



Chestnut Street School

Faith Tripp, Principal & Director of ENL

Board of Education Presentation 11/19/19



Welcome to Chestnut Street!



#Kindergarten

#RamPride

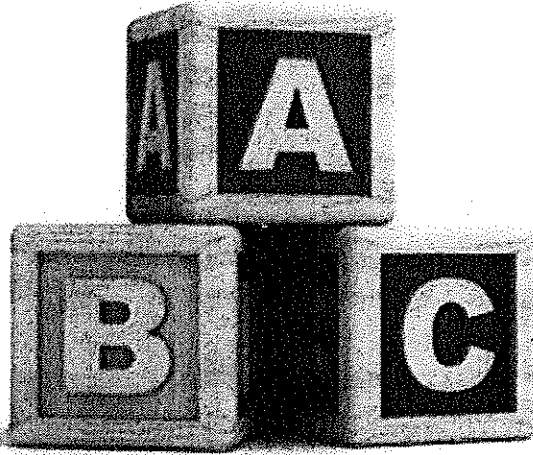
#ChestnutRams



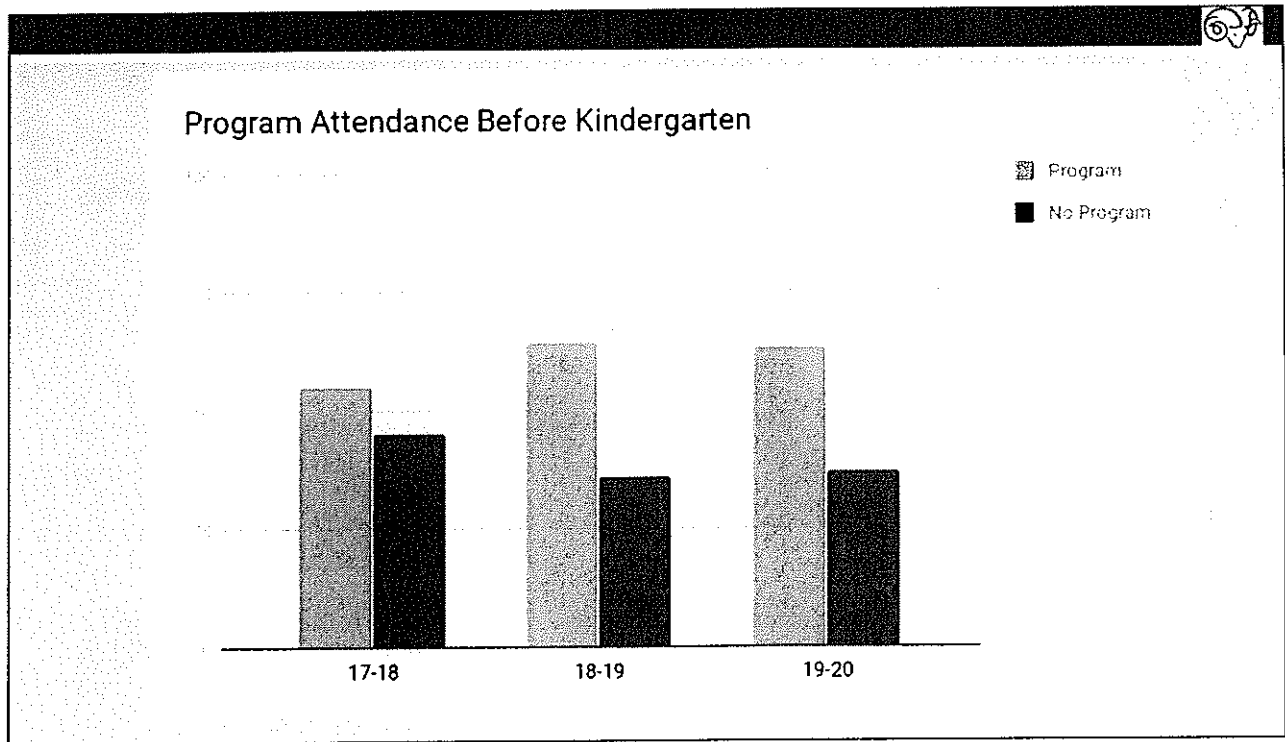
We are the #ChestnutRams! We instill and nurture a love of learning beginning in Kindergarten.



Lifelong Learning Begins Here!



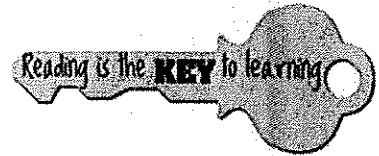
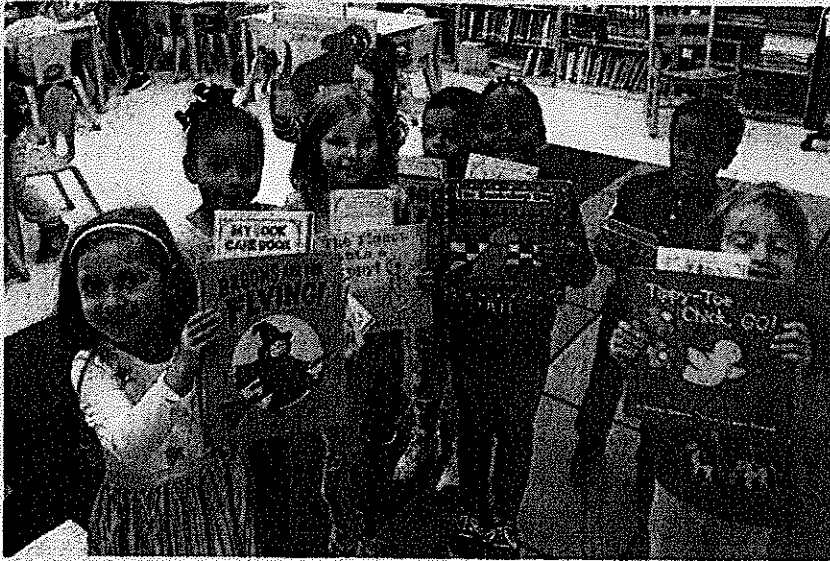
The foundation for lifelong learning starts at Chestnut Street. Students are challenged to begin their journey as Assessment Capable Learners (ACL). What is an Assessment Capable Learner? Students who understand what they are supposed to learn, monitor their progress, set goals, and reflect on their learning. This work is supported through the introduction of metacognitive skills- students learn how to think about their thinking and view themselves as learners and their teachers.



In 2017-2018, we enrolled roughly 130 students. In 2018-2019, we enrolled around 117 students, and this year we have 111 students. Just over half of our students attend some program before coming to Chestnut Street. However, many of the programs are simply daycare centers. What this means is that more than half of our students have not attended any type of formal preschool.



