



Directors of Education

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**Education is the
passport to the future,
for tomorrow belongs
to those who prepare
for it today.**

Malcolm X



01

Curriculum

Overview of continued
and new curriculum.



Relationships, Relevance, and Rigor

Willard Dagget, founder and President of the International Center for Leadership in Education, states that the keys to classroom effectiveness are the three R's...
Relationship, Relevance, and Rigor.

RELATIONSHIPS: Learning is personal. When teachers have strong, trusting relationships with their students, the students will work harder and achieve more.

RELEVANCE: The more students understand how what they're learning is relevant to them, to their community, or to the world at large; the more motivated they'll be to learn.

RIGOR: Once a teacher builds a trusting relationship, and the students understand why what they are learning is relevant, then teachers can build the rigor of the lesson.



Curriculum Revisions and Updates in Rubicon



Science

Career Readiness
for 21st Century



English Language Arts
Math

2020 NJ Student
Learning
Standards



World Language

Technology



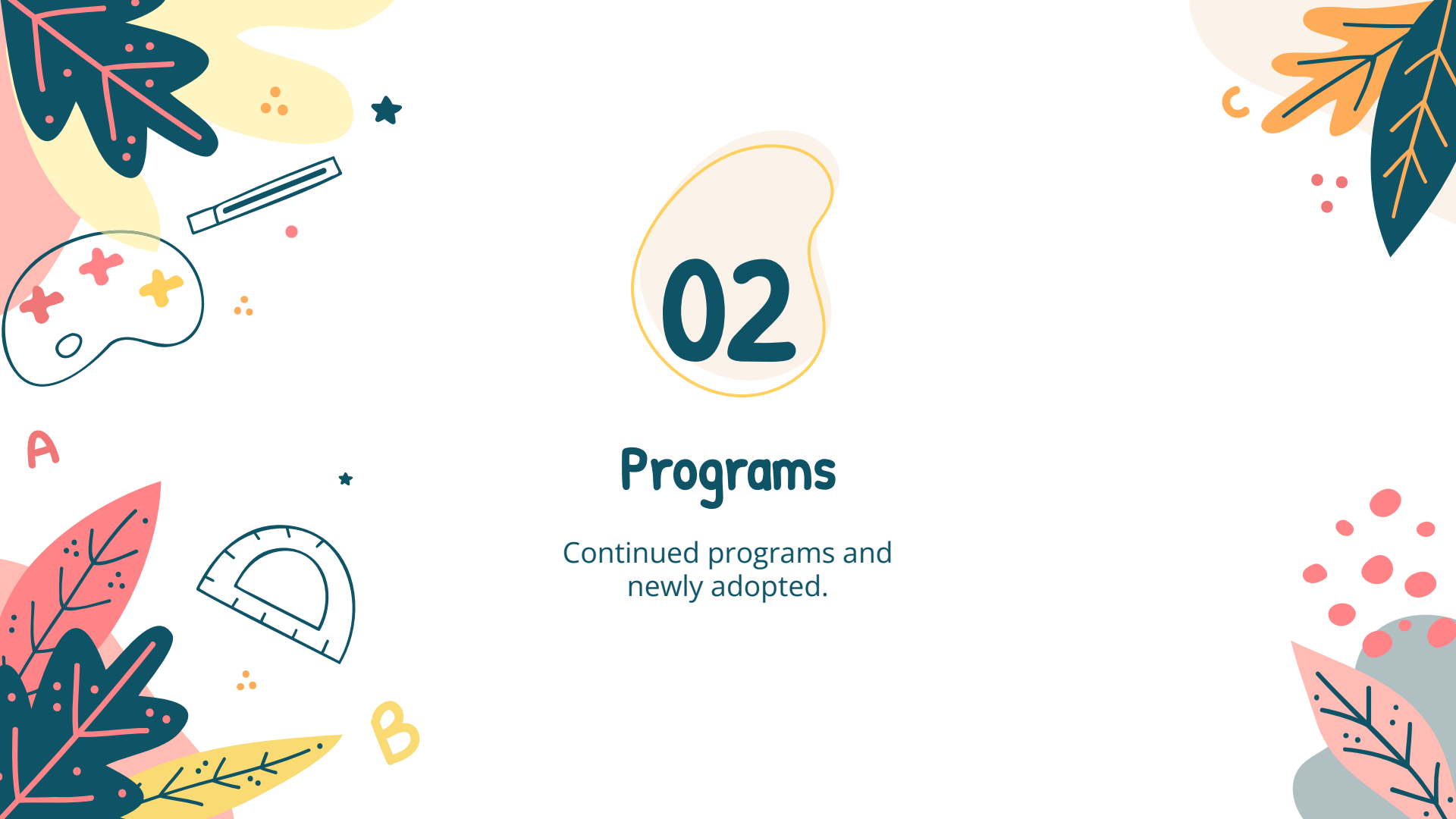
Visual &
Performing Arts

Collaboration &
lesson planning

Future Focus (by Sept. 2022):

