	OPM – Knowing my words and actions affect others	MAR 11–15	OPM – Identifying & appreciating the good in others
NOV 6–10	Bravery	MAR 18–22	Perspective
NOV 13–17	Gratitude	MAR 25–29	Fairness
NOV 20–24	Gratitude	APR 1–5	Humor
NOV 27–DEC 1	Kindness	APR 8–12	Spiral Review
DEC 4–8	OPM – Supporting others when they struggle	APR 15–19	Purpose
DEC 11–15	Self-Control	APR 22–26	Appreciation of Beauty & Excellence
DEC 18–22	Spiral Review	APR 29 – MAY 3	Enthusiasm
JAN 1–5	Optimism	MAY 6–10	Leadership
JAN 8-12	Prudence	MAY 13–17	Outro Week – Other People Mindset
JAN 15–19	Perseverance	May 20–24	Spiral Review

Building Better People

SEL and Community Building Ideas

- Facilitate icebreaker activities at the beginning of the year. Invest time in students getting to know each other through games and low stakes interaction activities without rigorous academic expectations.

- Reach out to each family with a personal phone call to get to know them as people, rather than just receivers of information; start with making meaningful connections focused on empathy.

- Build in brain breaks.

- Think about your classroom in terms of what it *Looks Like, Feels Like and Sounds Like*.

- Use Decision Making Prompts (e.g., scenarios/activities where students see how their actions directly impact others, so they can comprehend and understand new rules.)

- Set expectations and develop norms.

- Get to know students' likes and dislikes and build them into activities.

- Make school personable, integrating your personality into the classroom.

Social Emotional Learning (SEL) Ideas

Health

When is HEALTH taught ?

150 minutes of physical education and health is required weekly:

- **Forty (40) minutes weekly of physical education (PE teacher)**
- **Twenty-two (22) minutes daily of health and organized play (classroom teacher, counselor, nurse, DARE officer) = 110 minutes**

CAP: Child Assault Prevention- Through the ***New Jersey Child Assault Prevention (NJ CAP)*** prevention program, students participate in workshops facilitated by CAP instructors. This program reduces children's vulnerability to abuse, neglect, and bullying. *Kindergarten and Third grade*

Parents must be given opportunity to remove their child from certain lessons.

Send home district form 2 weeks prior to the following lessons:

- Grade 4 & 5 Puberty Talk
- Grade 5 "Beyond Stereotypes" Nearpod

THE POSITIVITY PROJECT

Robust Online Resources

Schoology

ClassLink

Seesaw (K-2)

IXL (K-5)

Nearpod (K-5)

BrainPOP & BrainPOP Jr. (K-5)

Beable (Grades 4/5)

Technology Integration Specialists are available to support teachers. Schedule appointments with them using the following links:

Mike Otto: Booking Link: Click Here to Book Me

Kathi Kersznowski: http://kerszi.weebly.com/you-can-book-me.html

Online Subscriptions

Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important.

— Bill Gates

Technology

LinkIt! Data Warehousing will store meaningful data in one repository for staff to easily visualize district trends and student needs.

LinkIt! Common Assessments (LCAs) have been created for ELA and mathematics for Grades 2-5!

Data Warehousing

Collect, store, and analyze all your data sets with easy-to-use reporting and data visualization capabilities for a more holistic view of student learning

Assessment Solutions

Full support for online and paper-based test administration, advanced test authoring tools, and an extensive content library of benchmark assessments, item banks, and progress monitoring tools

LinkIt!
Collect. Analyze. Grow.

Navigator Analytics

Advanced custom reporting and consulting service that identifies patterns and trends to improve decision making and data fluency

Intervention Manager

An online management suite to support and enhance your processes for NJTSS/RTI, I&RS, Gifted, ELLs, and 504

LinkIt! Navigator Analytics provides reports to easily analyze data from a variety of data sets.

LinkIt! Intervention Manager will be used to monitor interventions and help with BSI and gifted and talented selections!

LinkIt!

This invaluable course – located on Schoology - provides teachers with professional development and support with implementation of a plethora of educational resources.

Within the Elementary Edtech course are folders for multiple programs containing helpful information about program implementation.

Additional folders are added with each new educational resource.

