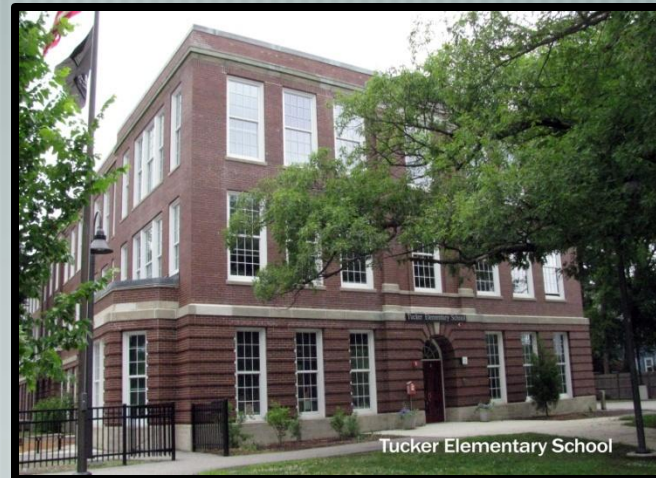


# Grade One Information Night

February 25, 2020



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
- Questions



# 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 MA DESE 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.)



# MA Department of Elementary and Secondary Education [DESE] 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 a strong connection between reading and writing
- Focuses on students' ability to read literary and informational text with increasing complexity



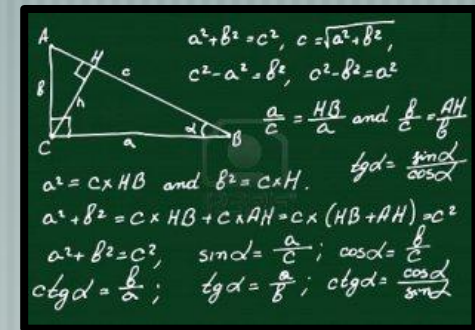
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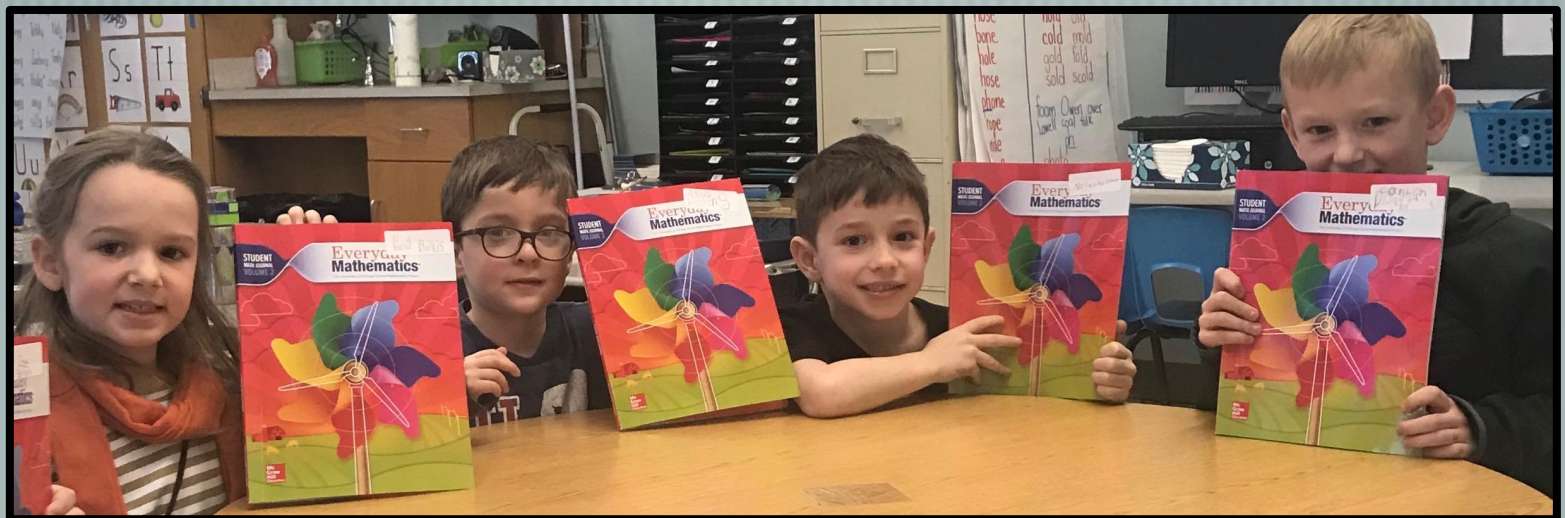
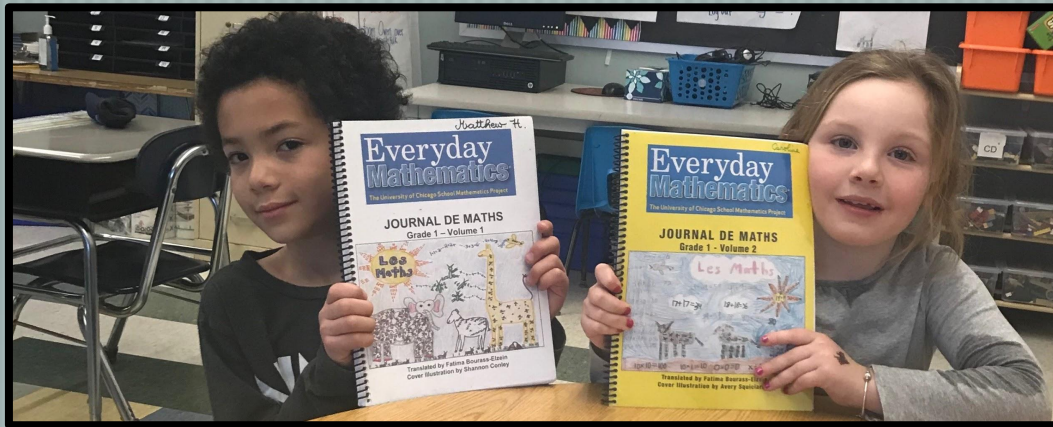


