

A person wearing blue jeans and brown shoes is standing on a white line on a paved surface, possibly a parking lot or a road. The person is facing away from the camera, and their shadow is cast on the ground to the left. The background is a vast, open paved area with white lines.

# Mathematics and ELA Instructional Roadmap

Mrs. Triglia, Ms. Calderon,  
and Mrs. Castrovinci

# Where We Were

- Curriculum changes were necessary in all content areas
- District resources were disjointed in each school
- QSAC scores for Instruction and Program grew over the course of a year 40 points
- School-based data analysis was minimal
- Technology usage was limited to shared carts per grade levels and Smartboards
- Evaluation Tool offered basic instructional feedback for best instructional practices
- New administration
- Professional development needed
  - ELA and math consultant available sporadically

The Ground Work Began...

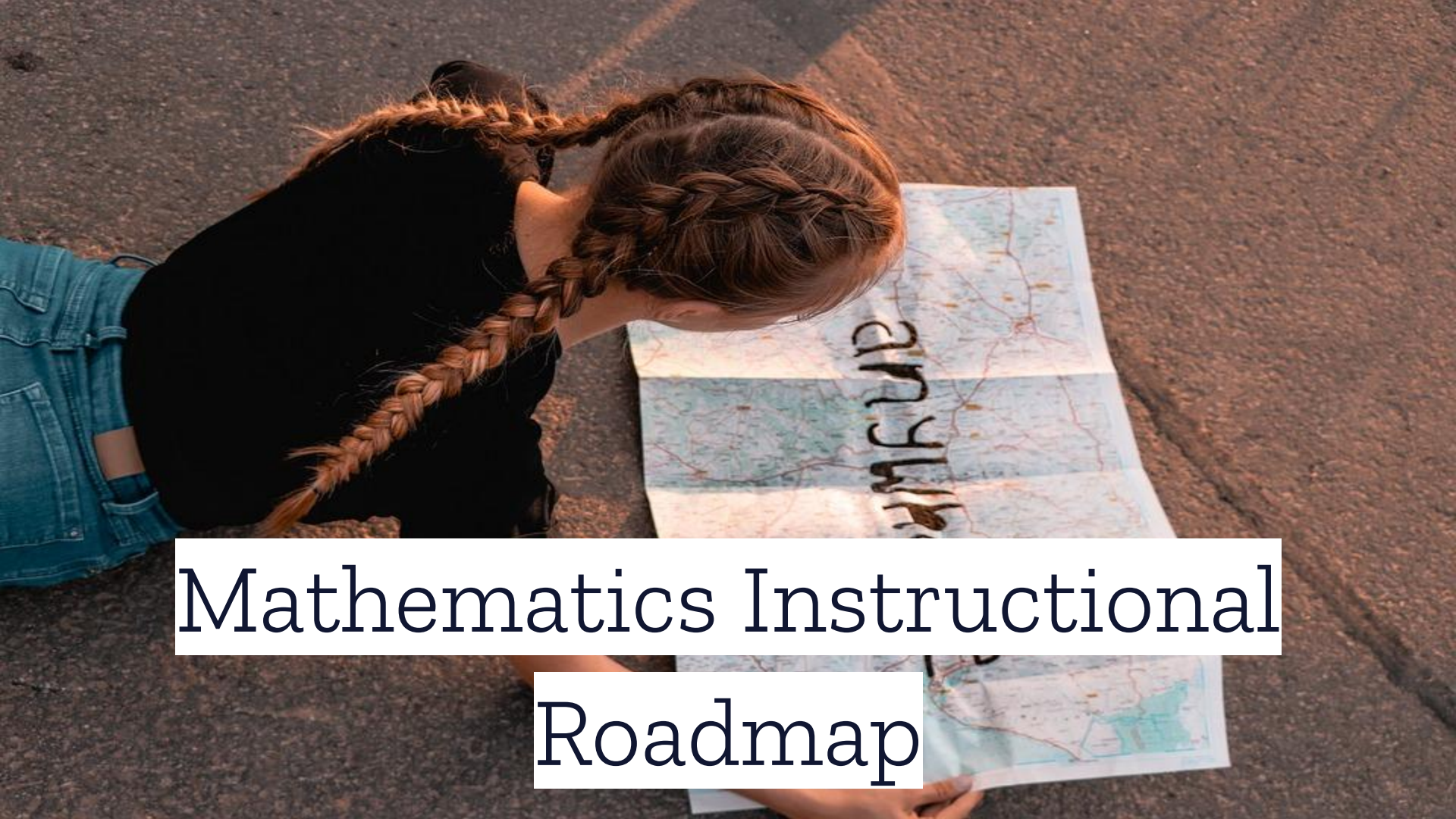


# Our Starting Points:

- Curriculum Audit
  - Alignment to NJSLs
  - Standards embedded in units
  - Assessments -Formative and Summative
  - Instructional gaps
- Overview of Math/ELA Resources
  - Digital resources available
  - Instant instructional data reports available
  - McGraw-Hill Resources/Units of Study
- PARCC and NJSLA
  - Year to year comparison
  - Cohort comparison
  - Evidence Tables