Elementary Edtech

SCHOOLOGY

Teachers will use the Schoology platform as a vehicle for posting and sharing educational resources. Use the link below to join the appropriate grade level Schoology Resources group.

Steps to Join Schoology:

- Go to https://wtps.schoology.com/
    1. Select Groups
    2. Select My Groups
    3. Join Group
    4. Use the appropriate access code:

Schoology Access Codes for (grade level) Groups

- Pre-K: ZK4D-828F-8JVWJ
- Kindergarten: GPCT-6N3Q-QV49G
- Grade One: VKRP-9CRJ-RKZ4S
- Grade Two: SSPX-7RSP-VFTNV
- Grade Three: M9XC-G5TB-7Z49C
- Grade Four: S3K4-5KQZ-56C7F
- Grade Five: 75RC-4S4W-TF2CC

Single sign-on platform which is rostered through PowerSchool! This is our main connection to our district technology.

ClassLink

K-2

Seesaw

Seesaw is a simple way for **teachers and students to record and share what's happening in the classroom**. Seesaw gives students a place to document their learning, be creative and learn how to use technology. Each student gets their own journal and will add things to it, like photos, videos, drawings, or notes. Introduce your students' families to Seesaw!

What is Seesaw?
https://www.youtube.com/SeesawEdu

Families watch this video learn what Seesaw is, how to connect and sign in, and how to use the Family app. https://youtu.be/a8B-45wIlqM

Click here to learn more about free virtual training:
https://web.seesaw.me/training

Seesaw

Gr. 1-5

Meet the IXL assessment suite

All students have access to IXL via ClassLink.

IXL is aligned with Wit & Wisdom and may be included as a supportive resource during Lit Lab.

IXL is an excellent tool for progress monitoring student growth.

IXL

IXL's universal screener, for K-8 math, accurately identifies students for intervention in as little as 20 minutes. >> **Learn more**

Diagnostic Snapshots enable you to conduct benchmarking on key strands in a flexible and lightweight format, complete with personalized action plans for each student. **>> Learn more**

IXL's Real-Time Diagnostic provides instant insights to support teachers' daily instruction, from personalized action plans to pre-made small groups and more. **>> Learn more**

IXL **is** personalized learning

Comprehensive K–12 curriculum
Math · Language arts · Science
Social studies · Spanish

Trusted by educators and parents
Over 60 billion questions answered
More than 8 million students use IXL

Immersive learning experience
Analytics · Recommendations
Real-Time Diagnostic · Awards

K-5

Nearpod is available for Health lessons. It can also be used to supplement instruction in other content areas.
All K-5 staff will have access. See your Technology Integrated Specialist for support.

