Pine Hill is Swinging for Success!!

Changing the Game for 2025-2026
Grades K-5

Team Roster

Dr. Melissa Williams, Superintendent
Mrs. Michelle Messina, Assistant Superintendent of C&I
Mrs. Morgan Zielinski, District Supervisor of STEAM
Mrs. Lauren Catts, District Supervisor of Humanities
Mrs. Nicole D. Smith, Elementary Literacy Coach (K-2)
Mrs. Beth Somers, Elementary Literacy Coach (3-5)
Mrs. JoAnne Curley, Elementary Math Coach (K-5)

State Test Scores

Truth: Our scores are below the state average.

To address student performance, the district is implementing several strategic initiatives:

- Transition to Standards-Based Grading: This system aims to provide clearer insights into students' mastery of specific skills and standards, allowing for more targeted instruction and support.
- Adoption of the Science of Reading Framework: This evidence-based approach focuses on phonemic awareness, phonics, fluency, vocabulary, and comprehension to improve reading outcomes.

These efforts are designed to provide a more accurate picture of student learning and to implement instructional strategies that are proven to be effective. The district is committed to improving student outcomes and will continue to monitor progress through ongoing assessments and community engagement.

This data is NOT defeat – it's a roadmap for ACTION!

Tonight's Starting Lineup

- ❖ Standards-Based Grading

- ❖ Science of Reading

- ❖ New Literacy Program - CKLA

- ❖ Math Literacy

A Grand Slam for Growth with

Standards-Based Grading!

What are "standards"?

Standards describe what students should know and be able to do in each grade level.

Why use a standards-based report card?

❖ Aligned with grade-level learning expectations.

❖ Clear feedback on what your child knows and can do.

❖ Focused on growth in specific skills and standards.

❖ Supports student ownership of learning.

❖ Accurately reflects academic achievement.

Shift to Standards-Based Report Cards

Current Report Cards	Standards-Based Report Cards
Different Reporting Keys or Codes by Grade Level	Same Reporting Keys or Codes Used Across All Grade Levels
Letter Grades and Percentages (A-F Scale Aligned with 0-100%)	Proficiency Levels for Standards (Needs Improvement, Progressing, Meeting, Exceeding)
Report Card Statements Grouped by Subject Area	Report Card Statements Grouped by Specific Skills or Standards Within Each Subject

Mathematics

Current Report Card

MATHEMATICS	M1	M2	M3	M4	FA
Overall Math Grade (Academic Performance)					
Math – Level of effort					
Demonstrates an understanding of equivalent fractions					
Measures objects to a fourth of an inch					
Constructs and interprets picture and bar graphs					
Demonstrates an understanding of area					
Demonstrates an understanding of perimeter					
Tells time to the nearest minute					

Standards-Based Report Card

MATHEMATICS	MP1	MP2	MP3
Numbers and Operations - Fractions			
I can represent and identify equal parts of a whole in many ways to develop an understanding of fractions as numbers. (3.NF.A.1-2; 3.G.A.2)			
I can identify simple equivalent fractions and compare fractions by reasoning about their size. (3.NF.A.3)			
Measurement			
I can tell and write time to the nearest minute and solve problems involving measurement of intervals of time. (3.M.A.1)			
I can solve problems involving measurement and estimation of liquid volumes and masses of objects. (3.M.A.2)			
I can apply concepts of area and relate area to multiplication and to addition. (3.M.B.3; 3.M.B.4; 3.M.B.5)			
I can solve problems involving the perimeter of polygons and distinguish between linear and area measures. (3.M.C.6)			

English Language Arts

Current Report Card

READING	MP1	MP2	MP3	FA
Overall Reading Grade (Academic Performance)				
Reading – Level of effort				
Reads & comprehends grade-level literary & informational text				
Foundational Skills	MP1	MP2	MP3	
Uses grade-level phonics & word analysis skills to decode words				
Reads with accuracy and fluency to support comprehension				
Comprehension	MP1	MP2	MP3	
Asks and answers questions about key details in text				
Distinguishes own point of view from that of the author				
Determines central message/lesson/moral of a story				
Compares and contrasts themes, setting by the same author				
Determines main idea and details in nonfiction text				
Uses text features to locate relevant information				
Identifies text structure (comparison, cause and effect)				

Standards-Based Report Card

ENGLISH LANGUAGE ARTS	MP1	MP2	MP3
Reading: Literature & Informational Text			
I can ask and answer questions and make connections that are supported by text evidence. (RL.CR.3.1, RI.CR.3.1)			
I can explain, orally and in writing, the theme or main idea of a text. (RL.CI.3.2, RI.CI.3.2)			
I can describe the way a character develops and how their actions affect the events in a story. (RL.IT.3.3)			
I can use text features to locate information and demonstrate understanding of a text. (RI.TS.3.4, RI.MF.3.6)			
I can compare and contrast the elements within literary and informational texts. (RL.CT.3.8, RI.CT.3.8)			
Reading: Foundational Skills			
I can read decodable words using grade level phonics and word analysis skills (i.e.prefixes/suffixes). (L.RF.3.3 a-c)			
I can read grade level high frequency words. (L.RF.3.3 d, e)			
I can fluently read and understand grade level text. (L.RF.3.4)			

Standards-Based Report Card Key

Needs Improvement (N)	Progressing (P)	Meeting (M)	Exceeding (E)
Student is NOT grasping key concepts, processes, and essential skills.	Student is BEGINNING to grasp and apply key concepts, processes, and skills.	Student CONSISTENTLY grasps and applies key concepts, processes, and skills.	Student consistently grasps, applies, and EXTENDS key concepts, processes, and skills.