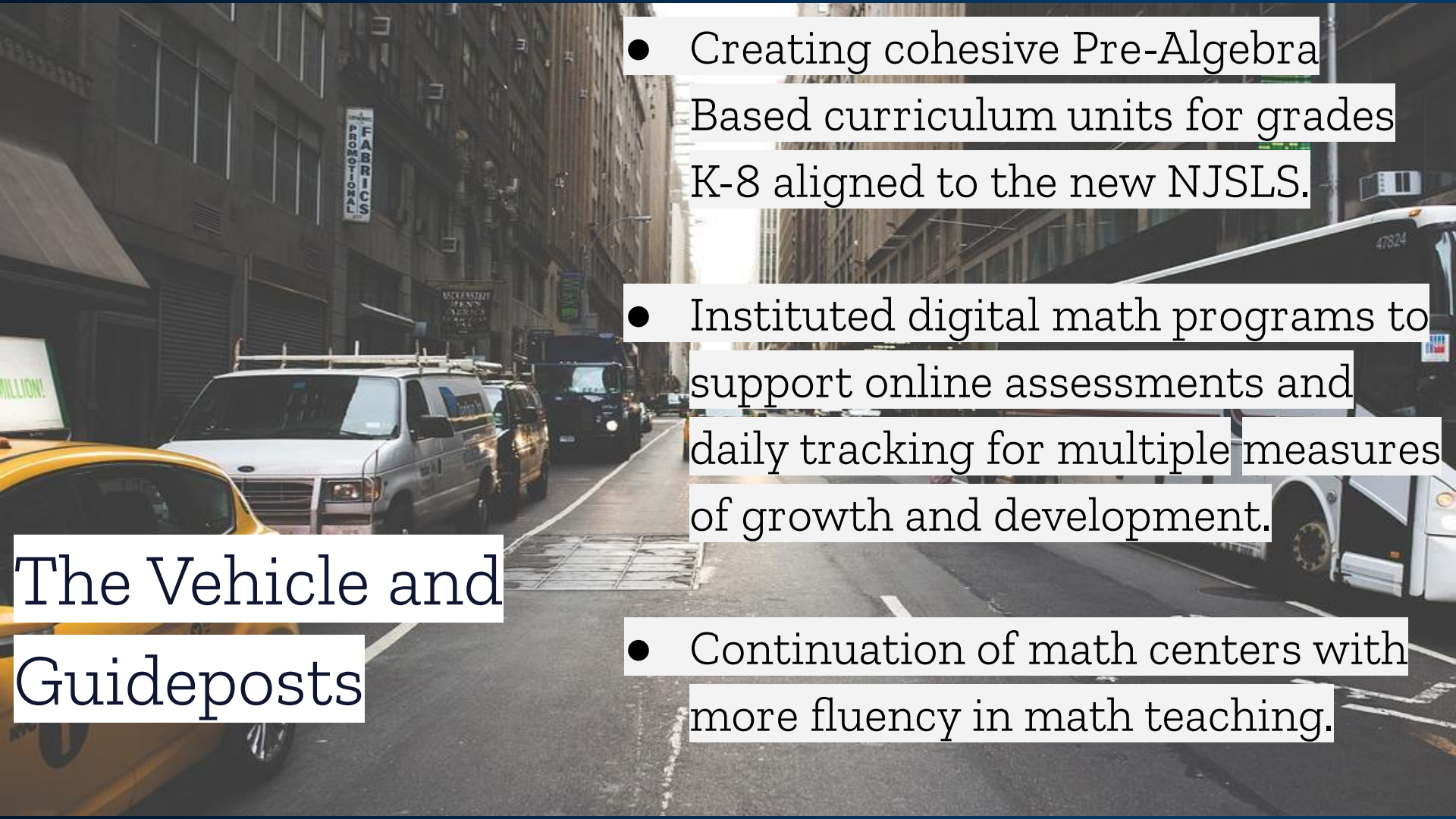
# Mathematics Instructional Roadmap

- Since 2014, data shows growth in grade 3 and Algebra 1
- Data shows a need to improve:
  - modeling/reasoning and algebra based comprehensive analysis
- Curriculum Revisions
  - Living document
  - Changes from CCSS to NJSL
  - Truncated units of study to create scaffolded standard alignment
  - Pre-Algebra based standards across K-8 grades



The Map



- 
- A background image of a busy city street. On the left, there are tall buildings with many windows. A yellow taxi is in the foreground on the left. Behind it is a white van with a ladder on its roof. Further back is a dark-colored truck. On the right side of the street, a white bus is visible. The street is paved and has some lane markings. The overall scene is a typical urban environment.
- Creating cohesive Pre-Algebra Based curriculum units for grades K-8 aligned to the new NJSLs.

- Instituted digital math programs to support online assessments and daily tracking for multiple measures of growth and development.

- Continuation of math centers with more fluency in math teaching.

The Vehicle and  
Guideposts

# Math Community Outreach

## Standards based report cards

### Operations and Algebraic Thinking

Demonstrates fluency in problem-solving with multiplication facts of whole numbers.

Standards: 4.OA.A.1, 4.OA.A.2

er	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