Nearpod

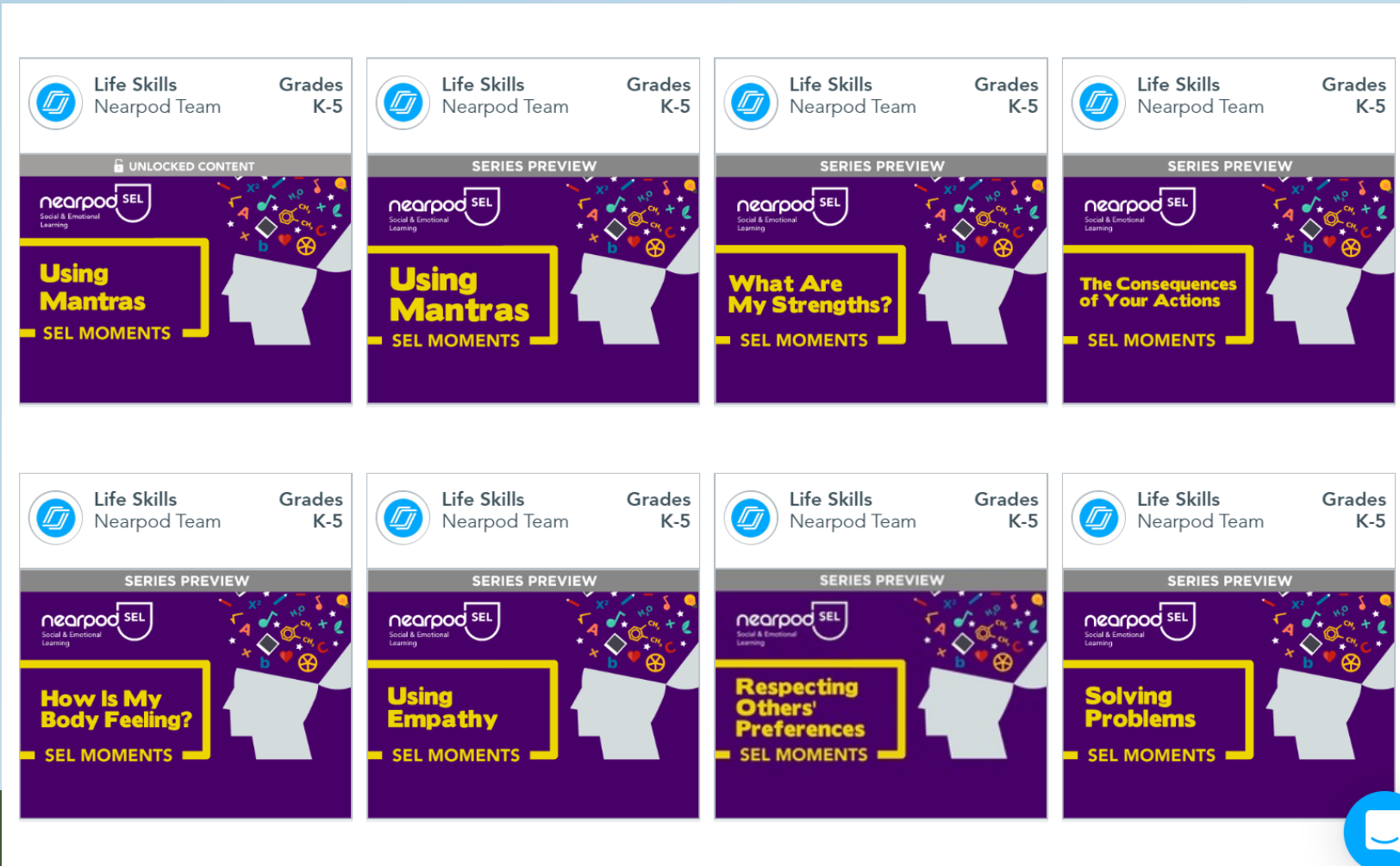**K-5**

In addition to the Nearpod library, all K-5 staff have access to the Social-Emotional Learning (SEL) and Digital Literacy lessons designed by Nearpod.

Nearpod

BrainPOP (Grades 3-5) and BrainPOP Jr. (Grades K-2) offer over 1,000 animated educational videos across a wide variety of topics, all of which are accompanied by interactive quizzes, activities, and games, integrated into the social studies and health curriculum guides. Teachers are encouraged to use this resources across all curricular areas where appropriate.

BrainPOP
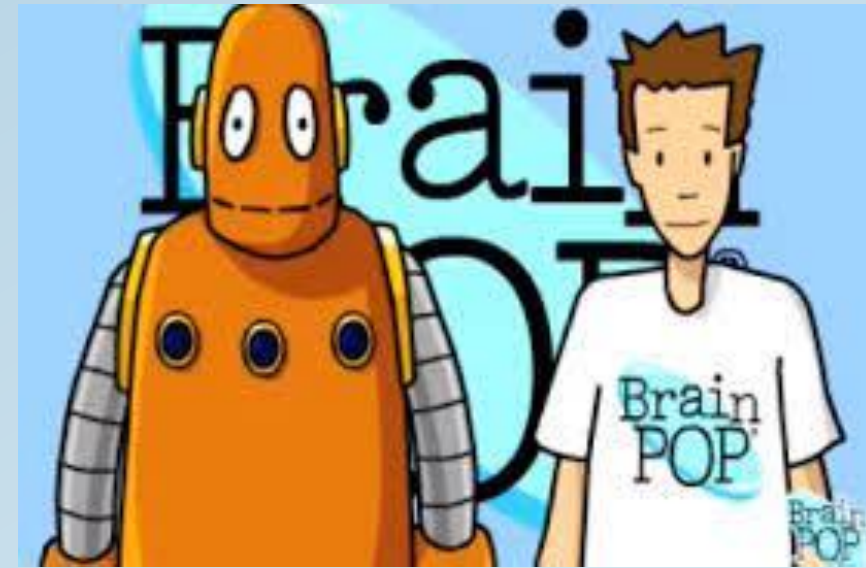
Grades 4-5

All fourth and fifth grade students have access to Beable via ClassLink.

