


Instrumental Music Presentation





Snowden Farm
Back to School
Night 2023-2024

WELCOME!

By the end of the session, we will have:

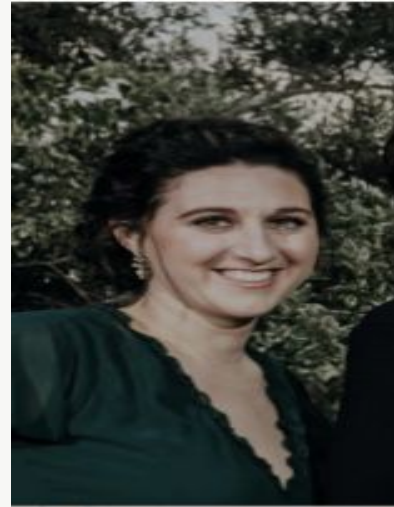
- Met the core team
- Heard about curriculum and Social Emotional Learning highlights
- Heard school wide updates and upcoming dates

Administration

Mrs. Michelle
Fortune
Principal



Ms. Kayla Gross
Assistant Principal





PATHWAY to COLLEGE CAREER, and COMMUNITY READINESS

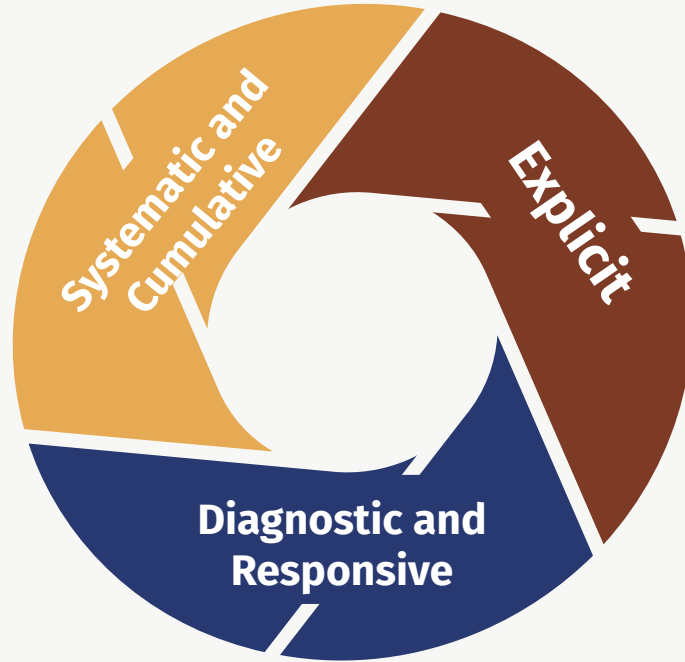


Mrs. Carolyn Altuner
Reading Specialist



Literacy Highlights

Structured Literacy



The Simple View of Reading



Reading comprehension is the product of word recognition and language comprehension.

Over time, the weight of the two components shifts

**Word
Recognition**

**Kindergarten
first grade**



Second grade



Grades 3-5



**Language
Comprehension**

The Simple View of Writing



Skilled Writing is the product of foundational transcription skills and composition skills.

Over time, the weight of the two components shifts

**Foundational
Transcription
Skills**

**Kindergarten
first grade**

Second grade

Grades 3-5

**Composition
Skills**

Literacy Block Components

Students will:

- engage in daily read alouds to build language and vocabulary
- use complex texts to build critical thinking skills
- build their knowledge around the topics in the units
- work with their teacher in small groups
- work collaboratively with their peers
- write in response to reading and composition writing on a topic
- engage in enrichment activities such as novel studies, exploration of specific genres, performance tasks, inquiry projects, or writing extensions

Small Group Instruction

- Unique learning opportunities based on data:
 - Maintaining grade level progress
 - Reinforcement
 - English language development
 - Enrichment
- Flexible time and structures
- Varies in size

Core Curriculum

1. **Really Great Reading (RGR)** - explicit phonics instruction in all K-2 classes
 - a. Kindergarten: Countdown
 - b. First Grade: Blast
 - c. Second Grade: HD Word
2. **Benchmark Advance** - Language Comprehension instruction grades K-5, Word study grades 3-5

Literacy Assessments

1. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)- ongoing assessment and progress monitoring (K-2)
2. Measure of Academic Progress (MAP-R)- (3-5)
3. Grades K-5: Benchmark Advance Interim Assessments

Enriched Literacy Curriculum

Provides a learning environment for Grade 4 and Grade 5 students that enriches, accelerates, and extends the MCPS curriculum. It is designed to meet the needs of academically advanced and motivated learners in language arts through a separate curriculum developed around concepts and themes with instructional tasks, strategies, and skill development that require students to transfer and apply learning to other content areas.