Let's Talk About Literacy!



Literacy is infused in every lesson, across all content areas, every day at Chestnut Street. Students are engaged in reading, writing, and thinking with the necessary individualized supports for success. We accomplish this through the workshop model, including small group instruction, 1:1 conferencing, and learning centers.

Kindergarten Literacy Expectations



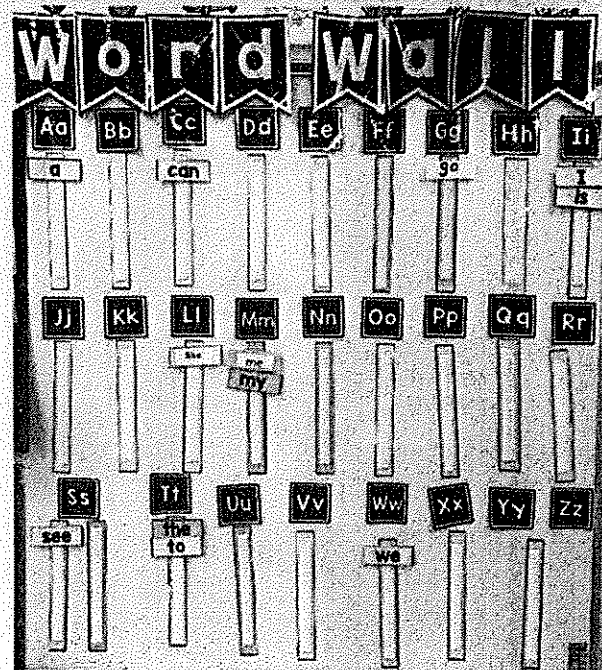
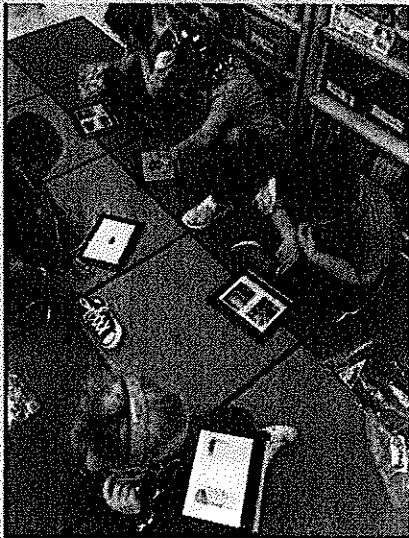
| | Beginning of Year (Aug.-Sept.) | 1st Interval of Year (Nov.-Dec.) | 2nd Interval of Year (Feb.-Mar.) | End of Year (May-June) |
|--------------------|--------------------------------------|--|--|---------------------------|
| Grade K | | C | D | E |
| | | B | C | D |
| | | A | B | C |
| | | | | Below C |

KEY

- Exceeds Expectations
- Meets Expectations
- Approaches Expectations:
Needs Short-Term Intervention
- Does Not Meet Expectations:
Needs Intensive Intervention

In West Hempstead, we use Fountas & Pinnell as our benchmark system. Students are expected to exit Kindergarten reading on an instructional Level D. What that means is that when the students work with their teachers in Guided Reading groups, they will be working on texts at Level D. To achieve this level of literacy requires time and daily practice. In order to create an environment where students' literacy can grow, we recently revamped our Guided Reading Library with support from the district's Title 1 funding. We now have a large F & P Guided Reading library of leveled texts that teachers are using in their small groups and sending home for additional opportunities to support grade-level literacy.

Literacy Improving!



Over the last few years, our student's literacy skills have improved significantly. This growth is the result of many factors such as continued professional development for Reader's and Writer's Workshop through DEI, and building level initiatives. At Chestnut Street, we continuously review our literacy practices and revise or develop strategies that support students' literacy skills. We have implemented common sight words that are presented building-wide on a set schedule. Every classroom has a word wall, and our Sight Words are displayed in the hallways next to the water fountains. We also incorporate weekly shared reading texts that support our sight words. A common text, selected from Reading A-Z, is read in every classroom, every day.

School-Home Connection



Ideas for Home

- Concentration: Make two sets of word cards and play "Concentration"
- Jeopardy: Make two sets of word cards and play "Jeopardy"
- Match the words using clip-art or dots

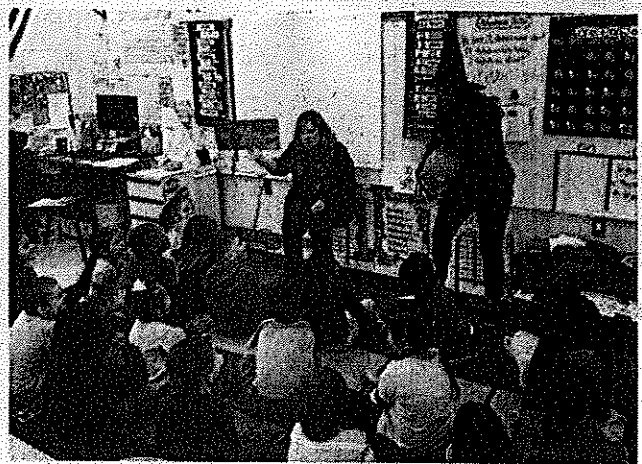
Chestnut Street School Suggested Weekly Sight Words Activities

| Monday | Tuesday | Wednesday | Thursday | Friday | Weekend |
|--|---|---|--|--|---|
| Flashcards | Sentences | Writing | Quiz | Sentences | Play games! |
| <p>Create flashcards for the new words for the week. Review at least 10 times.</p> | <p>Your child should create 10 sentences.</p> | <p>Practice writing each word five times. Use the 31, 20, 10 rule. Writing paper.</p> | <p>Read the sight word aloud and ask your child to write it on a piece of paper.</p> | <p>Create two sentences per word on 11x17 paper. Write on lined paper.</p> | <p>Refer to the Reading Sight Words list.</p> |

A consumable copy of the weekly shared reading text is sent home for students to read with their parents and begin to create a leveled library. This year, we are including an activity for parents to do that is aligned with the story. Students also have the opportunity to use the online reading program Raz Kids to read books at their independent level in school on an iPad or at home. Reading A-Z and Raz Kids is part of Learning A-Z, which Chestnut Street subscribes to in order to provide additional, individualized reading texts to support students' literacy. Also, parents receive monthly letters indicating the words we are learning and some strategies they can do at home to support sight word recognition. The words are also shared in the Parent Newsletter so that students can access them on any device.