Lit Lab Expectation: Students complete <u>four academic (blue) lessons per week</u>. Students have access to the Beable program at home.

On a monthly basis students explore a different RIASEC theme.

Beable is an online program accessed through ClassLink. Beable accelerates literacy growth while connecting it directly to grade-level content acquisition, career exposure and, ultimately, lifelong success for students.

Student Lexile growth is assessed through Power Up Challenges
Students can share in responsibility for progress monitoring through "Scoresheets"

At the beginning of fourth grade, students will complete the diagnostic assessment and the RIASEC test.
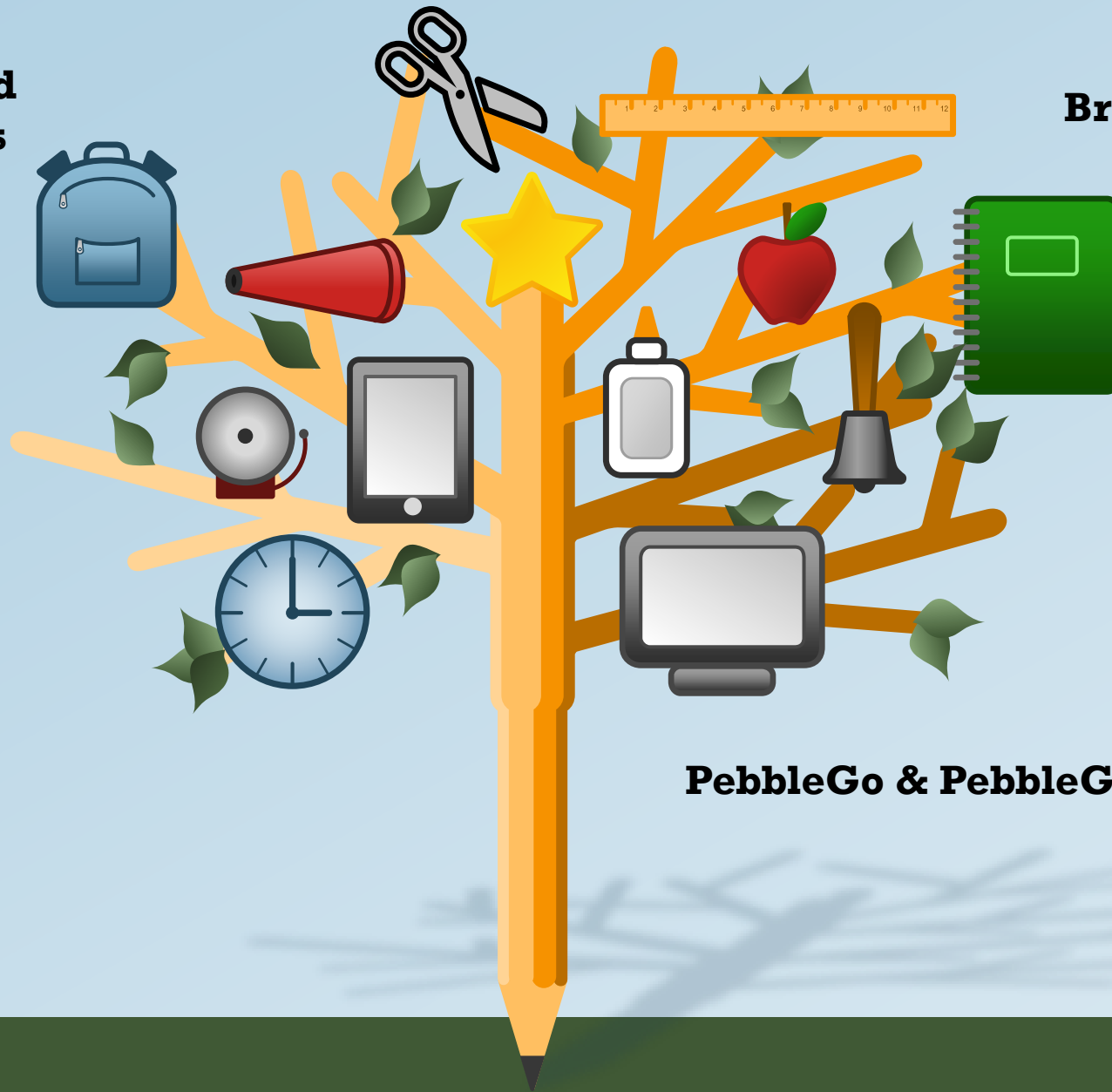
Beable   Grades 4 & 5

Additional Videos and Database Collections

Britannica

Follett Destiny Cloud

New titles!

