

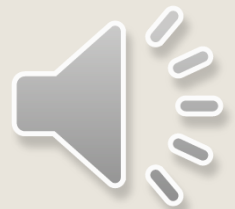
Welcome to First Grade

Marisa Gonzalez

mgonzalez@lwsd.org

Abby Taylor

ataylor@lwsd.org



Agenda

- Title 1 School
 - Safety Net
 - ML
- Counselor & CIS
 - Specialists
- Highly Capable
 - Curriculum
 - Questions





TITLE I

John Muir Elementary is a Title I School. This means that we receive Federal funding to **supplement** existing programs in support of student progress toward the state's challenging academic standards. These funds can be used for parent and family engagement, staff professional development, curricular tools, and other resources.



TITLE I PARENT AND FAMILY RIGHTS

You have the right to...

- Participate in the planning and decision-making processes pertaining to Title I
- Receive communication and translation services in your home language
- Request teacher and paraeducator qualifications
- Receive information about curriculum and assessments

If you feel that our school is not meeting the requirements for Title I, you have the right to file a citizen complaint.



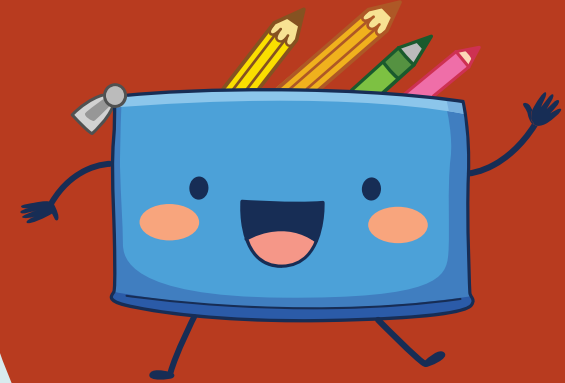
TITLE I PARENT-FAMILY ENGAGEMENT

- Your voice is important in guiding our Title I Program. If you have not already done so, please complete the short survey on Parent Square (Scan QR Code) to share ideas and availability.



Purpose of Safety Net!

- Support students in partnership with general education teachers in literacy so they can meet or exceed grade level standards
- Safety Net instruction never replaces core instruction with their teacher, it serves as extra instruction for students who qualify



Meet the Team



Julie Palmer
jupalmer@lwsd.org



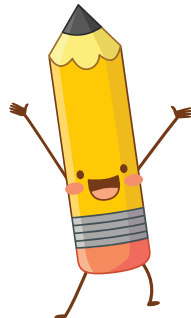
Michelle Vallene
mvallene@lwsd.org



Ellen Barber
ebarber@lwsd.org



Who is served in safety net?



We serve students who are not meeting district and state academic standards in reading.

Our Reading testing will be through FastBridge, which replaced DIBELS

Safety Net groups will begin when testing has been completed by their classroom teacher.

Parents will be contacted if testing data indicates that their student will benefit from receiving extra support in Safety Net groups.

Safety Net groups will not interrupt or replace classroom instruction, they act as an extra support in addition to core curriculum



Multilingual Learner (ML) Program

We provide English instruction and support to multilingual students in all grades focusing on ...



listening



speaking

reading



writing



The type and level of English support is determined by students' WIDA test scores and other assessments given by classroom and intervention teachers.

Questions about English support can be directed to the Multilingual Teachers:



Domini
Dean
ddean@lwsd.org



Bella Chavez
ichavez@lwsd.org



MEET THE SCHOOL COUNSELORS!



Ms. Schroeder. Full-time School counselor at JME. In my spare time I love going to hockey and baseball games with my family, and I love musical theatre especially at 5th Ave and the Paramount. I live at home with my husband, two sons, and two crazy cats.

Ms. Powers! Bonus School Counselor at JME. I work with Ms. Schroeder to help ALL students at JME. You will see me on Monday's! I love reading, going to the beach, crafting and spending time with my family. I live at home with my husband Jordan, daughter Lucy and cat ROY!



WHAT DOES AN ELEMENTARY SCHOOL COUNSELOR DO?

1

SUPPORT

- Academic, social, and emotional development of all of the students here at JME

2

EDUCATE

- Classroom SEL lessons
- Student small groups
- JME community resources

3

ENCOURAGE

- Students
- Families
- Teachers
- JME community



IN SCHOOLS AND BEYOND.

equity . opportunity . collaboration .