	<p>The student is unable to:</p> <ul style="list-style-type: none"> <li>Interpret a multiplication equation as a comparison.</li> <li>Represent verbal statements as multiplication equations.</li> <li>Multiply to solve word problems.</li> </ul>	<p>The student sometimes can:</p> <ul style="list-style-type: none"> <li>Interpret a multiplication equation as a comparison.</li> <li>Represent verbal statements as multiplication equations.</li> <li>Multiply to solve word problems.</li> </ul>	<p>The student consistently can:</p> <ul style="list-style-type: none"> <li>Interpret a multiplication equation as a comparison.</li> <li>Represent verbal statements as multiplication equations.</li> <li>Multiply to solve word problems.</li> </ul>	<p>The student exceeds in:</p> <ul style="list-style-type: none"> <li><b>Meeting the criteria for a 3</b></li> <li>Interpreting multiplication equations as comparisons.</li> <li>Using mental computation and/or modeling accordingly.</li> <li>Making insightful connections.</li> </ul>

## William Paterson PIR Michelle Christadore

WILLIAM  
PATERSON  
UNIVERSITY

- Mobile Apps for math support (free tutor)
- Pre-Algebra Honors 7th Grade curriculum created
- Curriculum posted
- Mathematics website with insightful websites.
- Back to School Night Presentation on Math Rubric.

## Math Curriculum

Kindergarten  
First  
Second

Third  
Fourth

Fifth  
Sixth  
Seventh  
Eighth

# The Drivers for Mathematics

Beatrice Gilmore Ele...

Grades 3-4

3 students

Memorial Middle Sch...