PebbleGo & PebbleGo Next

Library – Media Center

PebbleGo and PebbleGO Next

PebbleGo is a curricular content hub specifically designed for K-2 students. Packed with informational articles, ready-made activities, and literacy supports for students of all abilities, it boosts engagement and fosters independent learning in core subject areas.

PebbleGo and PebbleGO Next are kid-friendly, searchable databases that cover a variety of research topics and can be available in both English and Spanish. Five main modules -- animals, science, biographies, social studies, and health -- are divided into topics and subtopics.


CLICK HERE TO LEARN MORE

PebbleGo Next provides a natural next step for 3rd-5th grade students with articles all aligned to state and national standards with a familiar, yet age-appropriate, experience and supports.

PebbleGo and PebbleGo Next

Ask the librarian for more information

Students in grades 3-5 will be provided with access to their own wtps student account.
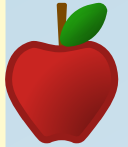
Computer teachers will conduct classes in the homeroom during the first two weeks to explicitly teach email rules and expectations.

Email accounts will allow students to use One Drive, Class Notebook, and all O365 features.

Gr. 3-5 Email

Elementary PLCs/Committees/General Information

PLCs   Working together builds a positive environment for ALL!

Participation on a building level PLC team provides an opportunity for teachers to collaborate, develop goals and progress monitor student growth. PLC's enable us to continue to strengthen instructional practices while working "Smarter not Harder".

Meetings – twice monthly
(dates and times set by PLC team)

Documents located on Schoolwires - Elementary Resources

- *First meeting*
- *On-going meetings*

Post documents on Schoology

- Special area teachers will join with their district colleagues.

- BSI teachers will join a district wide BSI PLC team.

- Special education staff will join with district staff in similar roles as part of either a special ed. team or integrate into a content area team.

Elementary PLC Teams

Curriculum Committees

Curriculum committees provide an opportunity for teachers to collaborate and develop resources within their content area. Teachers are grade-level representatives from their school serving as a liaison between their school and the district.

After collaborating with your grade-level colleagues, coordinate representation on each grade-level committee (each content area should have representation from each school) and indicate your committee preference by completing the form **BEFORE Sept. 9th** using this link: Curriculum Committee Forms Link

K-2
- Writing/Grammar
- Reading/Fundations
- Math
- Social Studies/Science/SEL-Health

Grades 3-5
- Literacy
- Math
- Social Studies/Science/SEL-Health

*The Special Education Supervisor will consult with the self-contained special education teachers prior to joining a curriculum committee.

District- wide Elementary Curriculum Committees

SGOs

SGOs are located on Schoolwires

- <u>**Teachers must sign into Schoolwires**</u>

- **Visit the "Staff" tab**

- **Click on Elementary SGOs to obtain directions and reporting forms**

- **Review SGO documents carefully, as they are updated and reflect the necessary revisions**

- **If you have less than 10 students, use the Fraction Guide posted on Schoolwires when calculating your attainment. You will need to sign in to <u>Schoolwires</u> to access the Fraction Guide.**

SGOs - Student Growth Objectives

Homework
Policy and Regulations

Homework Policy and Regulations

What is the difference?

