

Welcome Families



Rachelle Romander



Shana Riehl

Principal Assistant Principal





SCHOOL GOALS 2022-2023

THE BIG PICTURE

AWARENESS

Mathematics Instruction A



Culturally Responsive Teaching and Learning

English Language Development

DEEP DIVE



Guided Reading

REFINEMENT





AWARENESS

Mathematics Instruction





FOUNDATIONAL MATH

Just like the District began a focus on foundational literacy, we will now explore our foundational math practices

MATH INSTRUCTIONAL STRUCTURES

How can we provide the same level of differentiation and support in math as we currently have in reading?



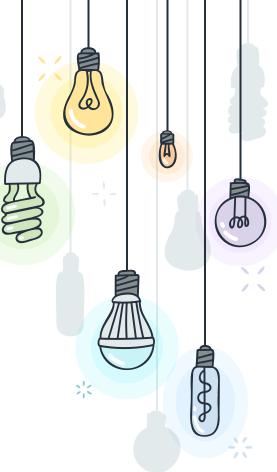
EXPLORATION AND EXPERIMENTATION

Culturally Responsive Teaching and Learning



CULTURE IS MULTIDIMENSIONAL, AND IT INFLUENCES OUR BELIEFS AND ACTIONS

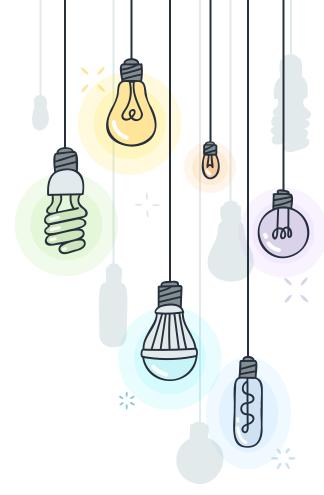




CULTURALLY RESPONSIVE TEACHING IS MORE THAN PICTURES, HOLIDAYS, AND HEROES

- Affirmation of students' cultural roots through:
 - Understanding and recognizing the cultural and linguistic behaviors of our students
 - Fostering rapport and relationships with students
 - Providing the academic and social skills that students will need to have success beyond the classroom

	9 =	\bigcirc
What do you see as you walk through?	What do you hear as part of the environment?	What conversations are happening?
 Are there rituals and routines that students know and participate that support transitions between blocks or that help open and close learning blocks? Are students working in authentically communal ways to get started in a lesson or do thinking together? Does there seem to be a spirit of inquiry in the classroom? Students are doing research and talking through how new information fits with what they already know. There's project-based learning. Are there "anchor charts" to help students remember 	Do you hear a humming of student voices as they work or is it too quiet? What is the ratio of teacher talk and authentic student talk (not just "getting into groups")? Is there ample student discussion around the lesson? Do you hear students smoothly code switching between home language and academic language?	Is there "cultural modeling" to help scaffold students' understanding of the content (i.e., using metaphors, character experiences from culturally oriented music lyrics, TV shows)? Is there trust building language and interactions (i.e., building a rapport and personal connection)? Are there one-one instructional conversations (during conferencing around writing or other projects)?
processes and inspirational messages about grif and perseverance visible? • Are there positive messages about making mistakes and turning errors into information? • Does the environment seem to be "intellectually safe"? All students are making contributions, not just the same ones. Students can think out loud.	 Is music incorporated into the environment? Maybe to signal a transition or as background during thinking time? When you ask, can students talk about what they are working on, why it's important and how it connects to what they already know? 	Are there regular opportunities to get and talk about authentic feedback (timely, corrective, actionable, affirming)









Pa	art I:	Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy*
A.	Col	llaborative	
	1.	Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics	• SL.K.1, 6; L.K.1, 6
	2.	Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	• W.K.6; L.K.1, 6
	3.	Offering and supporting opinions and negotiating with others in communicative exchanges	• SL.K.1, 6; L.K.1, 6
	4.	Adapting language choices to various contexts (based on task, purpose, audience, and text type)	Not applicable at kindergarten
В.	Int	erpretive	
	5.	Listening actively to spoken English in a range of social and academic contexts	• SL.K.1-3
	6.	Reading closely literary and informational texts and viewing multimedia to determine how meaning is convey explicitly and implicitly through language	• RL.K.1-7, 9, 10; RI.K.1-7, 9-10; SL.K.2-3; L.K.4, 6
	7.	Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area	• RL.K.3-4, 6; Rl.K.2, 6, 8; L.K.4-6
	8.	Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to e plain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content are	• KL.N.4-5; KLN.4; L.N.4-6
C.	Pro	ductive	
	9.	Expressing information and ideas in formal oral presentations on academic topics	• SL.K.4-6; L.K.1, 6
	10.	Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	• W.K.1-3, 5-8; L.K.1-2, 6
	11.	Supporting own opinions and evaluating others' opinions in speaking and writing	• W.K.1; SL.K.4, 6; L.K.1-2, 6
	12.	Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas	• W.K.5; SL.K.4, 6; L.K.1, 5-6



