

Carver Elementary School

1717 Ironwood Drive,
Carver, Minnesota 55315

Carver Elementary Vision

Carver Elementary School - *Empowering students to succeed in tomorrow's world*

At Carver Elementary School everyone is a valued member of the school community. It is an environment where each person is challenged, safe and supported.

Students in Kindergarten through Fifth Grade will be prepared for life's next steps through their active learning, engagement and collaboration. Each one of them will be a part of a Family, a Neighborhood, and a Community in which they own their actions, work collaboratively and learn respectfully.

Adults teach, guide, mentor and help students to achieve their personal best while providing individual direction and paths.

The school will provide flexible space, areas for movement, and opportunities for collaboration to support and nurture each students' growth and development.

Carver Elementary School – a place where we *empower students to succeed in tomorrow's world.*

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Multiage Homerooms

Multiage Homerooms

Carver Elementary homerooms will consist of students from two grade levels. Quality relationships are central to inspiring talent and promoting ongoing individual growth. The two grade levels that will make up each homeroom:

- **Primary**
 - Kindergarten and First Grade
 - First Grade and Second Grade
- **Intermediate**
 - Third Grade and Fourth Grade
 - Fourth Grade and Fifth Grade

The benefits of multiage classrooms compliment personalized learning, while upholding the primary purpose of promoting a sense of belonging, building community and contributing to leadership skills.

Research confirms the benefits of personal and social learning effects while in multiage classrooms. These include positive effects on self-esteem, good work ethics, a sense of responsibility, and learners working together. Multiage classrooms also better prepare our students for self-learning outside of school and into the workforce.

The upper grade students within a classroom gain confidence in assisting younger students, as they are found to grasp concepts more quickly due to their exposure of concepts more than one time. Lower grade students within a classroom benefit from the role models by learning appropriate behaviors and strategies.

A balance of students from different age groups, current academic performance, personal needs and teacher and parent input are all taken into consideration for homeroom placement.

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Families and Neighborhoods

Quality relationships are central to inspiring talent and promoting ongoing individual growth.

Classroom configurations will consist of primary and intermediate multiage families.

A **Family** area consists of five Homeroom Classrooms, Learning Commons area, Resource Room and Specialty room.

There are three Primary (Kindergarten-Second Grades) Families, located on the first floor, and three Intermediate (Third – Fifth Grades) Families, located on the second floor, within the school.

Neighborhoods are formed when a Primary (Kindergarten-Second Grades) Family on the first floor and Intermediate (Third – Fifth Grades) Family directly above them on second floor join together.

The Kindergarten through Fifth Grade students remain within their **Neighborhood** for all six of their years at the school. Siblings will all be part of the same **Family** and **Neighborhood**. This concept promotes quality student, family and teacher relationships.

At Carver Elementary School, students will be a part of the **Primary or Intermediate Family** within the **Creek, Rapids or River Neighborhoods**.

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Homeroom Activities

Homeroom Activities

Homerooms are the classrooms in which students assemble daily. Activities within homerooms occurring daily include:

- Morning check-in and/or Meeting Time
- Den Time
- Math Review at grade level
- Exploration – Social Studies, Science and Writing
- Specialists – Music, Art, Personal Health and Wellness or Media.
- Lunch and Recess
- Dismissal

- **Morning Meeting** will be dependent on the classroom or Family schedule. The individual schedule will be available by teacher
- **Den Time** takes place for 30 minutes on a daily basis using the following format:
 - 8-10 minutes – ***Read Aloud*** – Teacher reads to students: chapter books or a new book each day
 - 3-5 minutes – ***Reading Challenge*** – Teacher reviews focus skill with class and challenges students to find the skill in their Read to Self-time
 - 15-20 minutes – ***Read to Self and Conferring*** – Students self-select literature to read, while teachers confer with students leading a discussion and asking questions that coincide with the Standards Pacing Guides. Running Records will also be completed

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during this time to check on a student's reading fluency and comprehension.