Enriched Literacy Curriculum

- **Word Study:** Explicit, systematic instruction in phonics, spelling, and vocabulary acquisition
- **Grammar Study:** Explicit instruction of syntax and punctuation rules

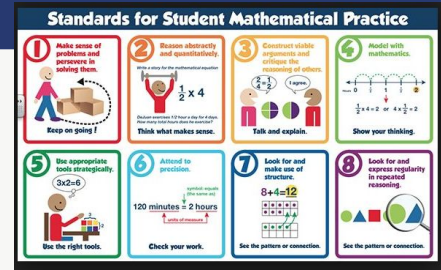


Mrs. Erin Kleinman
Staff Development Teacher



Math Highlights and Updates

Eureka Math Curriculum



- ❑ “A Story of Units” - builds from grades K-6, using consistent models and strategies
- ❑ Emphasis on reasoning using the Standards for Mathematical Practice
- ❑ **School wide focus this year on WRITING an answer to explain, justify, or critique solutions**
- ❑ Parent Support: Great Minds.org account (homework helpers, tip sheets)

Individual Student Supports

- ❑ Supports and scaffolds
 - ❑ Manipulatives, graphic organizers, sentence frames
 - ❑ Focus on gradual release of supports
- ❑ Enrichment: Tier 1 (problem selection), Tier 2 (modifying problems to be open ended), Tier 3 (supplemental tasks), Tier 4 (course acceleration)
 - ❑ *A student must be independently SUCCESSFUL with enrichment tasks 70% or more of the time to be marked enriched on the report card*
 - ❑ **NEW Extension/Enrichment Opportunity**: Math Challenge (from mathinaction.org) *More info coming soon!*
 - ❑ 15 challenges over year
 - ❑ Released online on set dates/times
 - ❑ Students submit a Google form with answers by due date

Email Erin Kleinman at Erin_E_Kleinman@mcpsmd.org with any math **or ParentVue** questions!



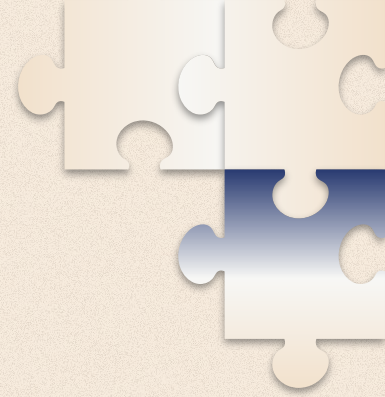
F.I.T.
Focused
Instructional
Time

Purpose

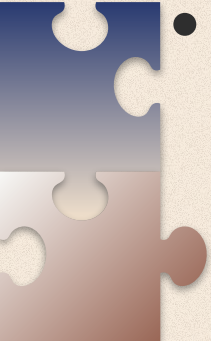
- ❑ Each classroom is composed of students with a variety of different needs
- ❑ Identifying common needs among the grade level team allows for all team members to work with a small group (from all classes)
- ❑ Instead of only 1 group getting needs met, **3-5 different** needs groups will get needs met

Research from Mike Mattos book, It's About Time shows how schools that provide all students with something extra that they need based on data, had an overall increase in district and state assessments

FIT Time



- When will it occur in the day?
 - 12:40-1:05 (K)
 - 11:00-11:25 (1)
 - 9:15-9:40 (2)
 - 11:50-12:20 (3)
 - 1:05-1:30 (4)
 - 1:30-1:55 (5)
- What is the purpose?
 - Intervention, Extension, and Support