My role here at JME is to support the whole student.

Basic Needs

- Food
- Clothes, shoes, schools supplies
- Housing
- MV Students

One on One Support

- Setting & Respecting Boundaries
- Conflict Resolution

Small Groups

- Lunch Bunch

Lila
Room 2303



Specialists

If you have any questions regarding library, music, or P.E. you may contact the teachers directly.

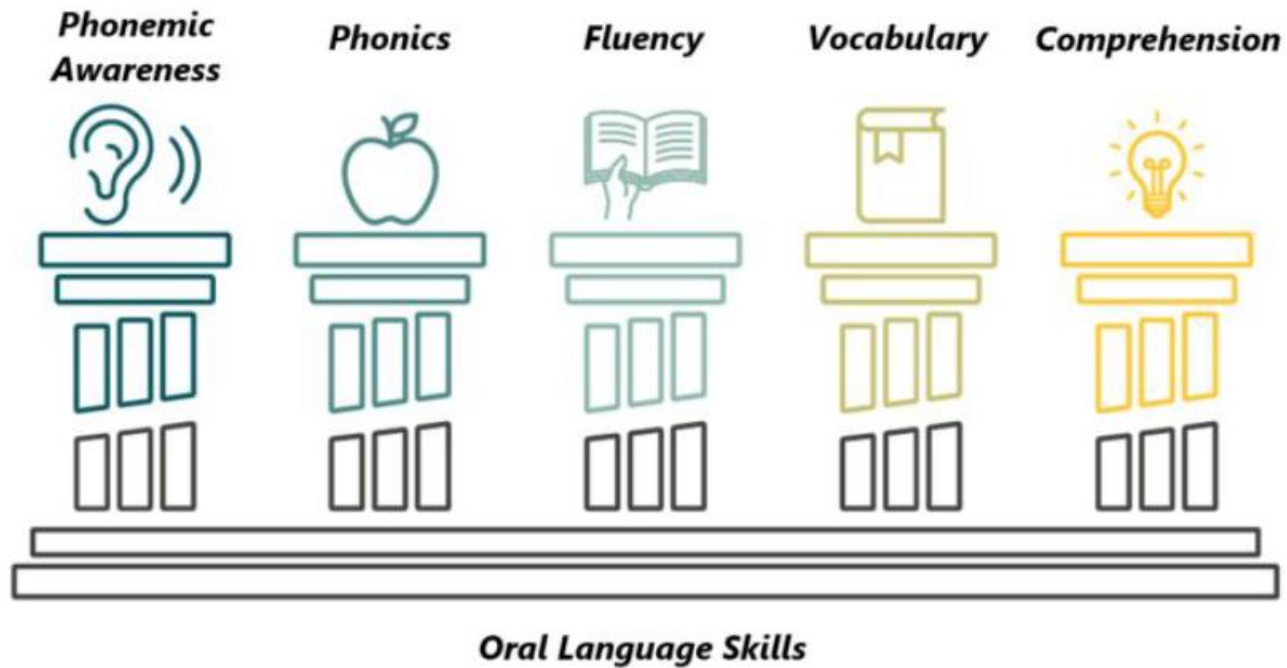
- Mrs. Kehrli, stkehrli@lwsd.org
- Ms. Metz, kmetz@lwsd.org
- Mr. Rothenberg, jrothenberg@lwsd.org



In accordance with new Washington State Law, LWSD is implementing the following changes for 2023-24 HiCap referral process:

- Universal screening of 1st and 5th graders. No need to actively refer your student!





SIX COMPONENTS OF EXPLICIT LITERACY DEVELOPMENT





READING CURRICULAR TOOL: WONDERS

- Aligns with CCSS
- Research-based
- Systematic and explicit sequence for students learning to read
- Supports whole group and small group instruction with a comprehensive set of connected resources
- Builds a strong reading foundation
- Supports students in accessing complex text and finding/using text evidence
- Engages students in collaborative conversations