Social Studies

PE/Health



02

Programs

Continued programs and
newly adopted.

Curriculum



K-4

ELA:
Heggerties
Foundations
Benchmark
Science:
STEMscopes
Mystery Science
Generation Genius



5-8

ELA:
Benchmark
Collections
Science:
Mystery Science
BrainPOP Science

Newly Adopted Curriculum



Big Ideas

Math Program K-8



Creative Curriculum

Preschool
Kindergarten



Leader in Me

Core 2

The Science of Reading - Structured Literacy



Research

According to all of the research, phonics is **crucial** when it comes to learning how to read.



Learning to read is NOT a **natural** process. We are NOT born wired to read but we ARE born wired to **speak**.



Structured literacy is direct, systematic, explicit instruction in the big 5 (**phonological awareness, phonics, fluency, vocabulary, and comprehension**).



Implementation

Explicit, phonics-based instruction
Small Group Skills-Based Instruction





Implementation of W.I.N

What I Need

01

Early identification for students at academic risk

02

Multi-tiered intervention system

03

Systematic and research-based instruction & intervention

04

Individualized small group instruction

05

Provides differentiated support and enrichment

06

Flexible and evolving period

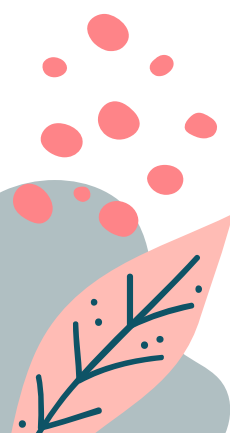


GT

K-2

SOAR

Celebrating various strengths of our students.
Chunking of GT to provide enrichment in different areas: STEM, ELA, Music, Art