# Mathematics Framework

- Integrates PreK-12 MA DESE 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 MA  
DESE Frameworks and Learning Standards

- Reading
- Writing
- Listening
- Speaking
- Language

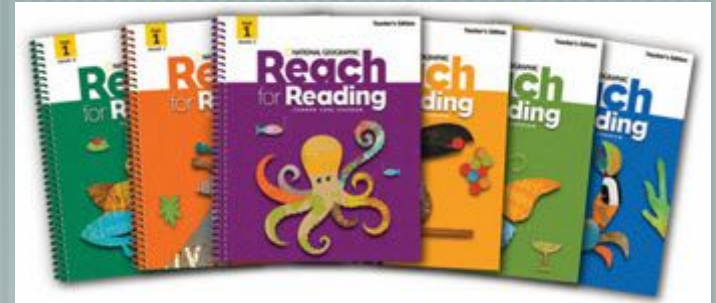


# Resources and Instructional Practices: Language Arts

## 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



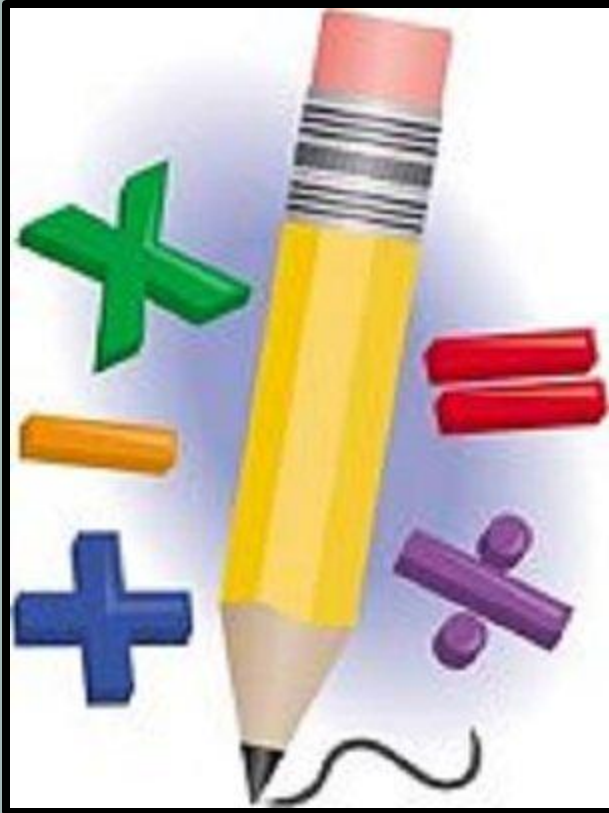
# Resources and Instructional Practices: Language Arts