- **Math Review** will take place each day for approximately 10-15 minutes
 - All Primary and Intermediate students will complete daily math review consisting of skills that will be both a review of past skills and a preview of skills to come
- **Exploration** – Social Studies, Science and Writing instruction and learning integrated together
 - Concepts are organized in a three year rotation for both Primary and Intermediate grades covering all the state standards (*defined expectations for educational achievement by the state of Minnesota*)
<http://education.state.mn.us/MDE/dse/stds/soc/>
<http://education.state.mn.us/MDE/dse/stds/sci/>
 - Writing instruction is covered during homeroom time enabling students to learn through the state standards, while experience real life and nonfiction concepts to write about.
- **Specialists** – A combination or single classes of Music, Art, Personal Health and Wellness or Media on a daily basis
 - Specialist time is a daily, hour long session
 - Students will participate in:
 - Personal Health and Wellness covering the state's standards for Health and Physical Education
<http://education.state.mn.us/MDE/dse/stds/hpe/>
 - Music includes singing, studying rhythms, movement and instrumental concepts

Homeroom Activities

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- Art incorporates the T.A.B, Teaching for Artistic Behavior, program
<http://teachingforartisticbehavior.org/>
- Media includes literature studies and digital literacy
- **Lunch and Recess**
 - 35 minutes, 20 minutes for lunch and 15 minutes for recess
 - Order will vary – Lunch to Recess and Recess to Lunch
 - Families will be together during these times
- **Dismissal**
 - End of day activities and closing

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Flexible Learning Environments

(Information taken from – “Common Language to support personalization in ECCS”)

Math and Language Arts learning will take place in Flexible Learning Environments. Students will be placed in Performance Flex Groups. The groups are based on where they are currently working at in math and reading and flexible to move to different levels based on their needs. The Flexible Learning Environments with the Performance Groups support the personalization of learning.

Instruction during the 60 minutes of math or reading may begin with Seminar or direct instruction, which would last 10 -25 minutes. The instruction would include the entire group and involve an introduction to the lesson and new concept.

Coaching Workshops will follow Seminars and involve small groups of 2-10 students. The workshops are provided for those needing the instruction in another form, needing it in a smaller group, possibly a review or other learner need.

Teachers will also Conference or hold individual meetings with students. The meetings give teachers opportunities to check for understanding along with:

- **Determine** where learning is at
- **Inspire and Instruct**
- **Next Steps**

Flexible Learning Environments

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Students will also be encouraged into Personal Flex or Group Flex opportunities. Students work either alone or in a group to work toward meeting a learning goal.

Various other Flexible Learning Environments students may choose to work within include:

- Critical Thinking Circles – Group discussion with an intentional focus
- Lab – Learners collaborate or work alone to experiment, test, or investigate something in an effort to answer a question, solve a problem, and/or create additional learning
- Learner Led Workshops – Learner led (or teacher encouraged) seminar or coaching workshop on their topic of choice

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Performance Groups in Math and Language Arts

Performance Groups

The Performance Group, continuous progress instructional model, is implemented at Carver Elementary. Each student is part of this model which strives to provide a Math and Language Arts flexible group that best meets their need.

A 60 minute block has been dedicated to each area giving students the opportunity to learn through the State Standards and the district's Power Standards in both subjects.

- *State Standards define what students should know, understand, and be able to do. Standards are used as the basis for teaching, learning, assessment, feedback, and grading in our district.*
<http://education.state.mn.us/MDE/dse/stds/Math/>
<http://education.state.mn.us/MDE/dse/stds/read/>
- *Power Standards refer to a subset of standards that educators at the local level have determined to be the highest priority or most important for students to learn.*

The teachers within each group strive to personalize instruction to meet the more common needs of the students. A daily lesson may include:

- Seminar - 10-25 minutes - direct instruction for the entire class
- Coaching Workshops - 10-50 minutes - small group instruction lead by the teacher or students
- Conference - 4-7 minutes – check-in time with the teacher and students to determine where the learner is at, help inspire and instruction and explore the next steps

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W.I.N., What I Need, Time

W.I.N., *What I Need*, Time

W.I.N. Time provides each student with an additional 30 minutes of direct academic instruction and support on a daily basis.