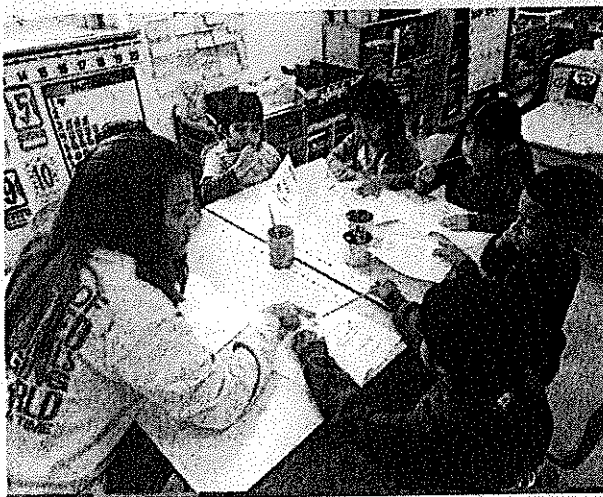
Collaboration & Co-Teaching



How do we achieve grade-level literacy expectations? A critical component of students' success is the collaboration between the educators in Chestnut Street. We offer Integrated Co-Teaching classes in a variety of contexts throughout the day. Teachers work together to plan and implement scaffolded lessons that meet individual learner's needs.



Small Group Instruction



At any time of day, we will find teachers working together to provide small-group instruction in literacy and mathematics — teachers 'push-in' to the classroom to work alongside the classroom teacher in an integrated approach. Small group instruction is a key component of Reader's Workshop.

Learning Targets as 'I Can' Statements

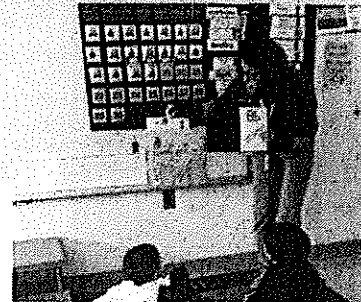


Ask Yourself:

What am I **learning**?

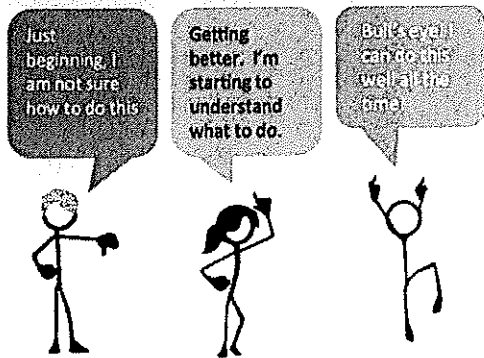
Why do I need to **learn** this?

How do I know if I have **learned** it?



In conjunction with Cornwell Avenue, Chestnut Street has moved toward presenting learning targets as 'I Can' statements. Teachers explore the learning targets with the students by explicitly introducing what the students are going to learn. Next, they discuss why they are learning it through questioning and explanation. The final step involves exploring how they will know they were successful. Through this process, students are empowered to take ownership of their learning. 'I Can' statements include visual supports so that our early learners can connect with the learning targets, set personal goals, and reflect on their learning to determine the next steps to continue to grow.

Self-Reflection in Kindergarten



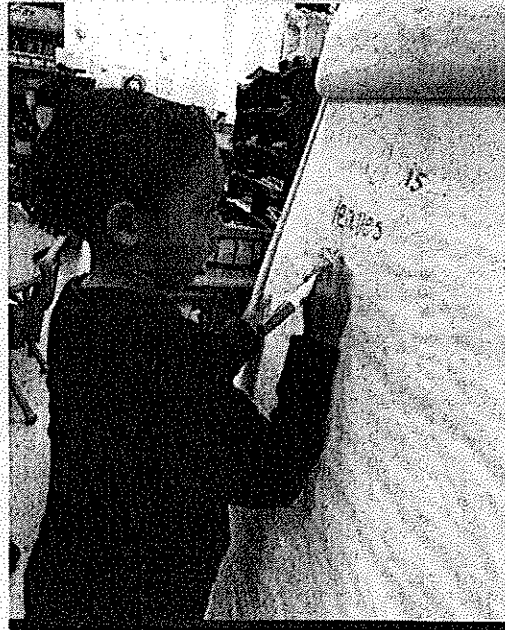
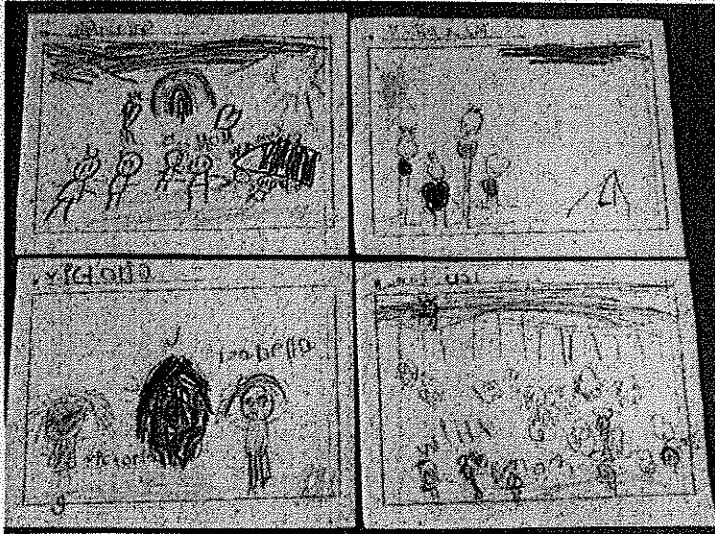
When students self-assess regularly and track and share their progress, their confidence as learners grows. Their motivation to do well increases as does their achievement.

(Siggins & Chappuis, 2002)



