Grade One Information Night
March 6, 2018

Collicot Elementary School

Cunningham Elementary School

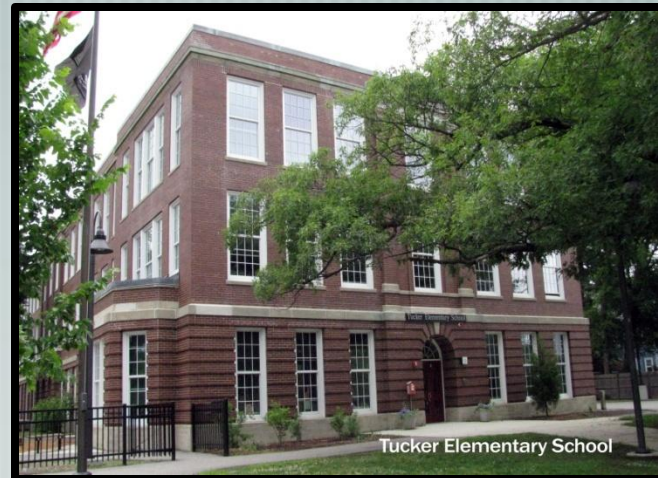Tucker Elementary School

Milton Public Schools

Agenda

- Welcome and Introductions
- Grade One Programs
- Common Curriculum and Assessments
- English Innovation Pathway Program
- French Immersion Program
- Assignment Plan
- Lottery
- Timeline/Next Steps

Grade One Programs

The English Innovation Pathway (with STEM & Spanish) and French Immersion programs provide content instruction to meet the Learning Standards set forth by the Massachusetts Curriculum Frameworks in the following areas:

- Language Arts and Literacy
- Mathematics
- Science, Technology/Engineering
- History and Social Science
- World Languages
- The Arts
- Comprehensive Health (Phys. Ed.)

Massachusetts Curriculum Frameworks

- Establish a set of clear, consistent guidelines for what students should know and be able to do at each grade level

- Emphasize college and career readiness from PreK-12

- Ensure all students are prepared for future success; designed to make U.S. students competitive with peers globally

- Integrate skills of problem solving, collaboration, communication, and critical thinking

Language Arts and Literacy Framework

- Integrates standards for History/Social Studies, Science, and Technical Subjects
- Emphasizes shared responsibility for developing literate students
- Provides strong connection between reading and writing
- Focuses on students' ability to read literary and informational text with increasing complexity