3rd Grade ELA Example

❖ <u>New Jersey Student Learning Standard</u>

RL.CT.3.8: Compare and contrast the elements (theme, settings, and plot) of literary texts written by the same author about similar characters (e.g., in books from a series).

❖ <u>Report Card Item</u>

I can compare and contrast the elements within literary and information texts (RL.CT.3.8 and RI.CT.3.).

	Description	Student Example
Needs Improvement (N)	Shows minimal understanding of theme or comparison; response is vague or off-topic.	"The stories are both fun. They have people in them. One is about a dog and the other is about a boy."
Progressing (P)	Identifies a theme and makes a general comparison; lacks supporting detail or depth.	"Both stories are about friendship. One shows it with a dog, and the other with a boy and his friend. They are both happy at the end."

Meeting (M)

Accurately identifies a shared theme and explains how each story develops it using relevant details.

In both stories, the main theme is friendship. In 'Story A,' friendship grows between a boy and his dog after they help each other. In 'Story B,' the boy learns to be a better friend by apologizing. Both stories show how actions can build stronger friendships.

Exceeding (E)

Is student-driven-the student uses the information in a creative way and in a new situation.

Student independently chooses to create a slide deck showing how the 2 books read in class as well as an independently read book to show how the texts are the same and different.

What is Standards-Based Grading ? True or False?

❖ Standards-based report cards are organized by standards within each subject. (True)

❖ Proficiency levels like "Progressing" or "Meeting Expectations" give clearer feedback than letter grades. (True)

❖ All grade levels will use the same grading key on report cards. (True)

❖ Standards-based grading supports student growth and ownership of learning. (True)

Swinging for the Fences with the Science of Reading!

Why implement the Science of Reading?

❖ Evidence-based research.

❖ Addresses the needs of all learners through a structured literacy approach.

❖ Develops proficient readers:

  ➢ K-2 students are learning to read.

  ➢ 3-5 students are reading to learn.

❖ Supports equity for all students.

What does this look like in the classroom?

❖ Emphasis on foundational reading skills.

❖ Builds proficient readers through the use of decodable text.

❖ Focus on building content knowledge.

❖ Develops strong communication and writing skills.

Amplify CKLA

Core Knowledge Language Arts

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Core Knowledge Language Arts

Teacher Feedback

"As a result of the Skills instruction I am noticing a higher percentage of students than usual who are reading and writing CVC words at this point in the year compared to previous years. I am also noticing that a large percentage of the class are able to identify initial sounds, segment words, and blend words."

"As a result of the Knowledge instruction, I have noticed that students are more perceptive to the informational texts than I expected...I have been happily surprised with students' ability to comprehend and discuss these informational topics such as pollination and functions of the body."

What is Science of Reading? Myth or Fact?

❖ Reading develops naturally when exposed to books. (Myth)

❖ Memorizing sight words is the best way to learn to read. (Myth)

❖ Every child can learn to read with the right support. (Fact)

❖ Teaching letter names is more important than teaching letter sounds. (Myth)

# Hit a Home Run with Math Literacy!

Why implement Math Literacy?

- ❖ Math is part of everyday life, from money to data.

- ❖ Strong math skills open doors in every field, from trades and tech to healthcare and the arts.

- ❖ Math literacy builds critical thinking helping students analyze, question, and solve real-world problems.

- ❖ Confidence in math builds confidence for life and every child is capable of becoming a strong math thinker.

What does this look like in the classroom?

- ❖ Focuses on helping students understand both how and why math works.

- ❖ We value the thinking process and the strategies students use to solve problems.

- ❖ Students develop understanding by working with math tools, pictures, and numbers/symbols.

- ❖ Math discourse allows students to explain their thinking and explore other solutions.
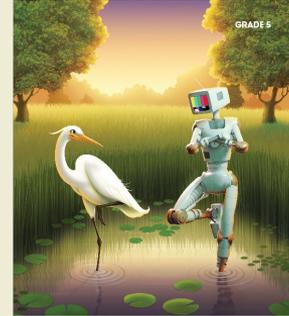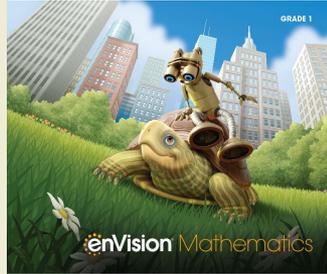
What is Math Literacy? Myth or Fact?

❖ Math is mostly about memorizing. (Myth)

❖ Some people are "math" people and some people are not. (Myth)

❖ If a student can do the math quickly, they're good at math. (Myth)

❖ There's only one right way to solve a math problem. (Myth)

Raffle Time!!