3-8

2 Tiers- Academic and Enrichment

Academic- Students who are academically talented- Tested in 2nd and 5th grades

Enrichment- For students who excel in a particular skill







03

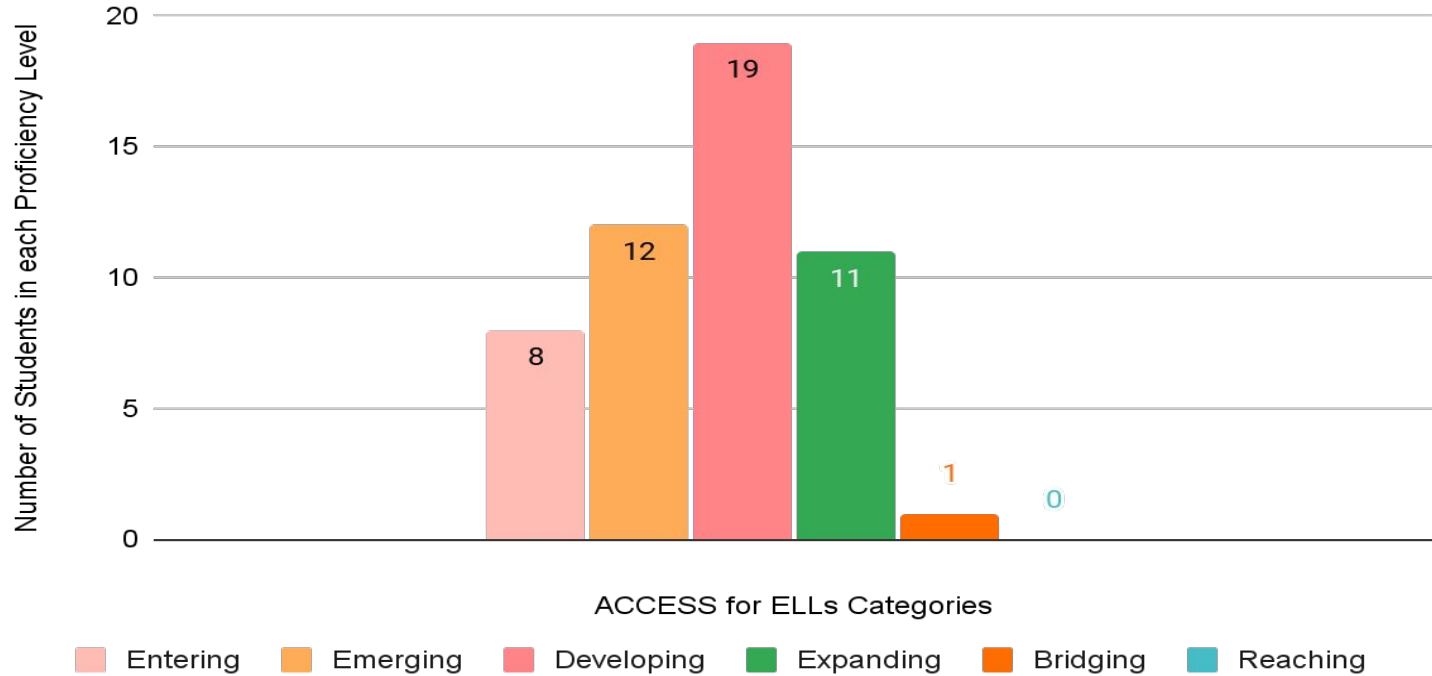
Access Scores

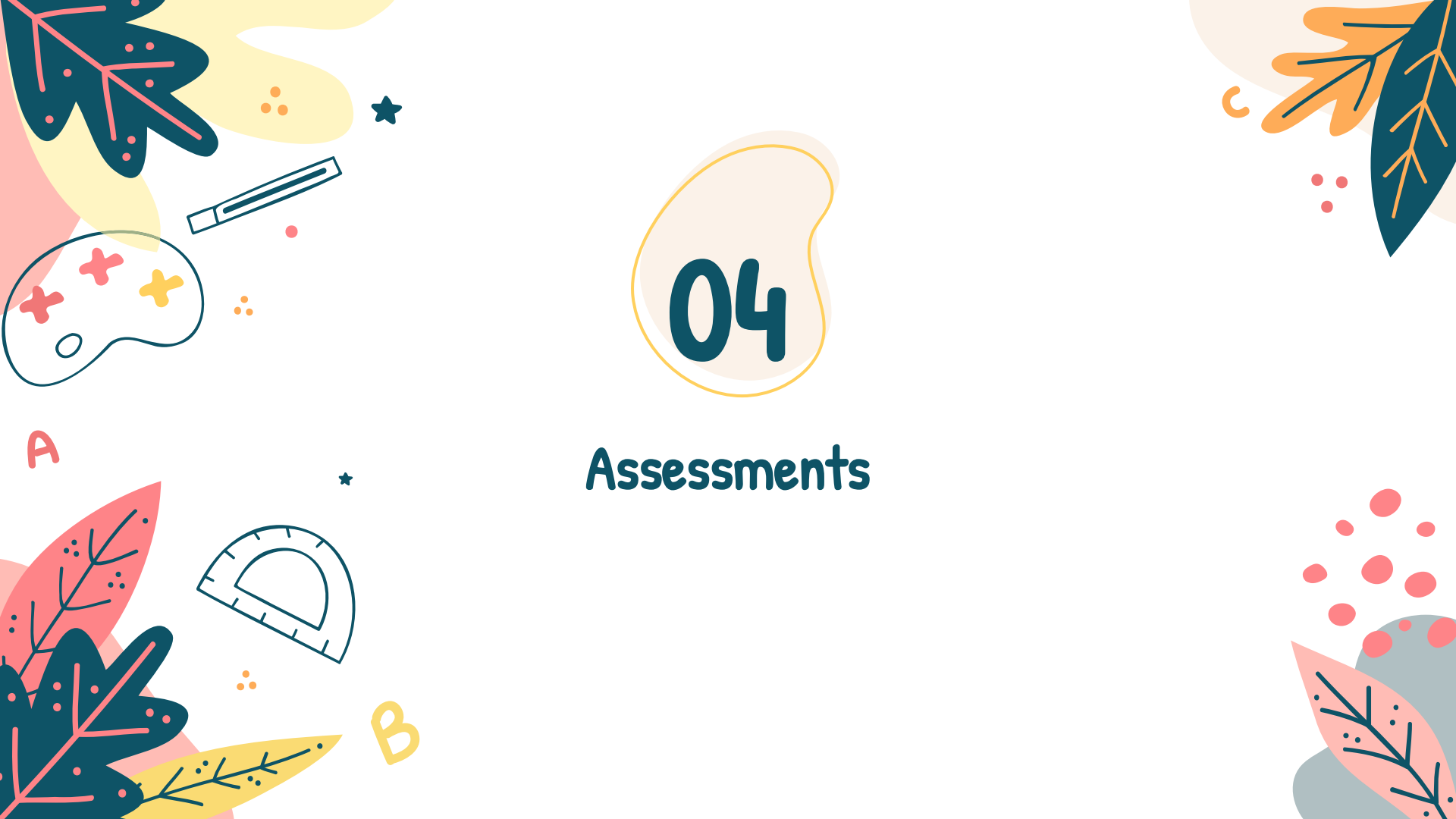


ACCESS for ELLs Assessment

- Administered from April-May 2021
 - Needed to be administered in person
 - 51 students
 - Students are assessed on Listening, Speaking, Reading, Writing
 - 6 Proficiency Levels -- Entering(1), Emerging (2), Developing (3), Expanding (4), Bridging (5), and Reaching (6)
 - Students need a 4.5 overall composite score to be exited from program; 5 students exited based on 2021 scores
 - Once exited, the students are monitored for 2 years
- 
- 

Results analysis







04

Assessments



2021-2022 Assessments

- **Start Strong State Assessment**--- assess English Language Arts (Grades 4-8), Mathematics (Grades 4-8 and Algebra 1), and Science (Grade 6) preparedness; 45 mins-1 hour long; real time results (Sept/Oct)
 - **New Jersey Student Learning Assessment (NJSLA)**--- assess English Language Arts (Grades 3-8), Mathematics (Grades 3-8 and Algebra 1) and Science (Grades 5 and 8); 60-90 minutes (April/May)
 - **Dynamic Learning Maps (DLM)**--- given to students in Grades 3-8 who are unable to take NJSLA due to cognitive impairment (April/May)