Grades 5-8

0 students

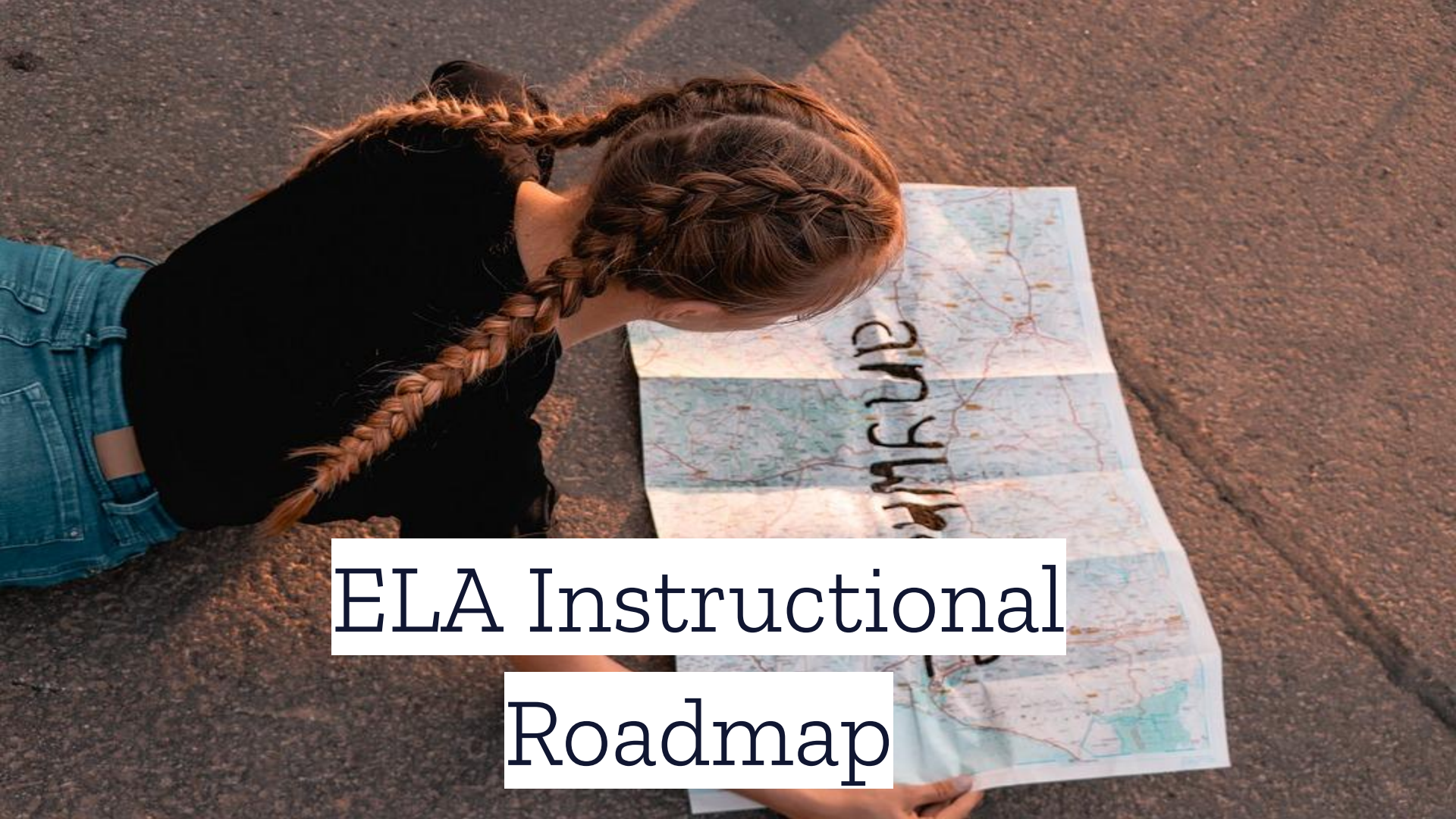
## PROGRESS & GROWTH

### MATH SKILL PROGRESS SUMMARY



- Creating Common assessments
- Utilization of data driven instruction.
  - Teachers now have access to school wide data, math Google Classroom with supporting research based materials, and department leveled PLCs for all K-8.
- Interactive note taking strategies.