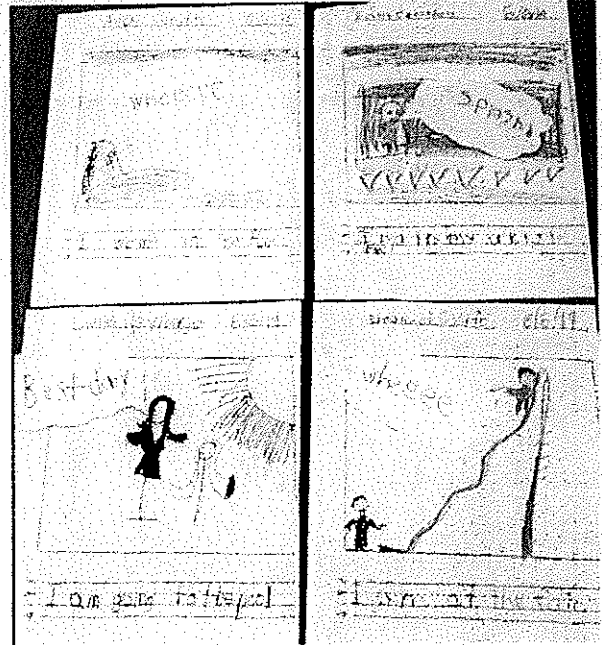
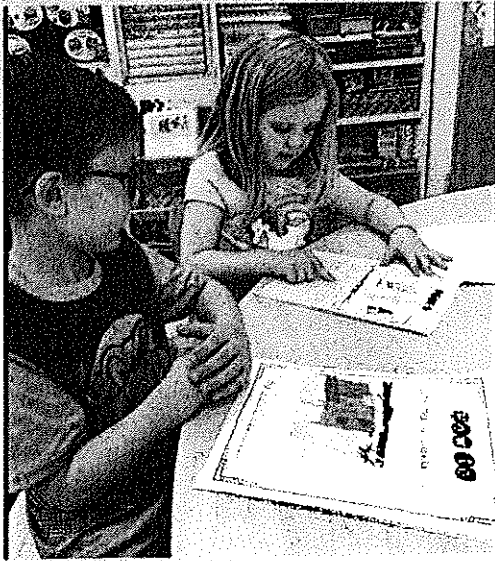
Another critical component to growing lifelong learners is the ability to reflect on one's learning. In every classroom, teachers lead the students in self-reflection at the end of a lesson. Students have the opportunity to think about how well they met the success criteria quietly, and they can choose to share their reflections with their classmates. As the year progresses, students become more self-aware, and their metacognitive skills grow. They begin to set goals for their learning, and they assess their success.

Writer's Workshop



Another component of growing students' literacy is through Writer's Workshop. Through Writer's Workshop, students grow as readers, writers, critical thinkers, and effective communicators. In Kindergarten, we begin with Oral Storytelling and gradually grow the students' writing skills with scaffolded supports. Students engage in shared writing and move toward labeling their illustrations with letters or words.

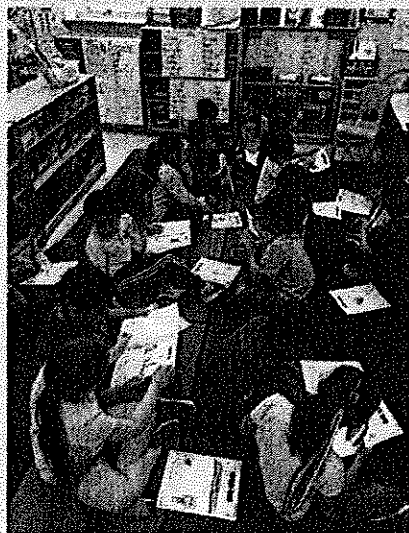
Growing as Writers!



Over time, they begin to write sentences, and then they begin to write multiple pages!



Sharing Our Writing



Students learn that authors write for many reasons, and it is essential to keep the audience in mind when composing a piece of writing. Student authors always participate in sharing and celebrating their writing with their audience! As part of the sharing process, audience members give compliments and ask clarifying questions to the author. This practice builds the author's confidence, enhances students' oral language skills, and promotes purposeful communication.



Math Workshop



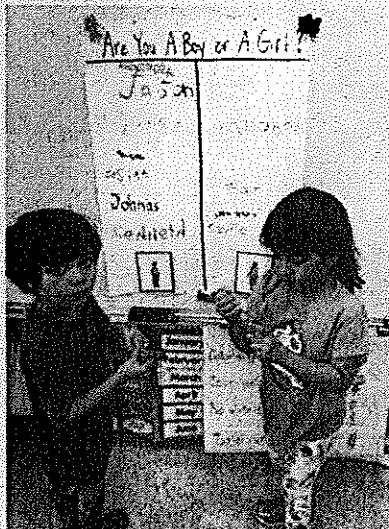
STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The third component that balances out our Workshop Model approach is Math Workshop. At Chestnut Street, we strive to ensure that all students develop a solid mathematical identity that is evident in their ability to engage in the standards for mathematical practice.



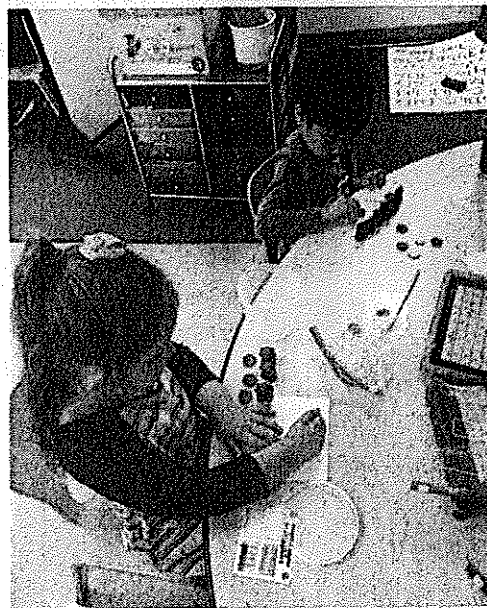
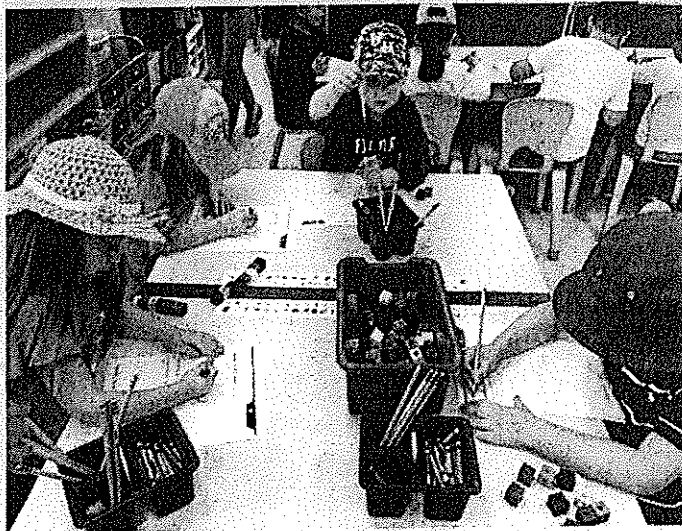
Mathematical Competence



This year, we launched Investigations 3 Math! The teachers and students love math workshop! Kindergarten students learn mathematical concepts through an inquiry-based approach. Students engage in hands-on explorations of algebraic principles and geometry. They work in small groups to navigate and solve math problems and explain their thinking processes. Students are growing their number sense, reasoning, and communication skills every day via math workshop.



Math is fun!



Students have the opportunity to rotate through various math activities throughout the week. Each activity presents an engaging opportunity to solve problems and connect mathematical concepts. Here, students play Grab & Count. Grab & Count supports the skills of counting and representing quantities.



