

Village Elementary School

Welcome to Back to School Night!



Ms. Susan Lacy, Principal

Mrs. Jaime Maccarone, Assistant Principal

Mrs. Nancy Gartenberg, Superintendent

Mr. Richard Cavalli, Montgomery Township Board of Education President

Mrs. Janice Huang and Mrs. Ashley Friedman, MES PTA Co-Presidents

Mrs. Susan Delaney and Mrs. Denise Sciascia, SEPTA Co-Presidents



Montgomery Township Strategic Plan

Goal 1:

Student Success

Maximize the social-emotional and academic growth of every student.

Goal 2:

School and Work Environment

Ensure a learning environment that promotes excellence.

Goal 3:

Collaboration and Communication

Strengthen stakeholder relationships to support and enhance student learning.

Goal 4:

Resources and Operations

Optimize operational and financial resources to enhance student experience.



Portrait of a Graduate

College and Career Ready Scholar
Socially and Emotionally Aware Individual
Ethical and Responsible Citizen

College and Career Ready Scholar

- Academically Strong
- Effective Communicator
- Innovative and Creative
- Adaptable
- Problem-Solver
- Collaborative



Socially and Emotionally Aware Individual

- Self-Aware
- Confident
- Empathetic
- Resilient
- Respectful



Ethical and Responsible Citizen

- Demonstrate Integrity
- Community Service
- Civic Engagement
- Respect for Different Viewpoints
- Coordination with Others





K-4 Language Arts



Mrs. Amy Monaco, Supervisor

*Students in the Montgomery Township School District will exit our school community with both the **skill** and the **will** to communicate through the language arts in a variety of forms and for a variety of purposes.*

The ELA NJ Student Learning Standards support an increased focus on:

- The use of non-fiction and information texts in reading and writing
- Text-based questioning and close reading
- Narrative, opinion and informational writing
- Text complexity
- Speaking clearly and persuasively, supporting opinions with text evidence
- Academic and domain-specific vocabulary

Reading and Writing



*The Montgomery Township School District will once again be partnering with **Columbia Teachers College** Reading and Writing Project to support K-4 Language Arts goals for 2017-18*

The Reading and Writing Workshop model promotes:

- Authentic real-world reading and writing experiences
- Explicit whole-class instruction on grade-level skills and strategies
- Time for daily independent reading and writing within students' individual level of instruction
- Students' development as readers and writers both within and outside of school



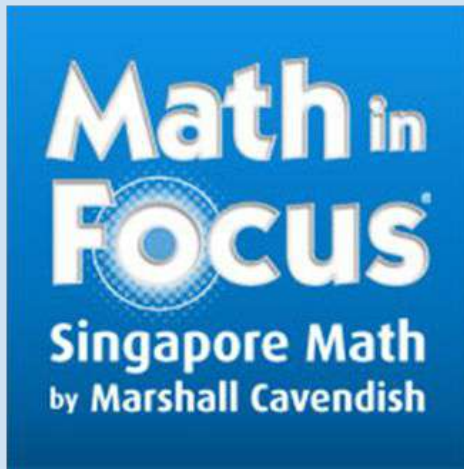
K-4 Mathematics

Mrs. Jessica Glover, Supervisor

NJ Student Learning Standards in Math increase the focus on:

- NUMBER SENSE: learning to identify number and value, putting numbers together and taking them apart (the beginnings of addition and subtraction).
- PLACE VALUE & COMPUTATION: a solid foundation to help students successfully apply addition, subtraction, multiplication & division to whole numbers, fractions and decimals.
- A CONTINUOUS PROGRESSION of learning in geometry, algebra, measurement & data from grade to grade, preparing students for algebra in grade 8. Standards aligned assessments that enhance students' learning and inform instruction.

The standards stress not only procedural skill but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels - rather than the current practices by which many students learn enough to get by on the next test, but forget it shortly thereafter, only to review again the following year.



**Textbooks
support our
curriculum, but
do not define it.**

Concrete-Pictorial-Abstract Learning Progression

Singapore math teaches concepts using a concrete–pictorial–abstract learning progression to anchor learning in real-world, hands-on experiences.