Part II: Learning About How English Works	Corresponding CA CCSS for ELA/Literacy				
A. Structuring Cohesive Texts					
Understanding text structure	• RL.K.5; RI.K.5; W.K.1–3, 5; SL.K.4				
2. Understanding cohesion	• RL.K.5; RI.K.5; W.K.1–3,5; SL.K.4; L.K.1				
B. Expanding and Enriching Ideas					
3. Using verbs and verb phrases	• W.K.5; SL.K.6; L.K.1, 6				
4. Using nouns and noun phrases	• W.K.5; SL.K.6; L.K.1, 6				
5. Modifying to add details	• W.K.5; SL.K.4, 6; L.K.1, 6				
C. Connecting and Condensing Ideas					
6. Connecting ideas	• W.K.1-3, 5; SL.K.4, 6; L.K.1, 6				
7. Condensing ideas	Not applicable at kindergarten				



Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts Part III: Using Foundational Literacy Skills

Foundational literacy skills in an alphabetic writing system

- Print concepts
- Phonological awareness
- Phonics and word recognition
- Fluency

See chapter 6 for information on teaching foundational reading skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are as follows:

- Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy.
- Similarities between the native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages).
- Differences between the native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).

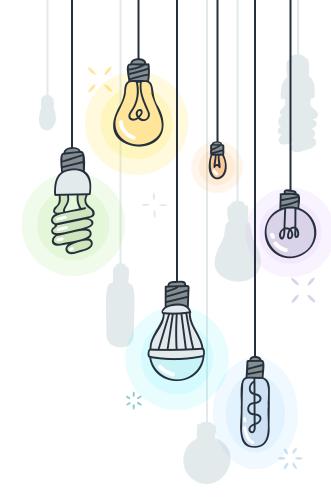


REFINEMENT Guided Reading



CUIDED READING = DIFFERENTIATION

- Students receive instruction at their current reading level
- As the students progress, they move fluidly between groups
- + Reading for meaning is a focus



EXPLORER = FAMILY ENGAGEMENT

Volunteering in Classroom
Volunteering at Community Events
Volunteering on Field Trips

You chose Fairwood because you wanted a strong community for your child; **help us build and maintain it!**

>: WE NEED COMMUNITY VOLUNTEERS!

Traffic Safety

The mornings and afternoons can be rough without a bit of guidance. Join the Traffic Safety team to help drop off and pick flow smoothly!

20-30 min. daily **or** one day per week

School Site Council (SSC) / English Learner Advisory Committee (ELAC)

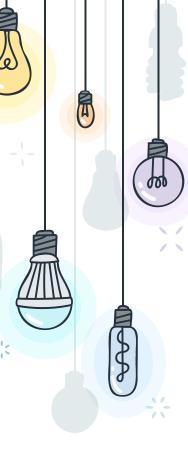
Representatives help inform our school goals, determine how we allocate funds, and provide insights on how we can better serve the community.

4 meetings per year - 3:30-4:30 pm

Lunch Bunch / Recess Supervision

We would love to provide recess options for our students. You can help make this happen by volunteering as either a recess or Lunch Bunch supervisor.

Daily or Weekly during recess or lunch





>: WITH GREAT POWER...

...comes a responsibility for great confidentiality!

Please remember that as a volunteer you will be present through challenging days and phenomenal days.

Please maintain confidentiality by not discussing a student, other than your own, with anyone else.

In addition, please avoid conversations about teacher and staff.



THNGS YOU CAN DO NOW TO PREPARE FOR THE YEAR

- Be ready to complete your volunteer paperwork when our online form is ready.
- + Prepare your TB
 test result, COVID
 vaccination
 record, and
 Driving info

- Complete the free and reduced lunch application online.
- Results from this application can help us qualify for grants and discounted programs.

Communicate your amazing thoughts and ideas!



Thank you for being with us today!

Rachelle Romander <u>rachelle.romander@sesd.org</u>

Shana Riehl shana.riehl@sesd.org