# ELA Instructional Roadmap

# The ELA Map

- **Data and Core Analysis Takeaways**
  - Since 2014 data has shown growth and development in balanced literacy, teaching text structures, and compare/contrast.
  - Data revealed a need to improve vocabulary and close reading.
  - Working alongside educators, Student Growth Objectives (SGOs) were created to address students' needs.
- **Curriculum as a living document**
  - Core analysis was completed for K-8
  - Revisions to enhance current units of study
  - New units were created and implemented as per new 2018-19 QSAC requirements



# The ELA Vehicle and Guideposts

- **NJTSS-ER (New Jersey Tiered System of Supports- Early Reading)**
  - **Three year partnership with NJDOE and Rutgers University**
  - **Year 1 Pilot team implemented and analyzed a universal screening tool and other diagnostic assessments**
  - **Year 2-Implementation of a DIBELS 8th in K-4 District-wide**
    - **Diagnosis early reading needs for targeted reading intervention**
  - **Year 2- Use of reading pathways to address specific reading deficiencies**
- **Word Study in K-5**
  - **Foundations K-2**
  - **NEW! Foundations Grade 3**
  - **Words Their Way in Grades 4-5**

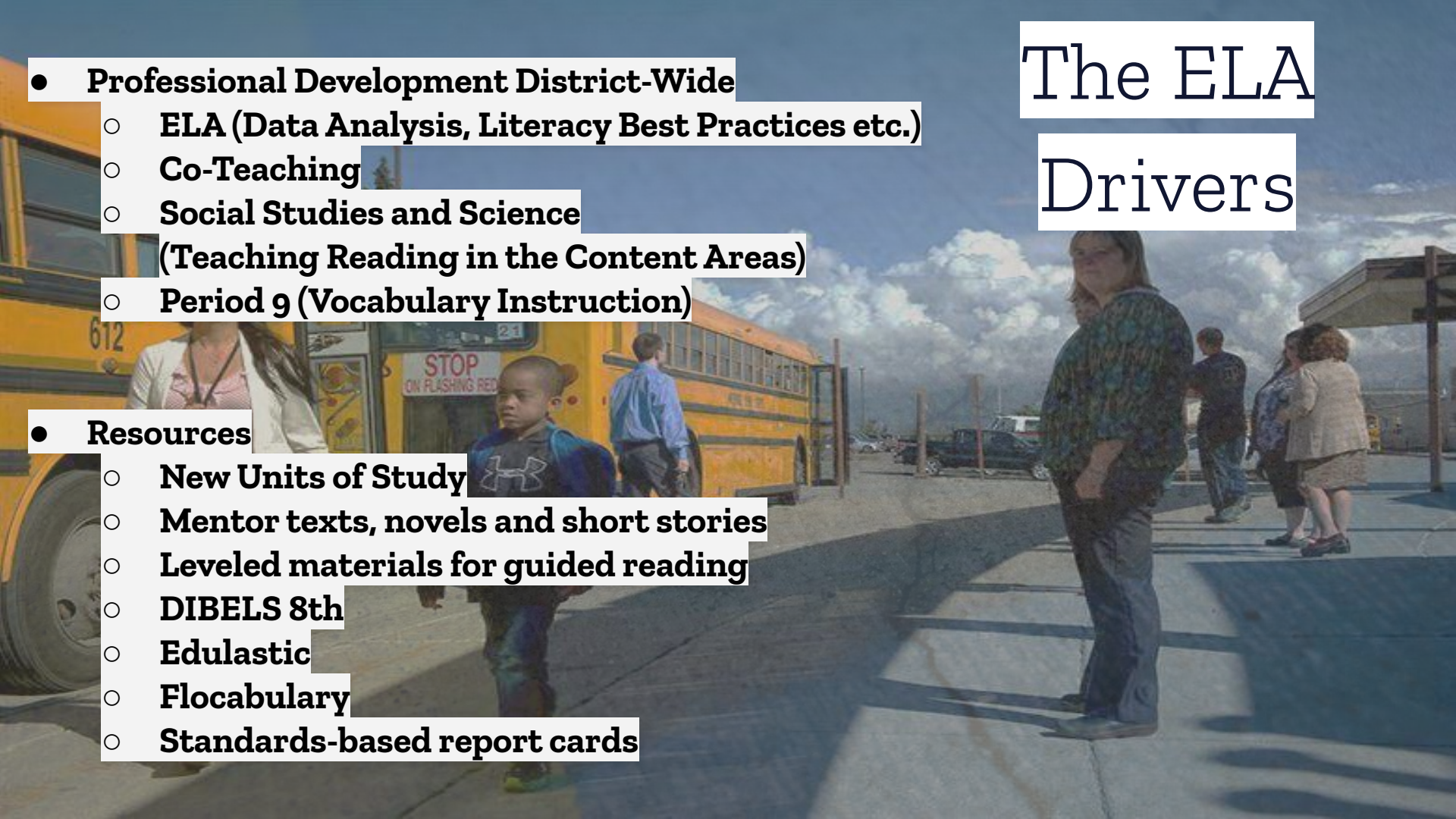
# The ELA Drivers

- **Professional Development District-Wide**

- **ELA (Data Analysis, Literacy Best Practices etc.)**
- **Co-Teaching**
- **Social Studies and Science**
- **(Teaching Reading in the Content Areas)**
- **Period 9 (Vocabulary Instruction)**

- **Resources**

- **New Units of Study**
- **Mentor texts, novels and short stories**
- **Leveled materials for guided reading**
- **DIBELS 8th**
- **Edulastic**
- **Flocabulary**
- **Standards-based report cards**





# ELA Community Outreach

- **Raising Little Readers and Raising Readers HSA presentations**
- **Standards based report cards**

Report Card Indicator: Reads grade level text\*

Trimester	1	2	3	4
1	Student has achieved reading success at Level G or below.	Student has achieved reading success at Level H or I.	Student has achieved reading success at Level J or K.	Student has achieved reading success at Level L or above.
2	Student has achieved reading success at Level I or below.	Student has achieved reading success at Level J or K.	Student has achieved reading success at a Level L or M.	Student has achieved reading success at a Level N or above.