## French Immersion

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



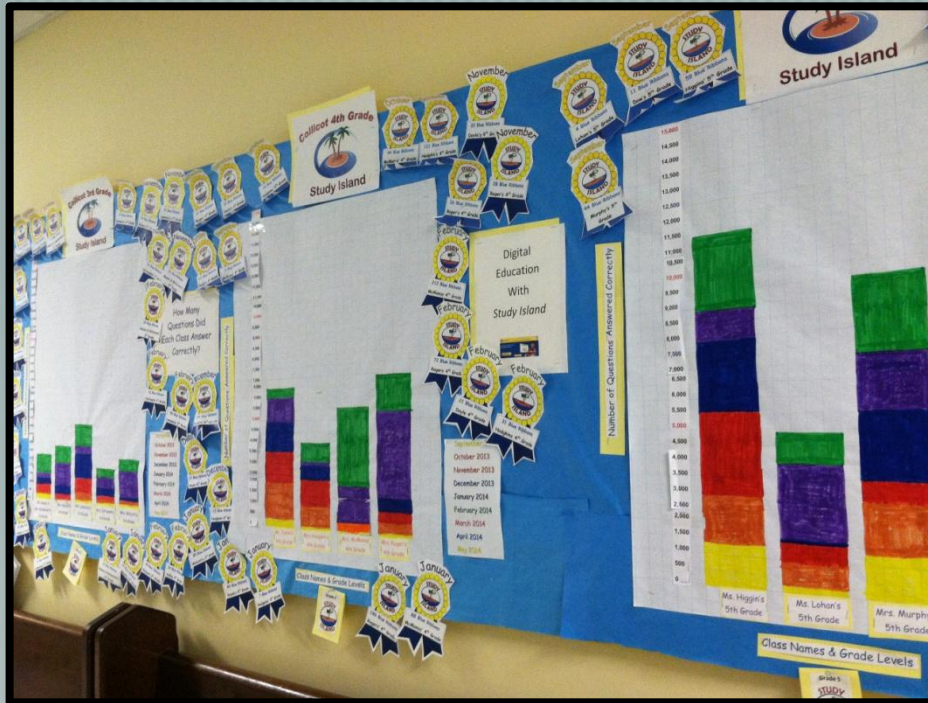
# Common Curriculum: Math



## 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

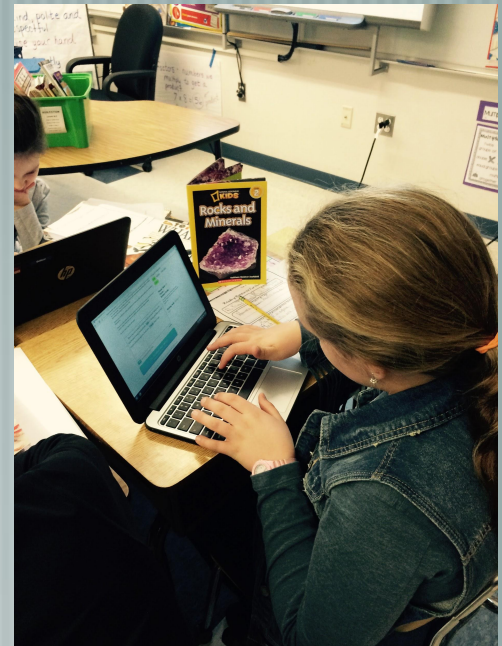


[Math in Action: English](#)

[Math in Action: French](#)