Tiers of
Acceleration and
Enrichment

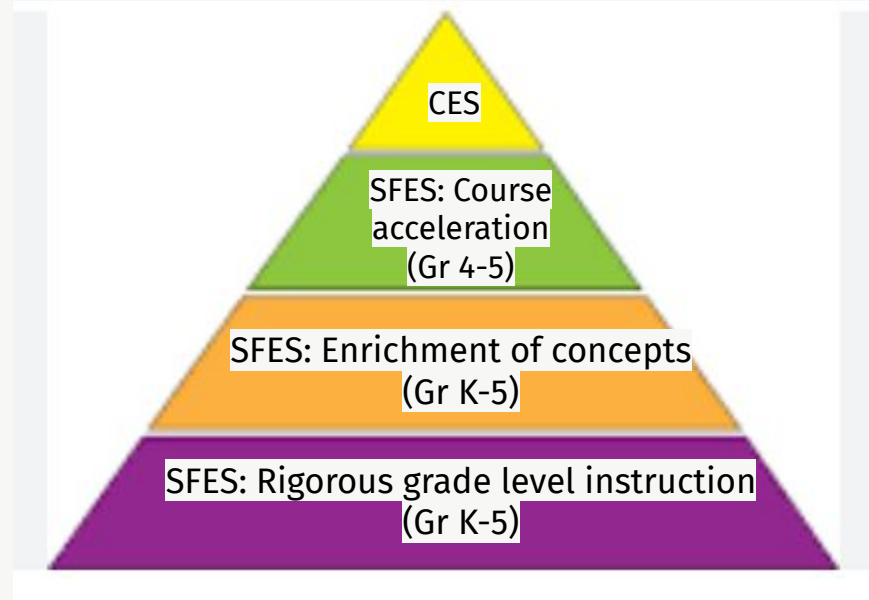
Extensions in Learning

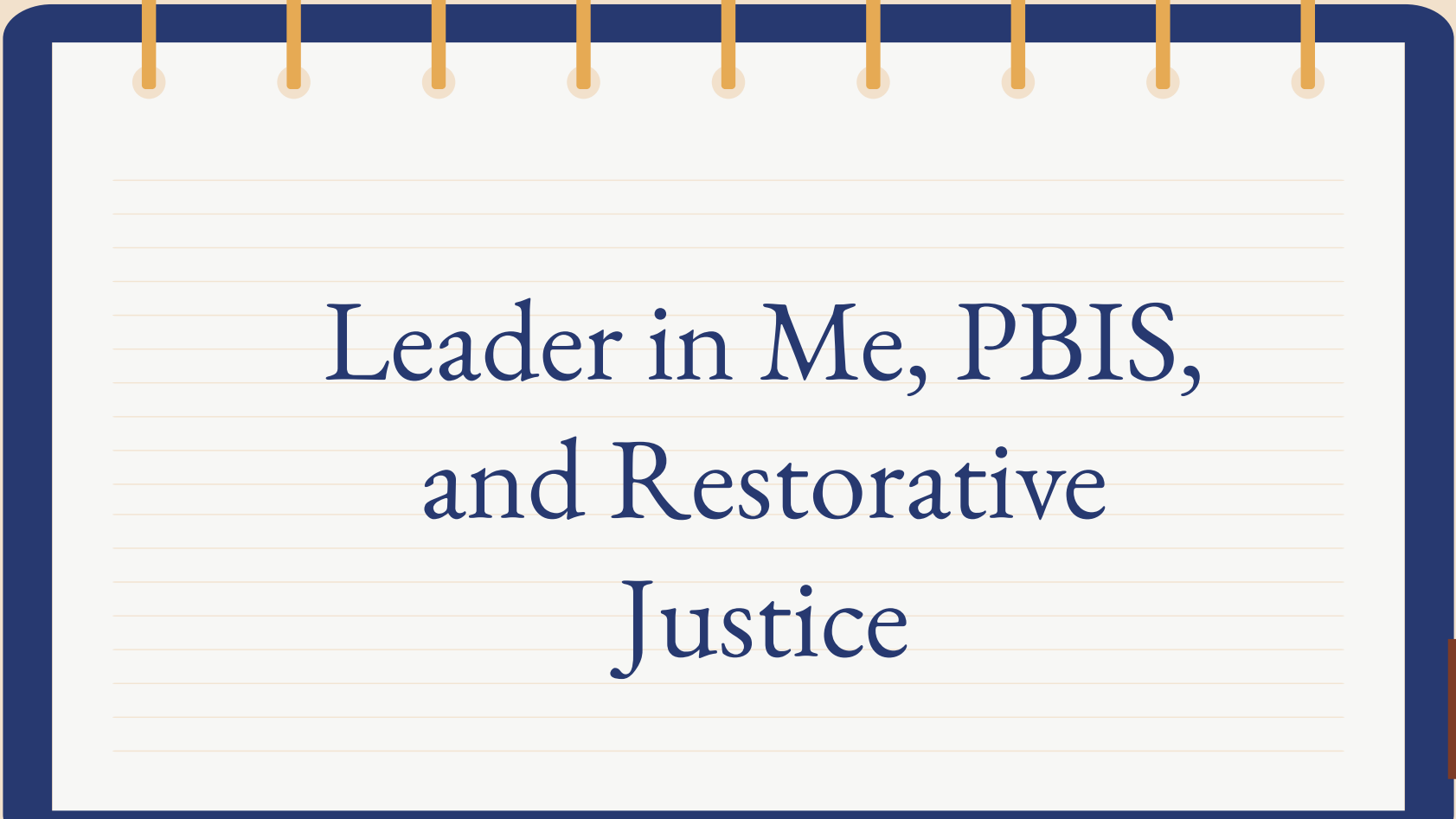
Vast majority of students have challenge and rigor needs fully met at SFES