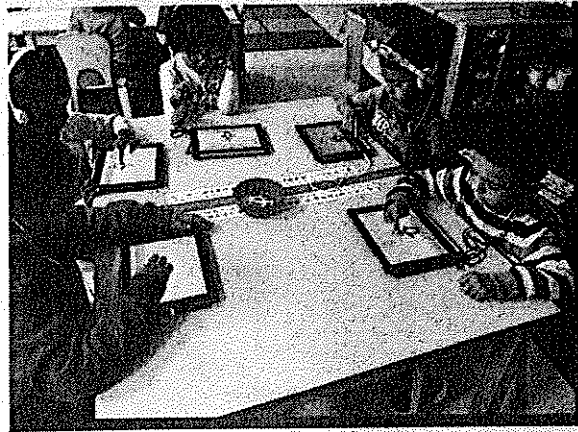
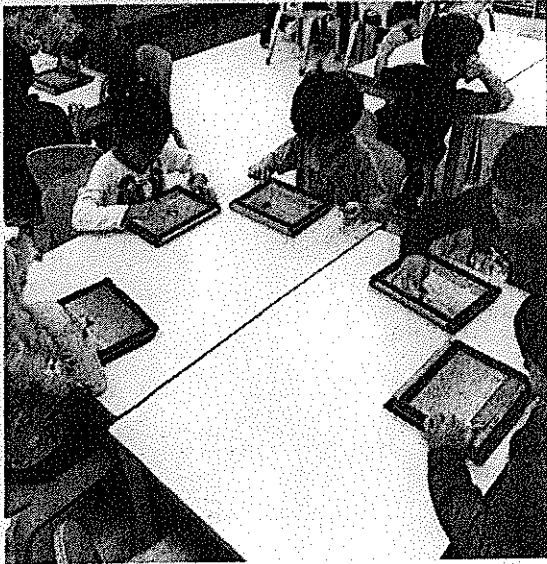
Daily Observation and Formative Assessment



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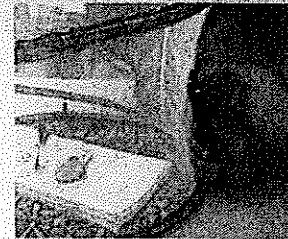
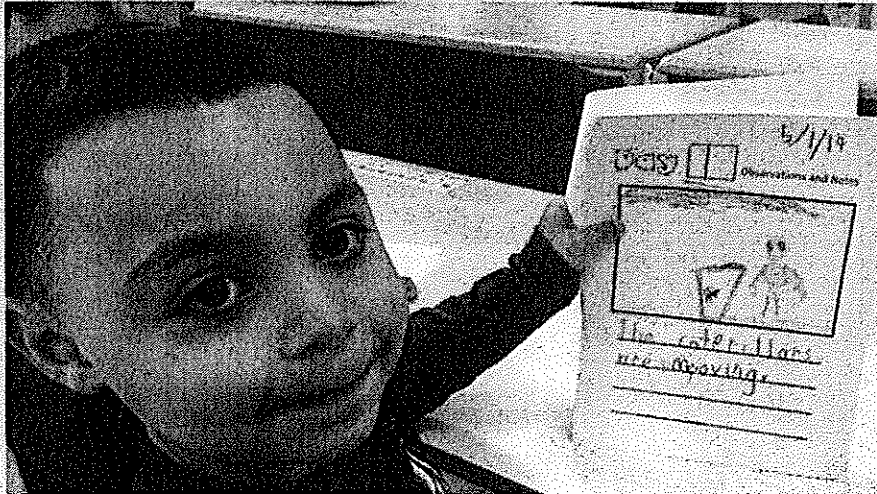
Students rotate through the Counting Jar to have individual opportunities to apply mathematical concepts being explored in the current investigation. When students work with the Counting Jar, the teacher is nearby observing and recording anecdotal notes. The Counting Jar provides opportunities to learn number names, orders, counting with 1:1 correspondence, making equivalent sets, representing a quantity with illustrations, and writing numbers. The Counting Jar offers teachers the opportunity to observe students working and reasoning. The teacher jot notes about the students' mathematical thinking to inform instruction. Finally, the Counting Jar reinforces the Mathematical Practices that we are instilling in our students for lifelong use.

ST Math & JiJi



It is our second year incorporating ST Math as another opportunity for students to engage in a deep conceptual understanding of math. Mathematical concepts are introduced visually, and students participate in creative problem-solving at their own pace. Mistakes provide an opportunity for reflection and allow students to work through challenges, engaging in mental sweat. Students work individually and they communicate with one another to share ideas and suggestions for problem-solving. Students enjoy hosting JiJi the Penguin in their class as a reward for their hard work and perseverance.

Hands-on, Minds-on Science



We've discussed reading and writing in math, but as I mentioned earlier, literacy is infused in all content areas. Science is thematically based at Chestnut Street. Students explore scientific concepts through active learning and inquiry that is loosely tied to the four seasons and aligned with real-world experiences and applications. Students learn about weather, buoyancy, habitats, living and nonliving things, nutrition, and the life cycle of plants and animals.

We Love Science!



The Bean Experiment

Question: Do plants need soil to grow?

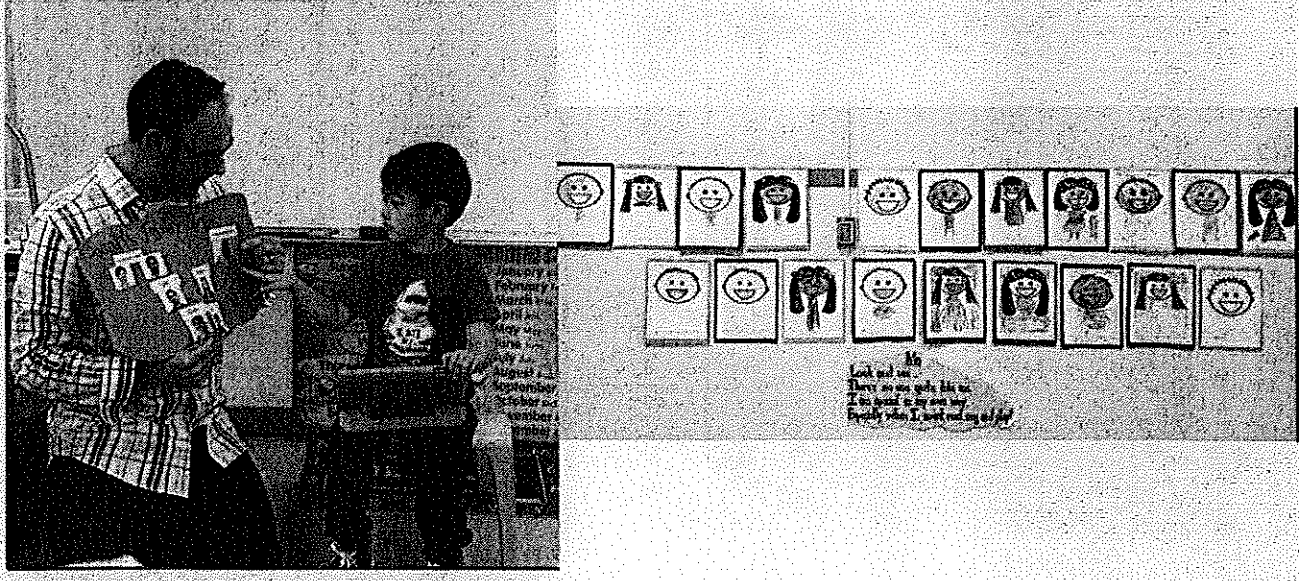
Hypothesis: The plants will NOT grow without the soil.