Mathematics Framework

- Integrates PreK–12 Standards for Mathematical Practice with Content Standards to increase cognitive demand and conceptual learning
- Provides progression of topics in a coherent and consistent grade level sequence
- Supports improved curriculum and instruction with increased focus, coherence, clarity, and rigor
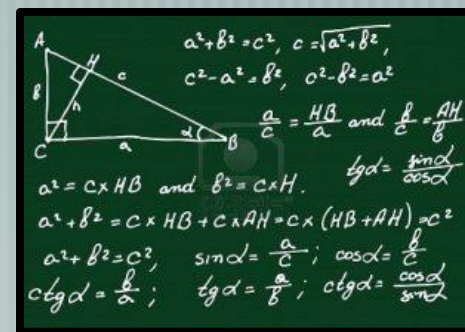
Common Curriculum: English and French
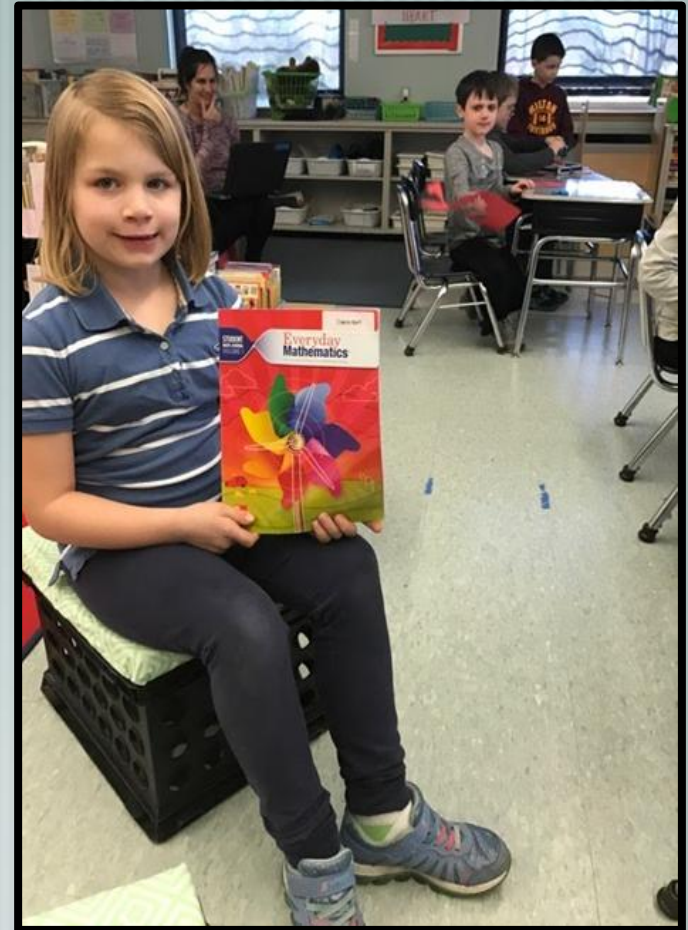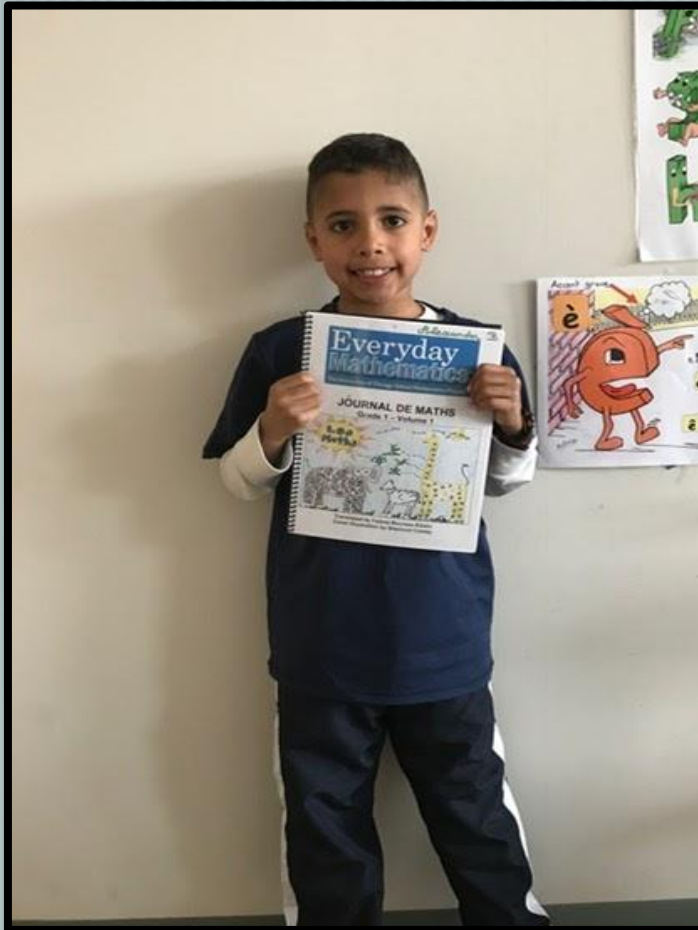
Common Curriculum: Language Arts

Instructional Program is Aligned with Frameworks and Learning Standards

- Reading

- Writing

- Listening

- Speaking

- Language

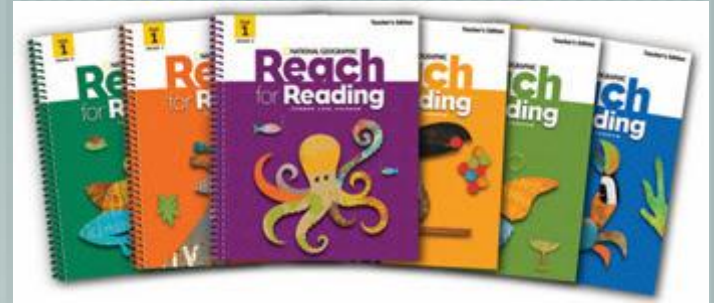# Resources and Instructional Practices: Language Arts