Meet the Teacher	VS	Back to School Night
Intended Audience: Families and students Purpose: Establish communication and build community		Intended Audience: Parents/Caregivers Purpose: Inform participants about routines, expectations, and curriculum

Possible Activities:

- Read aloud a book
- Implement a team building activity to build community
- Build excitement about school and learning activities
- Share information about the classroom (themes, set up, etc.)
- Reassure families and stress commitment to the safety and well-being of students

Possible Activities:

- Review daily activities, routines, schedule, and expectations
- Discuss the main learning outcomes for the year by subject
- Discuss the materials and platforms used in the classroom
- Gather information from parents (contact information, best times/method to communicate, strengths and helpful information about their child)
- Share standards-based report cards
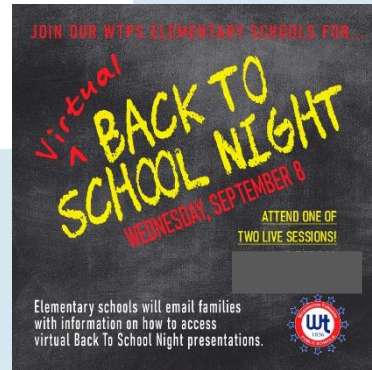
Standard Homework: Aside from 10-20 minutes of reading, do not assign more than 10 minutes of HW x the grade level. Example: Third grade = 30 minutes total
***Consider assigning writing that correlates with current instruction**

Kindergarten – Read to Me/I Read to You Book Program
(Although kindergarten students do not have traditional homework, please encourage the habit of reading at home)

First &

Second Grade – Eureka Math² (Apply books)/Zearn (as needed)

Fundations Nightly Practice
*Read to Me/I Read to You Book Program
(*Does not count toward total minutes)

Third &

Fourth Grade – Eureka Math² (Apply books)/Zearn (as needed)

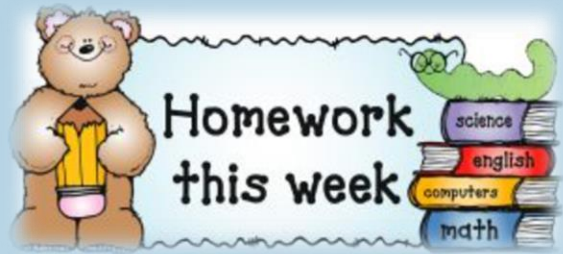Weekly Foreign Language for Kids by Kids video assignment

Weekly Spelling Practice; IDR; (4th grade – Beable)

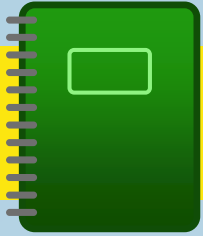Fifth Grade – Eureka Math² (Apply books)/Zearn (as needed)

Weekly Spelling Practice; IDR; Beable

Study/practice in science, social studies, or world language

Homework Requirements

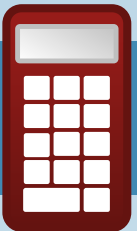# Regulations - Belief Statements

Homework should be used to preview or reinforce concepts taught in the classroom to extend the learning.

Homework should be meaningful, relevant to the curriculum, and reflective of the work completed during the day.

Technology should be utilized to enhance and communicate homework.

Homework should provide differentiated approaches and/or assignments to meet the individual needs of the students.

Students will be held accountable for all homework, whether it is assigned for practice without mastery or requires extended time over several days to conduct a deep investigation, with feedback always provided.
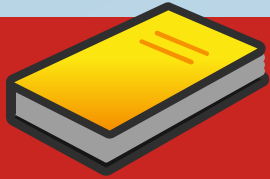
Regulations - Belief Statements

Homework should be avoided on breaks and holidays. Weekend assignments should be limited to extended work such as an on-going project, studying, or an assignment that takes more than several days to complete.

Since homework is one means of preparing students for assessments, adequate time should be given between formative and summative assessments so that students can demonstrate growth and improvement.

Homework should have coordinated practices and procedures across grade levels and departments for grading, quality expectations, frequency of assessments, and home communication.

REGULATION

These belief statements are now incorporated into Regulation 2330. The implementation guidelines for each belief statement is in the appendices for Regulation 2330. Please review the implementation guidelines carefully.