3	Student has achieved reading success at Level J or below.	Student has achieved reading success at a Level K or L.	Student has achieved reading success at a Level M.	Student has achieved reading success at Level N or above.

\* Reading level as indicated on the Fountas and Pinnell Benchmark Assessment System.

- **Summer reading assignments**
- **NEW! K-4 Sight words**
- **Libraries = Success Campaign**
- **One Book, One School Project**
- **Memorial Spelling Bee**

Woodland Park School District


DISTRICT HOME SELECT A SCHOOL → TRANSLATE →

Home Our District Schools Departments Parent Info Staff Only Calendar

CURRICULUM AND INSTRUCTION

- Welcome
- Calendar
- Parents
- Teacher Resources
- Curriculum
  - Understanding PARCC Scores
  - Textbook List & Resources
  - Basic Skills - Title I
  - Board Presentations- PARCC and NJASK
  - Science
  - BSI Parent Night Presentation 2017-2018
  - Rubrics
    - Star 360 Presentation
    - Assessment Notification 2018-19
    - Language Arts

Woodland Park School District > Departments > Curriculum and Instruction > Language Arts



**Woodland Park Students**

- Work in a reading and writing workshop setting
- Create narrative, informational, opinion/argumentative texts
- Learn about grammar through workshop and repeated practice
- Engage in word study through phonics, spelling, and vocabulary
- Read aloud and discuss texts to practice fluency and interpretation
- Participate in guided reading to tackle more complex texts
- Develop handwriting skills to support literacy skills

**ELA Resources**

- Raising Little Readers - Parent Presentation
- Reading Rockets- Helpful Website for struggling readers
- Leveled Series- List of suggested leveled series
- NJTSS-ER Project- Learn about our partnership with the NJDOE
- NEW! Sight Words K-4

**ELA Standards-Based Rubrics**

These links will provide clarity for developmental learning targets across the ELA curriculum

- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade

Icons: Email, Calendar, Location, Twitter, Facebook, Instagram



# The

# Destination

- Foster student achievement
- Improve educator practice and pedagogy
- Ensure levels of rigor
- Classroom visits and coaching
- Google Education

