

First Grade Board Report

February 2016

1. Multi-cultural Aspect:

First grade incorporates multi-cultural learning in our classrooms often. Students are engaged in social studies lessons several times a week where students are studying different cultures around our country and world. We also use holidays such as Martin Luther King Jr. day and Thanksgiving to help us learn about people from our past that have had an impact on our country. Our new language arts curriculum also encompasses many multicultural stories and social study focus stories.

Our ESL students, do receive the opportunity to participate in the Imagine Learning Program to extend their learning. Nicole Sok helps to provide additional interventions to support the program.

2. What do we want students to learn?

Students are engaged in a variety of standards based academic goals daily. Student's academic goals are set by the Nebraska State Standards. We reach these goals for our students by using the new Scott Foresman Curriculum: Reading Street.

3. How do we know students are learning?

Students are engaged in daily formative assessments that allow us to see if students are understanding the teaching of concepts. Throughout the week we review concepts and build on prior learning. At the end of each week students are given summative tests to assess their understanding of high frequency words, spelling words, phonics skills, and comprehension.

We also still use our first grade sight word list, STARS Reading, DIBELS, and MAPS testing to help us make informed decisions in their learning and understanding.

Students are also met with in guided reading groups that allow for differentiated instruction at student's instructional level.

4. How do we respond when students are not learning?

When students are not learning we respond in a variety of different ways. Often for skills within the week, we work to do reteaching in small group time or during guided reading lessons. Small group time is the perfect time for us to be able to revisit skills and practice skills again and ensure a solid mastery of concepts before moving on.

If STARS, DIBELS, and MAPS is showing a student to not be proficient, students are involved in either RT,I receiving EIR intervention, or receiving Title 1 services. These interventions are in addition to class time instruction to enhance the student's learning experience.

5. How do we extend or enrich the learning for students who exceed proficiency?

Students are continuously being challenged to work to their fullest potential. Students meet in guided reading groups that provide opportunities for those that have a deeper understanding of our learning to learn at a higher level.

Students also participate in AR (Accelerated Reader) which challenges students to read books at their independent reading level. They then are then asked questions to demonstrate their comprehension of the book.

6. **Other Information**

We are really enjoying our new curriculum and feel that it has greatly helped to provide continuity for our classrooms. We have needed to access additional resources to help us get colored 'Focus Wall' posters. These are extremely helpful and beneficial for our students. They make a big impact in our students' learning and help to provide our students with an understanding of what they are being expected to learn. We also work to meet the needs of our students. While we are definitely headed in the right direction with providing RTI to students that meet the tier 2 needs; time is definitely a challenge. The more kids in a class, and the more needs they have, the harder it is to ensure that all kids are proficient.