# Common Assessments: Language Arts and Math

- Weekly, End of Unit, and Running Records embedded in *Reach for Reading* (English Innovation Pathway); Lexia RAPID Screener
- 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: Technology

- Meaningful integration into curriculum
- Access to technology
- Instructional Technology Specialists
  - Digital Citizenship
  - Collaborate with teachers



# Common Curriculum: Specialty Subjects

## General Music

- Develops musical knowledge, skills, and understandings
- Engages students in singing, playing instruments, movement and 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

- Develops physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity
- Focuses on developing physical competencies, improving health-related fitness, fostering self-responsibility, and enjoyment of physical activity
- Challenges children to think, to operate creatively within limits of their own abilities, to solve problems, to share thoughtfully, and to show consideration for others
- Provides a foundation for social-emotional learning

# Common Curriculum: Science

## Full Option Science System (FOSS)

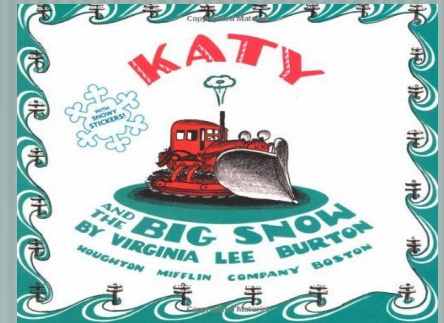
- Emphasis on conceptual understanding
- Data collection and analysis
- Observation and discussion
- Critical thinking
- Life, Earth and Space, Physical Science and Engineering at every grade level
- Reading/Writing in Science
- Common assessments



# 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



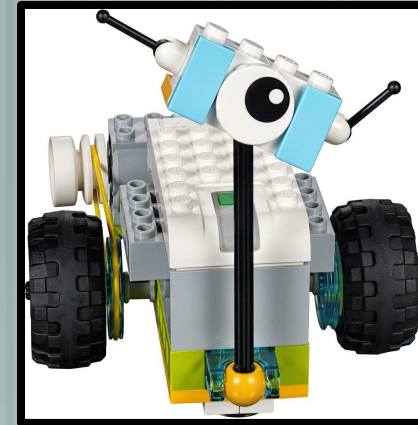
[Snow plow test  
in action](#)

[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 Itch 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

## Project Lead the Way-Launch Curriculum

- Includes two engineering modules--one biomedical module and one computer science module
- Students explore mechanical design and computer programming to design robots and automatic guided vehicles
- Students investigate models and simulations to program a model that simulates the spread of disease





# World Languages

- 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 6 years):
  - French: 100%
  - Spanish: 96%



# World Languages: Benefits of an Early Start

- Student cognitive development (listening, communication, problem-solving, memory, cognitive flexibility, and planning)
- Understanding of primary language
- Head start in language requirements at the college level and provide an advantage on *SAT*
- Understanding of other cultures and peoples
- Career opportunities in a global economy



# World Languages: Pedagogy in Elementary Classes

Wide range of content-based activities and familiar routines:

- Highly contextualized, high interest
- Engaging, interactive, hands-on
- Meaningful, authentic communication
- No prior knowledge: “Listening period”
- Contact with teacher

*e.g. songs, games, projects, rhymes, familiar characters, use of non-verbal communication, cognates, 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](#)

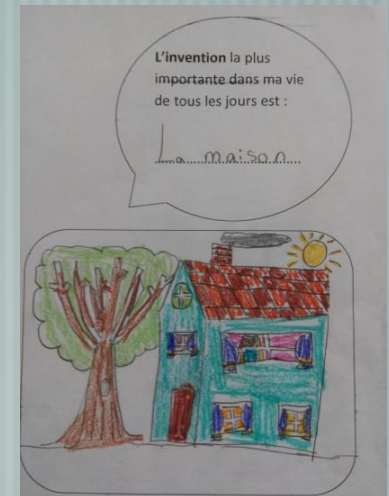
# Spanish: Grades 1-12

- 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 8<sup>th</sup> 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

- Instructional model where the general school curriculum is taught through the medium of a target language (*clip*).
- The program continues with advanced instruction through Middle School and High School.
- The Elementary French Immersion Program is a five-year commitment.