Targeted Subjects: Math and Language Arts

Strand data from Northwestern Evaluation Association's MAP, *Measure of Academic Progress*, reports will be used by instructors. The Student Profile data generated through the MAP reports will assist in determining student needs, focus and groupings. www.teachmapnwea.org

WIN Time groups will target students below, at and above grade level, along with those students who may require a specialized service. A specific focus will last two weeks to one month, at which time, teachers will reexamine needs to determine new focus and new groups.

Resources used to assist in meeting needs may include:

- Do the Math – Marilyn Burns
- Two Peas in a Pod (Primary)
- MCA Prep Tests (Intermediate)
- Pearson Learning Locator
- Journeys: Phonic Decoding Kit
- SRA
- Read Naturally

W.I.N., *What I Need, Time*

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- NWEA Student Profile, DECARTES
- Journeys Leveled Readers
- Fountas and Pinnell Leveled Literacy Intervention Program, LLI

Additional instructional participants beyond classroom teachers may include:

- Special Education Teacher - IEP Direct Service (Each Special Education teacher would have 2 WIN Time opportunities to provide instructional, social and emotional support.)
- Gifted Services Teacher – Provide enrichment, social/emotional support
- EL Teachers – Direct Service
- LLI – Reading Intervention
- Title I – Reading and Math Interventions
- Ameri-Corps Reading and Math
- iTeam interventions and supports

Flex Time Scheduler:

The Flex Time Scheduler is a system which enables students to sign up for the instruction and sessions they need. During year one, a schedule will be used for placement purposes. Students at the intermediate level thereafter will be looked upon to manage their own needs.

*WIN Time is not a “catch-up” time, independent practice time or online learning session to use programs such as IXL, Achieve 3000 or RAZ Kids.

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Wonder Wednesdays

Wonder Wednesdays

Wonder Wednesdays are an opportunity each week for Primary (Kindergarten – 2nd Grades) and Intermediate (3rd – 5th Grades) Families, in the same Neighborhoods, to learn together.

Additional opportunities across Neighborhoods will also be created to broaden the Carver Elementary School's sense of Community.

Students will be placed in groups with siblings and remain with the same adult throughout their elementary years, forming special bonds and relationships. Each Wednesday for 45-60 minutes, students will gather in their groups.

Wonder Wednesdays are composed of two components, Genius Hour and Leadership Education.

- **Genius Hour**
 - Genius Hour students are “empowered to explore their own passions”. It encourages creativity and provides students with voice and choice in what they learn
- **Leadership Education**
 - *The Leader in Me* by Stephen Covey will be provide framework to assist in growing students' leadership
 - Leadership themes will be chosen each year with the same focus for each trimester:
 - Trimester 1 – Self
 - Trimester 2 – School
 - Trimester 3 – Community

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PBIS – Positive Behavior Interventions & Supports

PBIS

Positive Behavior Interventions and Supports (PBIS) is a framework or approach for helping school select and organize **evidence-based behavioral interventions into an integrated** continuum that enhances academic and social behavior outcomes for all students.

PBIS supports the success of ALL students. Known as SWPBS, which is short for “School-wide Positive Behavior Supports”, PBIS is based on principles of applied behavior analysis and the prevention approach, along with the values of positive behavior support.

-Minnesota Department of Education-

Carver Elementary empowers learners to succeed by embedding behavioral expectations through instruction and practice. School-wide HOWL expectations focus on having a positive attitude, owning your actions, working collaboratively, and learning respectfully.

HOWL with Pride Expectations:

- H – Have a Positive Attitude
- O – Own Your Actions
- W – Work Collaboratively
- L – Learn Respectfully

HOWL Pride is planned, organized and practiced with staff and students to sustain the integrity of the program. It will be reviewed within the classrooms, during announcements, at gatherings and assemblies to maintain the expectations in all areas and during every situation.

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Notes and Questions

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