MCPS centrally identifies some students who would benefit from additional challenge at Center for Enriched Studies (Clearspring)

- Grades
- Reading level designation
- MAP R national percentile

**All identified are placed in a LOTTERY and selected at random





Leader in Me, PBIS,
and Restorative
Justice

Counseling Team



Allison Peña - Full-Time
allison_n_pena@mcpsmd.org



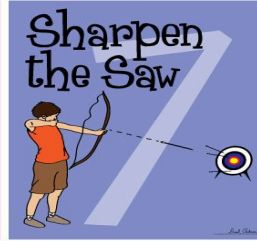
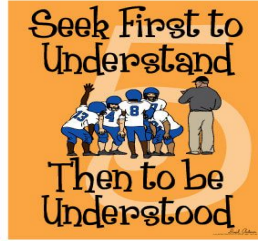
Danielle Lockett - Part-Time
danielle_e_lockett@mcpsmd.org

What is LIM, PBIS and RJ?

Restorative Justice (RJ) is a **culture** and set of practices that engage a community in building relationships and repairing harm through mutual, inclusive *dialogue, understanding, and cooperation*.

Leader in Me (LIM) is a holistic **approach to education** that teaches students the *leadership and life skills* they need to thrive as successful humans. It is based on the powerful premise that every child possesses unique strengths and has the ability to be a **LEADER**. Students engage in LIM lessons every week as they work through the 7 Habits.

Positive Behavior Interventions & Supports (PBIS) at SFES is a tiered **framework** for supporting student behavior. (Our 3 S's, Golden Horseshoes, parties, etc). We seek to model and reinforce positive behaviors by setting expectations for behavior, holding students accountable and responding productively to undesirable behaviors. AT SFES, students strive to follow the "3 S's", earn Golden Horeshoes, and celebrate with classroom and school-wide parties.



Think about it...
Being **proactive** is **self care**; **seek first to understand** is an **RJ strategy**, **think win-win** is a way to **repair harm**; **PBIS** reinforces **leadership** behavior/skills and **builds community**



Shifting our Mindset

| Traditional Approach | Restorative Approach |
|---|---|
| School rules are broken | People and relationships are harmed |
| Justice focuses on establishing guilt | Justice identifies needs and responsibilities |
| Accountability = punishment | Accountability = understanding impact and repairing harm |
| Justice directed at the offender; the victim is ignored | Offender, victim, and school all have direct roles in the justice process |
| Rules and intent outweigh whether outcomes are positive or negative | Offender is responsible for harmful behavior, repairing harm and working toward positive outcomes |
| Limited opportunity for expressing remorse or making amends | Opportunity given to make amends and express remorse |

Community Circles

The purpose of community circles is to bring people from a local community together to build community, share their skills, talents, gifts and resources. The community circle is a tool where teachers have students sit alongside them in a circle and talk about a prompt that the teacher gives. Students then pass around a certain object and share their thoughts and feelings about that prompt. **Academic circles are also an option!**

Restorative Conversations

Restorative conversations allow **the teacher to demonstrate empathy**, teach children how to resolve conflict, and most importantly, allow students to have a voice. It's a 1 on 1 opportunity for both the teacher and student to express their feelings about what's going on in the classroom while setting high expectations. Teacher does this discreetly.

Restorative Questions

- 1) What happened?
- 2) What were you thinking and feeling?
- 3) Who was impacted?
- 4) What needs to be done to repair harm?

Restorative Circles

Restorative circles are **restorative discipline strategies** you can use in your classrooms to respond to conflicts and problems that arise. With restorative circles, you give everyone an equal opportunity to speak, and be listened to.