 - **ACCESS for ELLs**--- assesses listening, speaking, reading, and writing skills to students who receive English as a Second Language services. (March/April)
 - **I-Ready Benchmarks**--- Assesses to students in grades K-8 in Reading and Mathematics; administered 3 times a year (Sept/January/May)
 - **Fountas and Pinnell Benchmarks**--- Administered routinely to students in Grades K-6 to assess their reading levels (Throughout the year, usually 8-10 weeks between assessments)
 - **Special Area Benchmarks**--- Given by special area teachers to assess students knowledge of standards
 - **InView**--- Assess a student's cognitive ability (March)
- 
- 



Report Cards

Pre-K to 3

Number Scale


- 1- Developing Proficiency
- 2- Approaching Grade Level Standards
- 3- Meets Grade Level Standards
- 4- Exceeds Grade Level Standards
- NA**- Not Assessed at this Time

Comments Section: Teacher narrative of strengths and needs.



4-8

Letter Scales

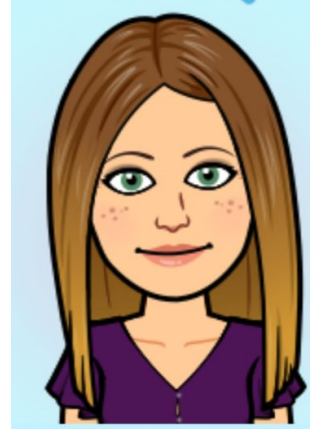
- All Students in Grades 4-8 will have the same report card format
 - Comments are pre-populated
- 

Our team



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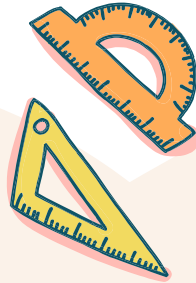
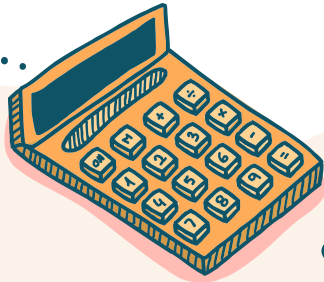


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Thank You





THANKS!

Does anyone have any questions?

www.eatontown.org



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