# 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: 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: spelling, capitalization, punctuation, grammar)
- Students will typically make up these delays thanks to formal and targeted English instruction.

# 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/guardians may not always understand the material used in class.
- Parents/guardians are encouraged to read stories in any language at home.



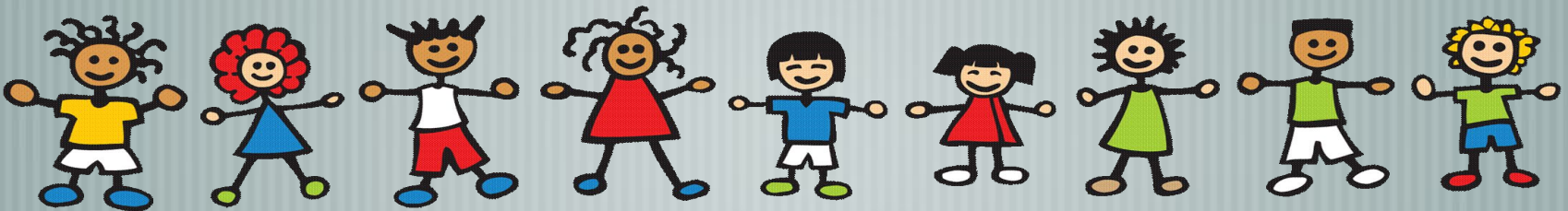
# French Immersion: Grade Five and Beyond

- By Grade Five, French Immersion students are expected to acquire an acceptable level of *functional fluency in French*.
- The development of writing skills in French and English will continue in Middle School and High School.
- Immersion students remain stronger in English than in French.



# 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 services focus on disability remediation needed for students to derive educational benefit.



# 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).

# Special Education

## Continuum of Services:

- Co-taught strand for students with language-based learning deficits
- STEP - therapeutic/behavioral support program
- Collaborative Classrooms: k-5 classrooms for children with moderate needs across cognition and communication with special ed and general ed teachers
- NECC (New England Center for Children) and Partners classrooms
- Direct and related services

All schools also offer push in and pull out services via the learning center model.

# 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

- Each Elementary school will have a minimum of two English Innovation Pathway classes.
- French Immersion classes will be determined equitably across the Elementary Schools, given the constraints of the number of classrooms available, enrollment numbers, and funding.
- If enrollment numbers require that an additional Grade 1 section is needed, the Superintendent will determine whether that section will be English or French and in which school the section will be located based on the needs and resources of the district.

# Grade One Assignment Plan

- The Superintendent will create additional sections based on the 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: *Grade One Program Lotteries*

- In the event that the demand for a program exceeds the number of available seats, the Superintendent will assign students based on the lottery results.
- If Grade One Program Lotteries are required, they will take place the week of March 16, 2020.

# Grade One Program Lotteries

- Students who have selected French Immersion will be assigned to open seats in their home school according to their lottery order number until all seats are filled.
- All students assigned to English Innovation Pathway will receive priority placement in their home school.
- A waitlist for each home school will be established based on 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 1<sup>st</sup>) 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 1<sup>st</sup> 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

- Grade One Information Night – Tuesday, **February 25 6:30 PM**
- STEM Night – Monday, **March 2 6:30 PM @ Cunningham/Collicot Schools**
- Grade One Program Selection Forms distributed to families – Tuesday, **March 3** (home in backpacks)
- Grade One Program Selection Forms due to school offices – Friday, **March 13 by 3:30 PM.**
- School-based and District-wide lotteries for French Immersion (if necessary) – Week of **March 16**
- Program assignments communicated to families – Week of **April 6**

# Timeline/Next Steps

- If French seats are still available, a lottery for students who entered MPS after March 1 but before June 30 will take place early July 2020.
- If French seats are still available, a lottery for students new to MPS after June 30 will take place August 2020.
- Teacher Assignments Communicated to Families – late August 2020
- There will be no entry into French Immersion after the 10th day of school.



# Still Wondering about What to Select?

- You know your child better than anyone.
- You know what is important to you and your family.
- All students, regardless of program, can acquire a second language by the end of high school.



# Questions