English Innovation Pathway

Reach for Reading

- Explicit Phonics Instruction
- Integrated Content and Academic Vocabulary
- Whole Group Instruction and Small Group Reading
- Writing in Response to Reading, Writing Fluency, Grammar and Spelling
- Technology Integration
- Rich Multicultural and Content Based Literature

Reach for Reading in Action

Resources and Instructional Practices: Language Arts

French Immersion

- *Gafi* Reading Method
  - Phonological and Phonemic Awareness
  - Vocabulary Acquisition
  - Whole Group Instruction
  - Writing in Response to Reading
  - Conferencing
- Explicit Phonics Instruction – *Francais Facile:* Multisensory Approach

Common Curriculum: Math

Everyday Mathematics

- Emphasizes conceptual understanding
- Builds mastery of basic skills
- Incorporates daily routines, activities, and games
- Engages students in exploration
- Provides relevance to the world with authentic problem solving

Mathematics in Action

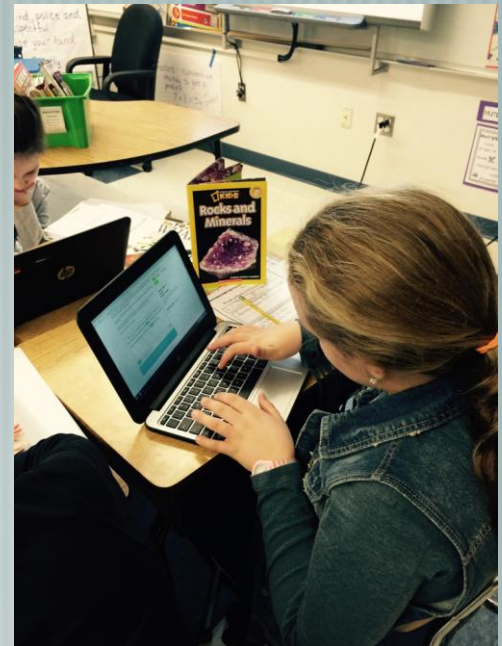

Math in Action: English

Math in Action: French

Common Assessments: Language Arts and Math

- Weekly, End of Unit, Benchmark and Running Records embedded in *Reach for Reading* (English Innovation Pathway)
- GB+ Reading Benchmark Assessment (French Immersion)
- End of Unit Assessments for Mathematics
- Pre, Mid-year, and End of Year Assessments for Mathematics

Common Curriculum: Social Studies

- Folktales from Around the World

- Historical Events, Figures, Symbols

- National Holidays

- Geography

- Families and Communities

- Second Step (SEL Curriculum)

- Discovering Justice

Common Curriculum: Specialty Subjects

General Music

- Develops musical knowledge, skills, and understandings
- Engages students in singing, playing instruments, movement & listening activities
- Makes cultural connections

Visual Art

- Provides opportunities to explore the artistic process
- Provides learning experiences using a variety of tools, materials and techniques
- Makes cultural connections

Common Curriculum:
Specialty Subjects

Physical Education

• The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. We focus on developing physical competencies, improving health-related fitness, fostering self-responsibility and enjoyment of physical activity.

• By challenging children to think, to operate creatively within limits of their own abilities, to solve problems, to share thoughtfully, and to show consideration for others, our program provides a foundation for social-emotional learning.