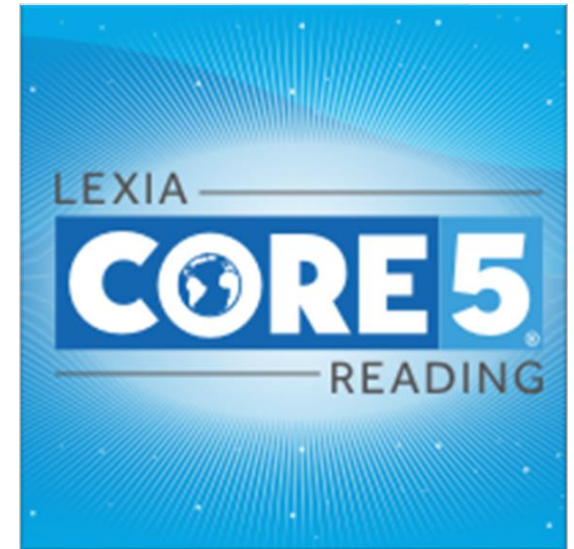
READING CURRICULAR TOOL: HEGGERTY K-2

- Provides structured and systematic daily phonemic awareness instruction
- Focuses on the phonemes or sounds we hear in words
- Delivered orally with multisensory instructional strategies
- Fast-paced and engaging (about 12 minutes per lesson)

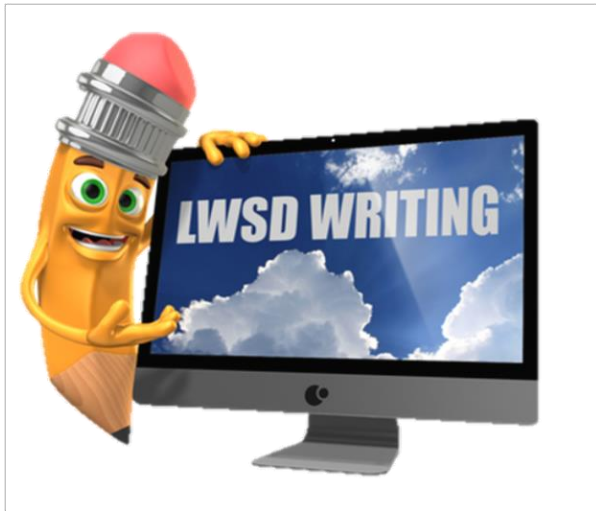


ONLINE ADAPTIVE TOOL: LEXIA

- Adaptive blended learning program
- Accelerates the development of literacy skills
- Research-proven, evidence based
- Provides explicit, systematic, personalized learning in the 6 areas of literacy instruction
- Targets skill gaps as they emerge
- Provides teachers with data and student specific resources



WRITING CURRICULAR TOOL: LWSD WRITING UNITS



- Follows Writer's Workshop format
- Instructional framework or approach
- Organizes writing time in classroom
- Gradual Release of Responsibility
- Combines explicit and systematic writing instruction
- Develops strong relationship between reading and writing



HANDWRITING CURRICULAR TOOL: ZANER-BLOSER K-3

- Key foundational skill for literacy development
- Explicit instruction, research-based
- Short time blocks with time for practice and feedback
- Brief, explicit, and consistent lessons
- Focus on pencil grasp, letter formation, legibility, and automaticity



ILLUSTRATIVE MATHEMATICS



- Illustrative Mathematics K-5, is a problem-based, rigorous curriculum that makes elementary school mathematics accessible, impactful, and memorable for all students. Equity-based practices to support mathematics learning, this curriculum has what is needed to reach all students.
 - 1st grade has 8 units
 - Units vary in length, most are about 3-4 weeks, but can range from 2-6 weeks
 - Consumable workbooks for each unit
 - Aligned to the CCSS



MATHEMATICS TEACHING PRACTICES

PROVIDE A FRAMEWORK
FOR STRONG TEACHING
AND LEARNING OF
MATHEMATICS.

EMBEDDED
THROUGHOUT THE
CURRICULUM.

Establish mathematics goals to focus learning. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.

Implement tasks that promote reasoning and problem solving. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.

Use and connect mathematical representations. Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.

Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.

Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.

Build procedural fluency from conceptual understanding. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.

Support productive struggle in learning mathematics. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.

Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

~Principles to Actions. Reston, VA: NCTM, National Council of Teachers of Mathematics,



EQUITY-BASED PRACTICES TO SUPPORT MATHEMATICS LEARNING

Develop	Leverage	Affirm	Challenge	Draw on
Go deep with mathematics. Develop students' conceptual understanding, procedural fluency, and problem solving and reasoning.	Leverage multiple mathematical competencies. Use students' different mathematical strengths as a resource for learning.	Affirm mathematics learners' identities. Promote student participation and value different ways of contributing.	Challenge spaces of marginality. Embrace student competencies, diminish status, value multiple mathematical contributions.	Draw on multiple resources of knowledge (math, language, culture, family). Tap students' knowledge and experiences as resources for mathematics learning.

~Taking Action: Implementing Effective Mathematics Teaching Practices, K-5. Reston, VA: NCTM, National Council of Teachers of Mathematics, 2017.



**WE ARE EXCITED FOR
ALL STUDENTS TO
HAVE OPPORTUNITIES
TO...**

Foster	Foster positive self-image and see themselves in the math.
Develop	Develop deep conceptual understanding and fluency.
Access	Access coherent instruction at and across all levels.
Experience	Experience relevant, real-world problems.
Think	Think critically and creatively.



ONLINE ADAPTIVE MATH PROGRAM: DREAMBOX

- Adaptive blended learning program, personalized to each student
- Accelerates the development of mathematics skills
- Research-proven, evidence based
- Provides explicit, systematic, personalized learning across mathematics domains
- Targets skill gaps as they emerge and extends learning where and when students are ready
- Provides teachers with data and student specific resources



inquirED

INQUIRY JOURNEYS

K-5 Social Studies



What is inquiry-based social studies?





inquirED's Inquiry Process

Launch



Launching with
COMPELLING QUESTIONS...

Investigation



...moving through a
RIGOROUS INVESTIGATION...

Action



...and culminating
in **ACTION.**



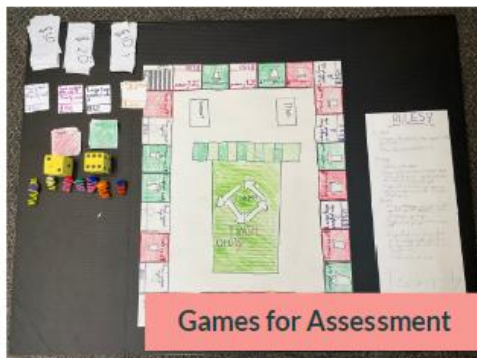




What It Means for Students



Gallery Walks



Games for Assessment



Whole-Group Instruction



Multimodal Work



Partner Work



Independent Work



Card Sorts



Presentations



Small-Group Instruction



ASSESSING AND REPORTING SOCIAL STUDIES IN THE 2024-25 SCHOOL YEAR

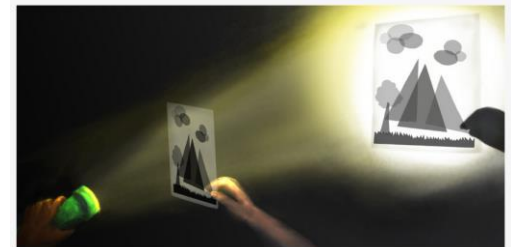
As we did with the first year of science implementation, we will not be providing a report card grade for social studies this year.

Students will still be learning social studies and teachers will be giving students feedback on their learning.



Technology





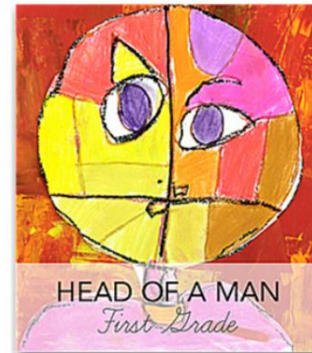
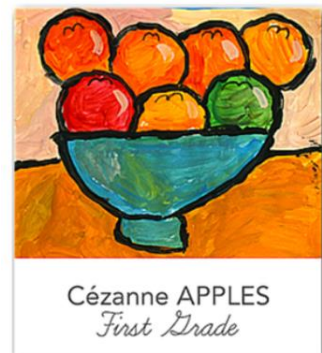
Science

- Animal and Plant Defenses
- Spinning Earth
- Light and Sound



ART- DEEP SPACE SPARKLE

- Value Flowers
- Mister Fish
- Paper Sunflowers
- Cezanne Apples
- Head Of a Man



Questions?

**Please contact your
student's teacher**