Problem Solving

Math in Focus uses a problem-solving approach that develops critical thinking skills, strategy development, the application of concepts, and communication.

Fact Fluency

We will be using a facts mastery sequence to ensure that our students can fluently and accurately recall basic math facts when performing everyday computations or solving problems.

Lessons for Growth

Math in Focus adapts instruction to the needs of individual learners through scaffolding, sequencing, support, and enrichment to optimize growth.

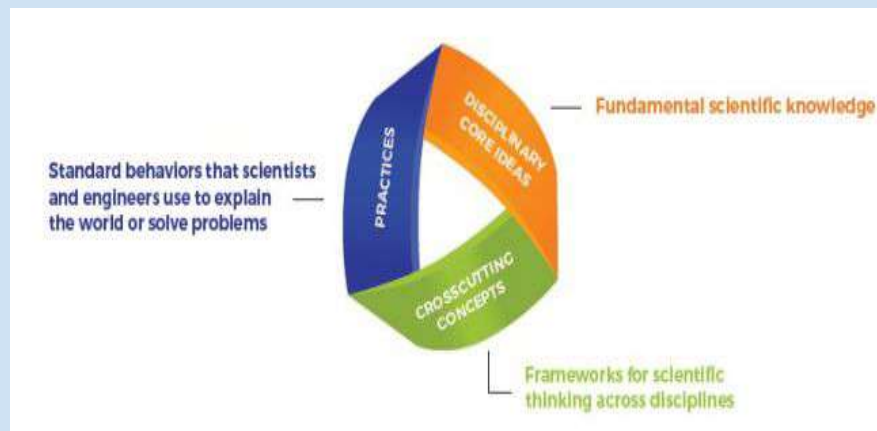
Integrated Technology for the 21st-century Classroom

Think Central, eBooks, interactive whiteboard activities, online student activities, online manipulatives, and a bar modeling app all provide additional ways to learn and practice.

Kindergarten - 4th Grade Science

3 New Units of Study developed with New Jersey Student Learning Standards - Science

- Developing science process skills through 3-Dimensional Learning
 - **Disciplinary Core Ideas** develop understandings in; Physical Science, Earth and Space Science, and Life Science
 - **Crosscutting Concepts** are discovering connections through; patterns, cause and Effect, structures and functions, and systems.
 - **Science and Engineering Practices** build skills through; questioning, modeling, planning, and analyzing
- Engineering projects embedded within units of study.



How will Science be different?

Classroom activities in Elementary School will look

Less like this:

Students have disconnected exposure to science instruction or related activities.

Rote memorization of facts and terminology

Teachers posing questions with only one right answer

Pre-planned outcome for “cookbook” laboratories or hands-on activities

More like this:

Students engage with science concepts as a core part of instruction and are encouraged to connect lessons to their own personal experiences and other content areas.

Facts and terminology learned as needed while developing explanations and designing solutions supported by evidence-based arguments and reasoning.

Students discussing open-ended questions that focus on the strength of the evidence used to generate claims.

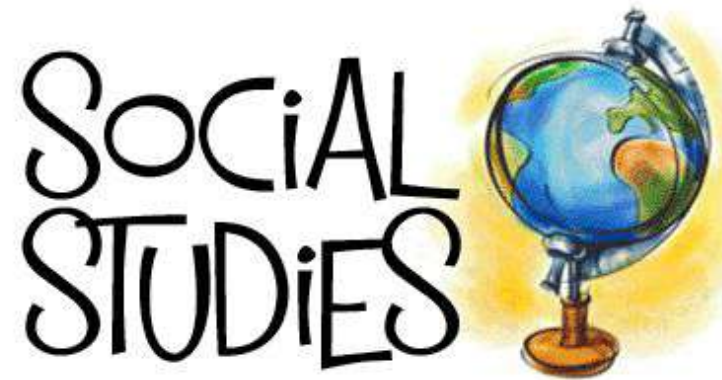
Multiple investigations driven by students’ questions with a range of possible outcomes that collectively lead to a deep understanding of established core scientific ideas.