Students conduct nature walks, experiments, and engage in the scientific method of forming a hypothesis, testing it, and recording their results.



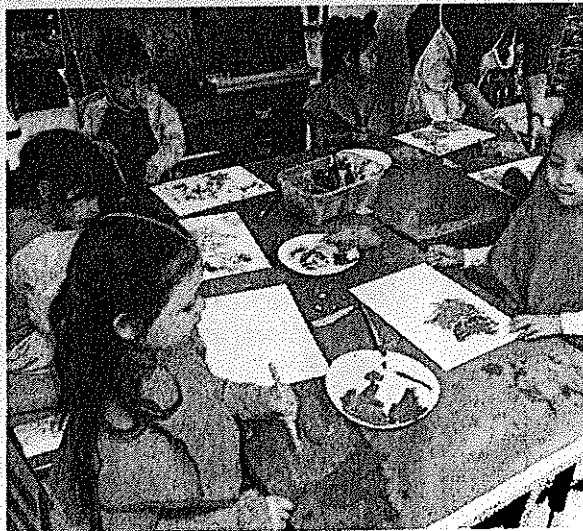
Social Studies- Getting to Know Myself and Others



In kindergarten, the overarching theme in social studies is "Self and Others." Students study themselves in the context of their immediate surroundings, and they learn about similarities and differences between children, families, and communities. They explore holidays, symbols, and traditions that unite us as Americans. Students learn about respect for others and the rights and responsibilities of individuals. Through social studies, students make connections with their peers while also understanding and celebrating their differences.



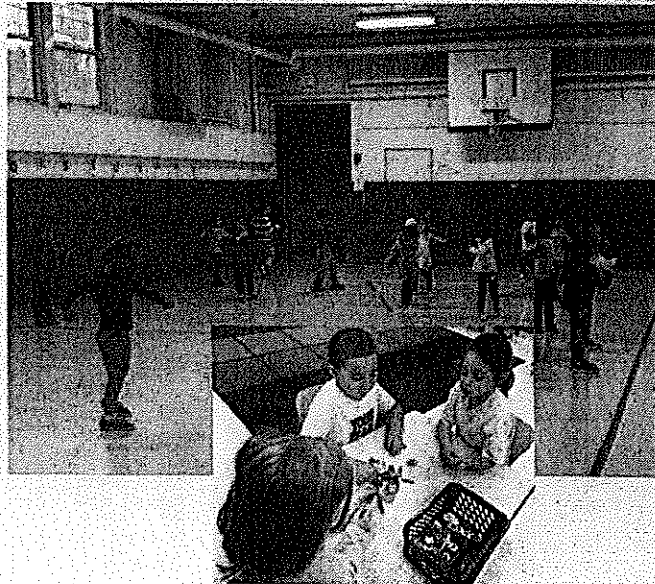
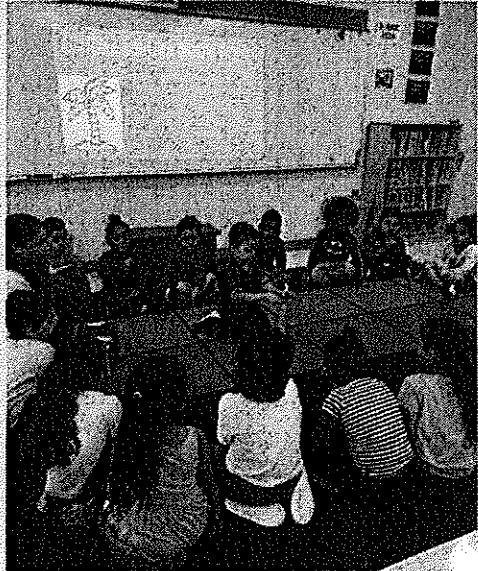
Art & Music



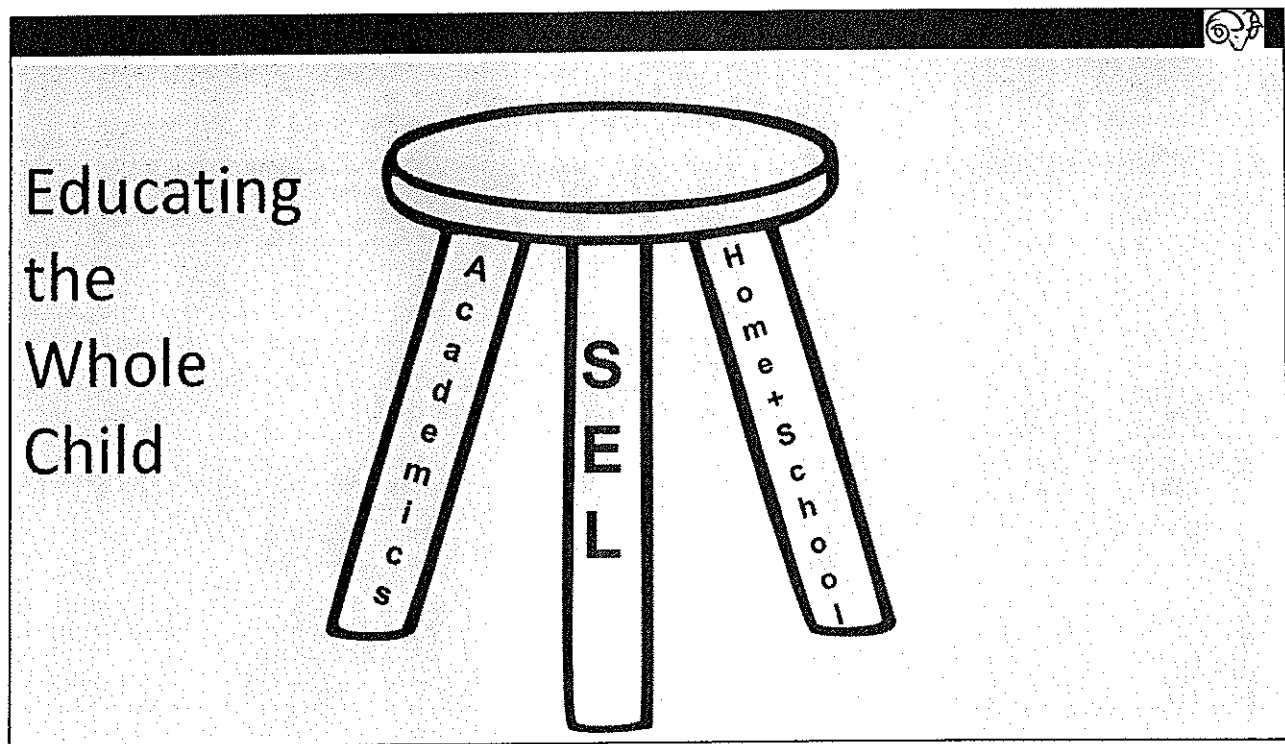
Chestnut Street educates the whole child and supports the development of students' individual artistic identities. Students engage in hands-on learning experiences that develop and promote creativity and self-expression while instilling the foundational principles of art and music.