Common Curriculum: Science

Inquiry Based Science Units
- Emphasis on conceptual understanding
- Data collection and analysis
- Observation and discussion
- Critical thinking
- Life, Earth & Space, Physical Science and Engineering at every grade level
- Reading/Writing in Science
- Common assessments

English Innovation Pathway: STEM Enrichment – First Grade

Lego Engineering Curriculum
(Developed at Tufts University)

- Students solve real-world problems
- Engineering lessons are integrated into other content areas
- Lessons promote collaboration, critical thinking, perseverance
- Students engage in the Engineering Design Process
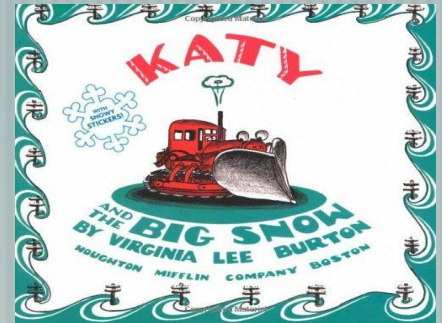
Snow plow test in action

Snow plow test needing redesign in action

English Innovation Pathway: STEM Enrichment – Second Grade

LEGO WeDo 2.0 Robotics Curriculum

- Students integrate robotics, engineering and computer programming skills
- Students collaborate and persist while problem-solving
- Students learn about gears, pulleys, 3D models, motion sensors, motors, coding, and more
- Students build simple robots and program them using drag-and-drop computer programming software
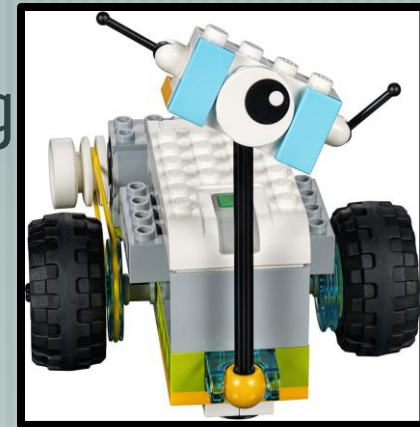
English Innovation Pathway: STEM Enrichment – Third Grade

Creative Computing Curriculum

- Students use Scratch programming language in a secure interface to create interactive media projects
- Students develop personal connections to computing
- Students learn how to be producers of technology rather than just consumers
- Students apply computational thinking skills to control robots and build games
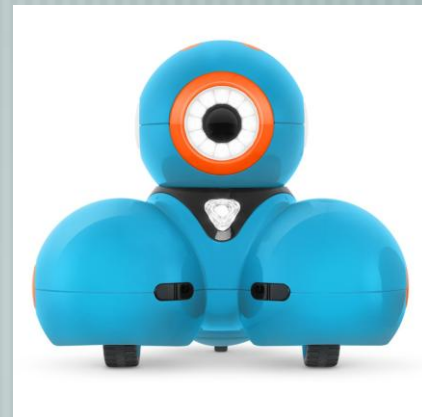
English Innovation Pathway: STEM Enrichment – Fourth Grade

Project Lead the Way – Launch Curriculum

- Includes two engineering modules, one biomedical module and one computer science module
- Students use touch technology, robotics, and everyday materials to explore topics such as energy, light and sound, motion and stability and gravity
- Design problems encourage collaboration, analysis, problem solving, and computational thinking

English Innovation Pathway: STEM Enrichment – Fifth Grade

Engineering is Elementary Curriculum

- Teaches engineering content and skills
- Connects content areas in meaningful ways
- Lighten Up: Designing Lighting Systems
- Marvelous Machines: Making Work Easier
- Sounds Like Fun: Seeing Animal Sounds

World Languages in the Milton Public Schools

- The Milton Public Schools have a long standing commitment to early language acquisition.

- World Languages at Milton High School demonstrate the highest rate of achievement on Advanced Placement exams.