Elementary Supervisor Contact Information

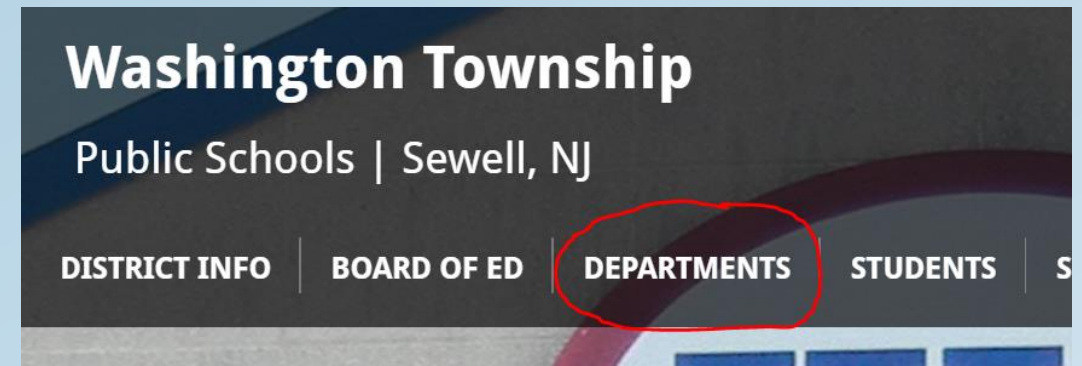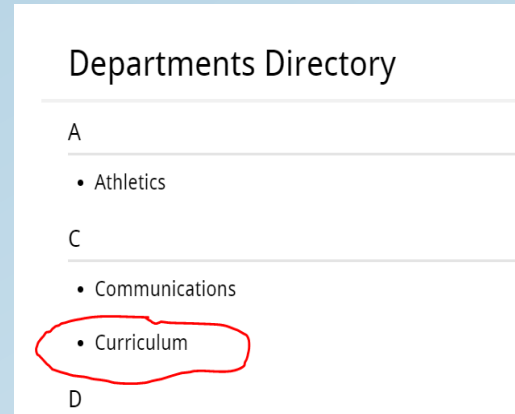| Elementary Supervisors	Buildings	Curriculum Areas
Jamie Morgan	Bells x3203	LinkIt!, Digital Literacy K-8, STAR, Tech Integration
Janine Ryan	Birches x3102	Math, BSI Math, First in Math, Zearn
Melissa McMahon	GTECC x4448	Preschool
Jessica Gondek	Hurffville x4159	Special Ed Programming at Hurffville, Birches, and Whitman
Kristin Bentley	Thomas Jefferson x3802	Special Ed Programming at TJ, Bells, and Wedgwood
Alisa Palazzi	Wedgwood x3602	BSI/Tiered Support K-5, Intervention, Title I, Dyslexia, Gifted Ed., Science Adoption
Christine Gehringer	Whitman x3452	ELA K-5, Lit Lab, Beable, Social Studies Alive! and Library
Casey Corigliano	WTHS x7158	Music, Art
Meike Kirk	WTHS x7020	World Language / ESL

Contact US

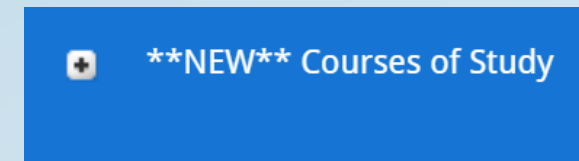SUPPORTING YOU...
ALL THE WAY THROUGH

Curriculum Guides

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Departments Directory

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- Athletics

C
- Communications
- Curriculum

D

Scroll to the bottom and select " New Courses of Study"

NEW Courses of Study

Select "Elementary Level" and then the grade level.
Then select the subject area.
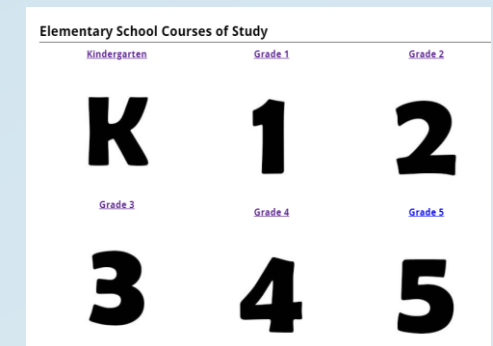
Elementary Level

Elementary School Courses of Study

Kindergarten   Grade 1   Grade 2

K   1   2

Grade 3   Grade 4   Grade 5

3   4   5

AMAZING!

ROCK STAR

WOW!

Great Job!

GR8 WRK!

KEEP UP THE GOOD WORK

SUPER

SUPER STAR

Have a FABULOUS YEAR!

We wish you the best in 2023-2024!   THANK YOU FOR ALL YOU DO!