STELLAR & Physical Education

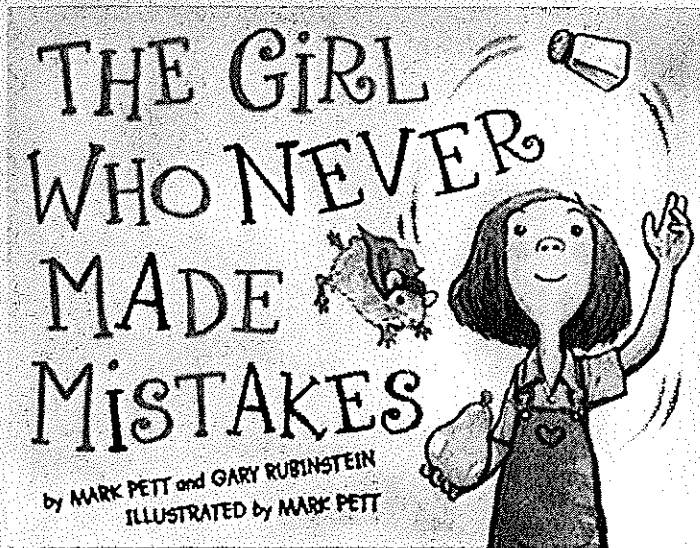


In STELLAR, students are engaged in weekly 'challenges' that are aligned to books they are reading with the teacher. Students work in small groups to collaborate, plan, and execute engineering projects with various materials. They also borrow books from the library with each visit. In Physical Education, students exercise and participate in team activities that promote sportsmanship.



To complete the whole child education, we cannot forget the importance of Social & Emotional Learning and the Home-School connection.

Our Annual Theme

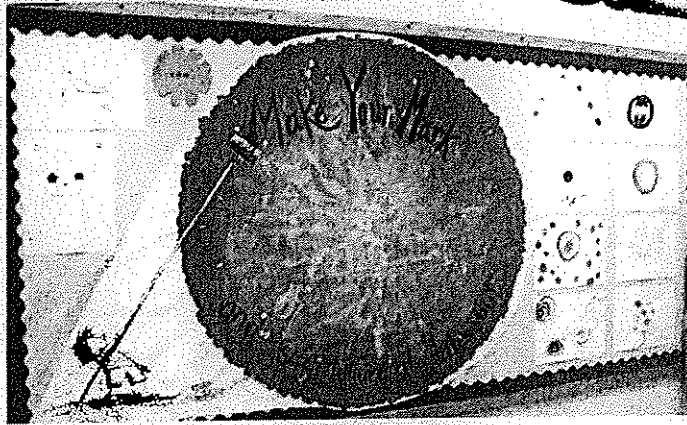


Mistakes
are proof
you are
trying!

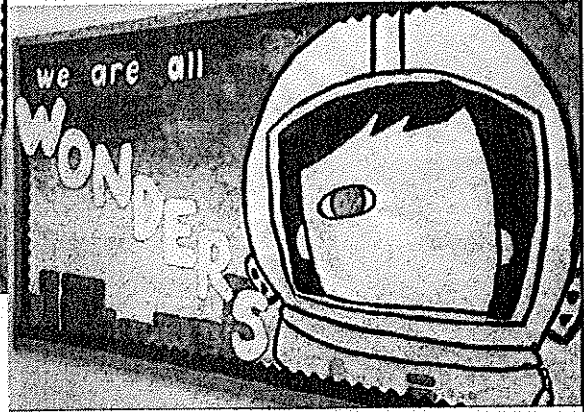


As part of our focus on Social and Emotional Learning, we select an annual school theme that is based on a positive message from a children's book. This year, the WH Class of 2032 has embraced the idea that "Mistakes Are Proof That You Are Trying!" (The Girl Who Never Made Mistakes by Gary Rubinstein).

WH Class of 2030



WH Class of 2031



The class of 2030 Made Their Marks (The Dot by Peter Reynolds) and the WH Class of 2031 know that They Are All Wonders (We're All Wonders by R.J. Palacio).



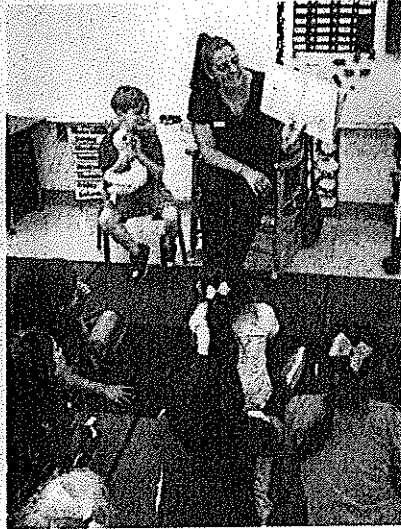
Supporting Social Emotional Learning



We value social, emotional learning at Chestnut Street. Mrs. Birnbaum and Mr. Alexander lead the students in learning about mental health and feelings through push-in lessons as well as individual and small group counseling. Mr. Alexander also spends two days per week working with the students at recess to give them the language and strategies they need to navigate effectively in social situations. We are grateful for the support of the school counselors who are also sharing lessons about empathy and kindness. Classroom teachers support this work all year long through read-alouds and activities that raise awareness and celebrate making good choices. Finally, we are enjoying the two new sensory walks that were installed over the summer. They provide much-needed opportunities for busy minds and busy bodies to relax, focus, and regroup.