- Avg. AP Results (last 3 years):
  - French: 100%
  - Spanish: 95%

World Languages: Benefits of an Early Start

- Enrich and enhance student cognitive development (listening, communication, problem-solving, memory, cognitive flexibility, and planning)

- Enhance understanding of primary language

- Give a head start in language requirements

- Provide students with several years of World Language instruction: an advantage on *SATs*

- Increase career opportunities in a global economy

- Promote understanding of other cultures and peoples

World Language Pedagogy in Elementary Classes

Wide range of content-based activities and familiar routines:

- Highly contextualized, high interest
- Engaging
- Meaningful, authentic communication
- Hands-on

e.g. songs, rhymes, familiar characters, use of non-verbal communication, cognates, synonyms, visuals, along with frequent repetition of correct forms, retelling, and checking of understanding

English Innovation Pathway: Spanish

Content-based Instruction in Spanish:
- **Language Arts** *(reading, writing, listening, speaking, language)*
- **Math** *(numbers, counting, colors, shapes, patterns, place value)*
- **Science** (*calendar, seasons, weather, comparisons, nature, senses*)
- **Social Studies** *(Hispanic cultures and traditions)*

English Innovation Pathway: Spanish

- **Grades 1-2**: Students receive one 30-minute period of Spanish instruction per week.
- **Grades 3-5**: Students receive two 45-minute periods of Spanish instruction per week.
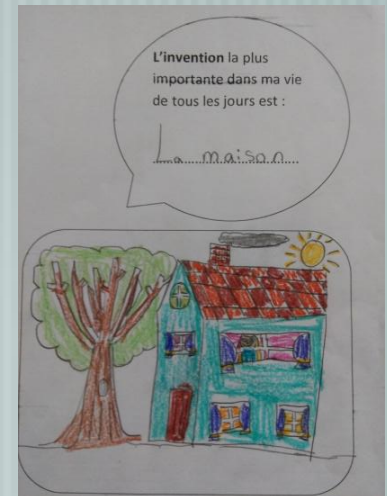
Spanish in Action

English Innovation Pathway: Spanish Grades 1-12

- Students who have successfully completed all five years at the elementary level are placed in Advanced Spanish class in Middle School. *(Spanish B)*

- By the end of 8th grade, students will have completed the equivalent of two years of High School Spanish for an entry in *Spanish 3* at the High School.

French Immersion

- An Immersion program is an instructional model where the general school curriculum is taught through the medium of a target language.

- Our program continues with advanced World Language instruction through Middle School and High School.

- The Elementary French Immersion Program is a five-year commitment.

63 Gafi n'a pas rougi

Aujourd'hui, Pascale a invité ses amis pour le déjeuner.
Arthur arrive le premier. Pascale l'embrasse sur la joue.
« C'est étrange ! pense Gafi. Arthur est devenu tout rouge ! »

Voici maintenant Rachid.
Pascale lui fait un bisou sur le nez.
Rachid le timide ne sait plus où se cacher.
« Pauvre Rachid ! pense Gafi. Il est rouge comme un coquelicot !
« À ton tour, Gafi ! » s'écrie Pascale.

Gafi ne bouge pas. Un bisou de fille, ça rend...

L'invention la plus importante dans ma vie de tous les jours est :
La maison

French Immersion

- Grades 1-2: All subjects (except Art, Music, Physical Education) are taught in French

- Grades 3-4: 50% of the curriculum is taught in French and 50% is taught in English

- Grade 5: 30% of the curriculum is taught in French and 70% is taught in English

French Immersion: Process

- "*Listening period*": Before speaking in French, students need to get used to their new linguistic environment, much like babies
do with their native tongue.

- Students acquire French by
using it through a wide range
of highly contextualized
activities and high interest
materials from the very first day.

French Immersion: Process

- During the first months, the teacher addresses the class in French and students respond in English.

- Classroom instruction is in French unless safety concerns require the teacher to speak English.

- In a matter of weeks, students will increasingly participate in French.

- Starting in January, students will transition to speaking French only.

French Immersion:
At Home

- Parents may not always understand the material used in class.
- Parents should have frequent contact with the Grade One teacher to get a clear sense of their child's progress.
- Parents are encouraged to read stories in any language at home.

French Immersion: Grade 3 Transition to Bilingual Education

- Formal English instruction is introduced in Grade 3.

- Temporary lags in English Language Arts acquisition early in the program are often observed.
  (English-specific elements, grammar, vocabulary, spelling)

- Experience has shown that typically students make up these delays after a few weeks of formal English instruction.