K–4 Social Studies

Our K-4 Social Studies curriculum emphasizes:

- Becoming an engaged and responsible citizen
- Learning about the world around us (Geography and map skills)
- Developing an appreciation for cultures and diversity

Additionally, there is an increased emphasis on reading nonfiction and informational texts at all grade levels.





Goal: Research, design & implement a revised standards-based report card (SBRC) at OHES & VES to accurately provide information for all parties regarding a student's performance related to learning goals.

Process: A committee consisting of K-4 teachers, building administrators and supervisors worked collaboratively to identify standards and behaviors to report out on, create data points to guide proficiency levels and establish performance indicators.

Outcome: In the 2017-18 school year, OHES & VES will utilize revised standards-based report cards (SBRCs).

Comparing Previous and Revised VES Report Cards

Previous VES Report Card:

- 3 Report Cards
- 49-52 Content Indicators
- 31 Related Arts Indicators
- 15 Work habit Indicators
- 12 Grading Key Symbols
- 2 Parent-Teacher Conferences (one optional)

Revised VES Report Card:

- 2 Report Cards
- 23-26 Content Indicators
- 19 Related Arts Indicators
- 12 Work habit Indicators
- 4 Grading Key Symbols
- 2 Parent-Teacher Conferences



Grading Benchmark Statements

| | | | |
|-----------------|--|---|--|
| <p>1</p> | <p>Student will retell text but may include some unimportant details or leave out important details. Student may not be able to state main idea.</p> <p>Evidence includes: Anecdotal conferring notes, running records, evidence from student reading notebooks/post-its</p> <p>Score below Level 2 on question 3 of Building a Reading Life Performance Task</p> | <p>Student will retell text but may include some unimportant details and is able to state main idea.</p> <p>Evidence includes: Anecdotal conferring notes, running records, evidence from student reading notebooks/post-its</p> <p>Score of level 2 on question 3 of Building a Reading Life Performance Task</p> | <p>Will consistently be able to retell texts, including important details and leaving out unimportant details, and clearly state the central message and the main idea.</p> <p>Evidence includes: Anecdotal conferring notes, running records, evidence from student reading notebooks/post-its</p> <p>Score of 3 on question 3 of Building a Reading Life Performance Task</p> |
|-----------------|--|---|--|

Parent-Teacher Conference Form

- You can expect
 - 2 Report Cards - January and June
 - 2 Conferences
 - Parent-Teacher Conference Form
- All teachers will utilize SBRCs during our current 2017-2018 school year



Standardized Assessments

- **MAP** – Measures of Academic Progress
- **PARCC** – The Partnership for Assessment of Readiness for College and Careers – April/May



Social and Emotional Learning

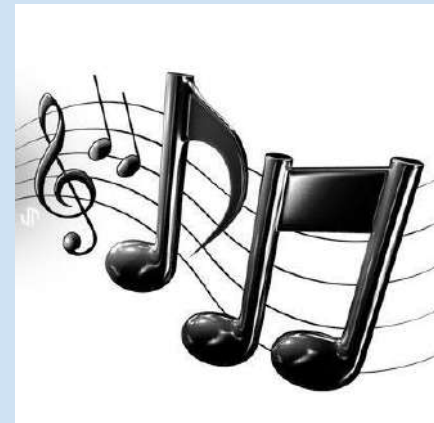


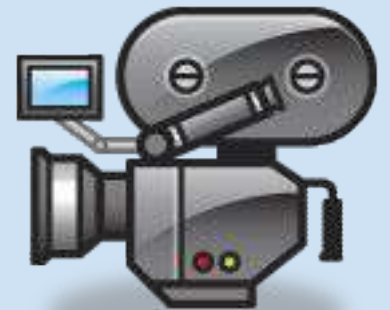
- Counseling Program
- Character Education
- Responsive Classroom
- Service Projects



4th Grade Co-Curricular Opportunities

- Band
- Orchestra
- Chorus
- Peer Partners
- Safety Patrol
- Bluebird Buddies
- VES Morning News







VILLAGE ELEMENTARY SCHOOL

Thank you for coming!