French Immersion: Grade Five and Beyond

- By Grade Five, French Immersion students are expected to acquire an acceptable level of oral *functional fluency in French*.
- The development of writing skills in French will continue in Middle School and High School.
- Immersion students remain stronger in English than in French.
- They continue to strengthen their abilities in both languages through secondary school.

Special Education

- As with all students, special education services are based on the needs of each student, regardless of participation in either program.

- All students have the same rights to a special education evaluation.

Special Education

- All students who qualify for special education services must be found eligible through the Team process.

- The Team creates the Individualized Education Program (IEP). This includes services and placement.

Special Education

Specialized Instructional Programming:

- Co-taught classrooms
- STEP (Supportive Therapeutic Education Program)
- ICLP (Integrated Cooperative Learning Program)
- NECC and Partners classrooms
- Direct and related services

Grade One Assignment Plan

Kindergarten families select one of two programs:

1) English Innovation Pathway Program which includes Spanish instruction and STEM enrichment

2) French Immersion Program

Grade One Assignment Plan

- The number of English and French Immersion sections is determined by the Superintendent based on the following minimum standard classroom configurations:

  Collicot – 4 classrooms
  Cunningham – 3 classrooms
  Glover – 4 classrooms
  Tucker – 3 classrooms

- Each school will have a minimum of two sections of English.

Grade One Assignment Plan

- The Superintendent will create additional sections (if more than 14) based on needs of the district.
- The Superintendent will determine class size for English Innovation Pathway and French Immersion
- English Innovation Pathway classes are typically smaller in the primary grades

Grade One Assignment Plan

- Students who select English Innovation Pathway are assigned to classes in their home schools.

- If sufficient seats are available, students who choose French Immersion will be placed in their home schools.

- If sufficient French Immersion seats are not available, a school-based lottery will be held during the week of March 26.

French Immersion Lottery

- Students will be assigned to open seats in their home school according to their lottery order number until all seats are filled.
- Students not placed in French Immersion will be placed in English Innovation Pathway at their home school.
- Students not placed in French Immersion will also be placed on a waitlist at their home school based upon their lottery order.

French Immersion Lottery

- If a seat in French Immersion opens up in the home school, the next student on the waitlist will be offered the seat.
- There will be a district-wide lottery for Kindergarten students (attending the MPS as of March 1st) who have been waitlisted at their home school and would voluntarily leave their home school for available French Immersion seats at another school.
- Students who opt to change schools remain on the waitlist for their home school.

French Immersion Lottery

Please Note:

Parents/guardians who choose French Immersion relinquish their child's seat in the English Innovation Pathway program in their home school. Parents/guardians should not choose French Immersion merely to "hold a place" in the program.

French Immersion Lottery

- If seats still exist at one or more schools at the end of June, there will be a school-based lottery for Kindergarten students who begin attending the MPS after March 1st through the end of the school year.

- If seats still exist in August, there will be a school-based lottery for students new to the MPS in Grade One.

French Immersion Lottery

- Twins/Triplets are treated as one entry in all lotteries.
- Students who opt to change schools will be provided with free transportation.
- Students who opt to change schools give up their seat in the English Innovation Pathway at their home school.

Timeline/Next Steps

1. Grade One Info. Night – Tuesday, **March 6**
2. Grade One Program Selection Forms distributed to families – Wednesday, **March 7**
3. STEM Night – Monday, March 12
4. Grade One Program Selection Forms due to school offices – Friday, **March 16**
5. School-based and District-wide lotteries for French Immersion (if necessary) – Week of **March 26**
6. Program assignments communicated to families – Week of **April 2**

Timeline/Next Steps

7. If French Seats are still available, lottery for students who entered MPS after March 1 but before June 30 – early July 2017
8. If French Seats are still available, lottery for students new to MPS after June 30 – August 2017
9. Teacher Assignments Communicated to Families – August 2017
10. School-based waiting lists close – 10th day of school

Questions