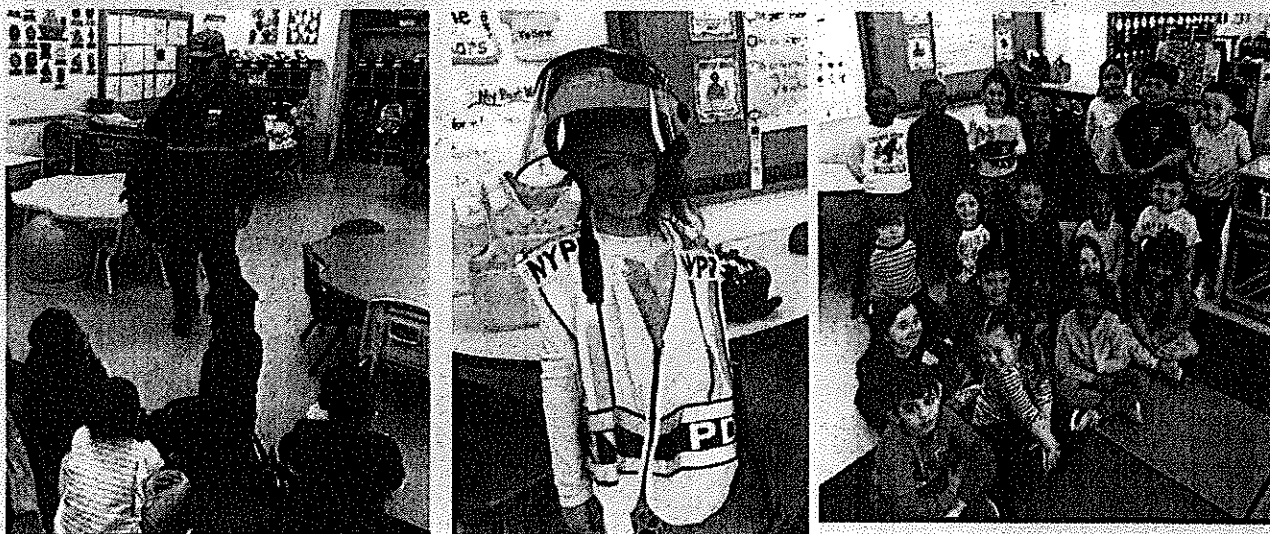
Secret Readers!



Secret Readers is a long-standing tradition at Chestnut Street. We love it when parents, grandparents, or siblings volunteer to come and read to our students. It is always a highlight of a student's experience in Kindergarten.



Community Helpers



As part of our social studies curriculum, we learn about our community. Parent volunteers visit our classrooms and teach us about their professions. Community Helpers is another highlight of the Chestnut Street experience!

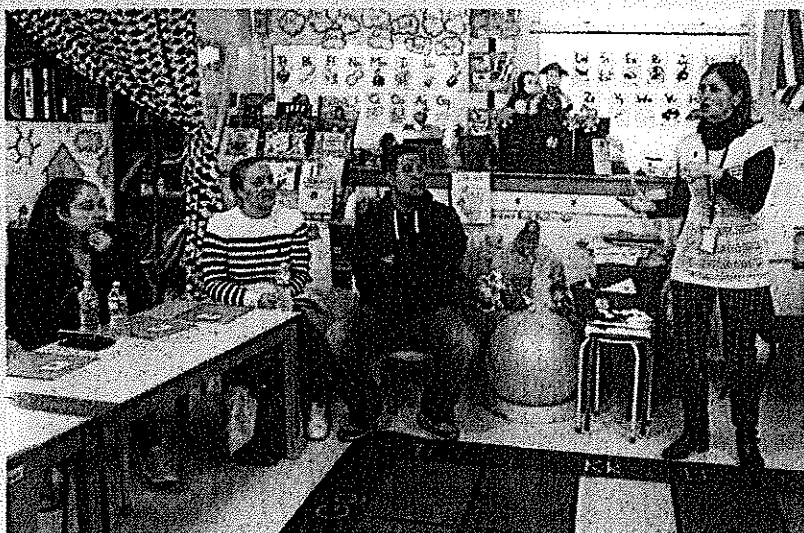
Touch-a-Truck Day!



Touch-a-Truck Day began last year through a collaboration with one of our wonderful parents. This has become another tradition at Chestnut Street. Touch-a-Truck Day supports students' understanding of the community and its many resources.



Parent University



Parent University is an annual evening event that brings together parents, kindergartners, student and staff volunteers, and various community organizations. This hands-on, bilingual family-friendly program gives parents the tools and resources to support math and literacy at home. After the presentations, our kindergartners join their parents in the classroom to practice the skills they just learned. It is an incredible night!

West Hempstead Community Organizations



Every year, we look forward to celebrating Chestnut Street's birthday, along with the West Hempstead Historical Society. This year, Chestnut Street will turn 107! We have also partnered with the West Hempstead Community Scholarship Fund to support their annual scholarship drive.



West Hempstead Public Library



Our relationship with the West Hempstead Public Library is strong. Every year, each class takes a walking trip to the library to learn about their community and the resources available. They enjoy some time exploring and reading books. Staff members from the library participate in Chestnut Street events like Read Across America Day and Parent University.

Partnerships with WHHS



Over the last few years, Chestnut Street has developed special relationships with various groups at the high school. For example, we work with the Key Club and collect food and toiletries for the food pantry. The high school reciprocates by volunteering at the annual Fall Festival and at Parent University.



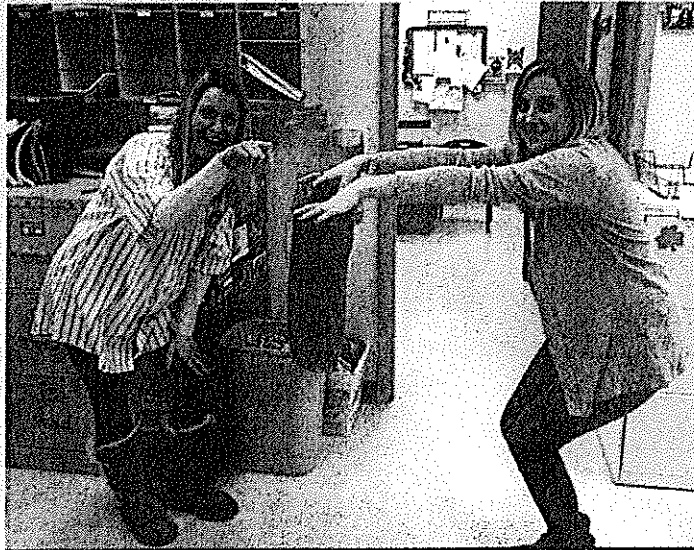
Singing and Dancing Our Way Through K!



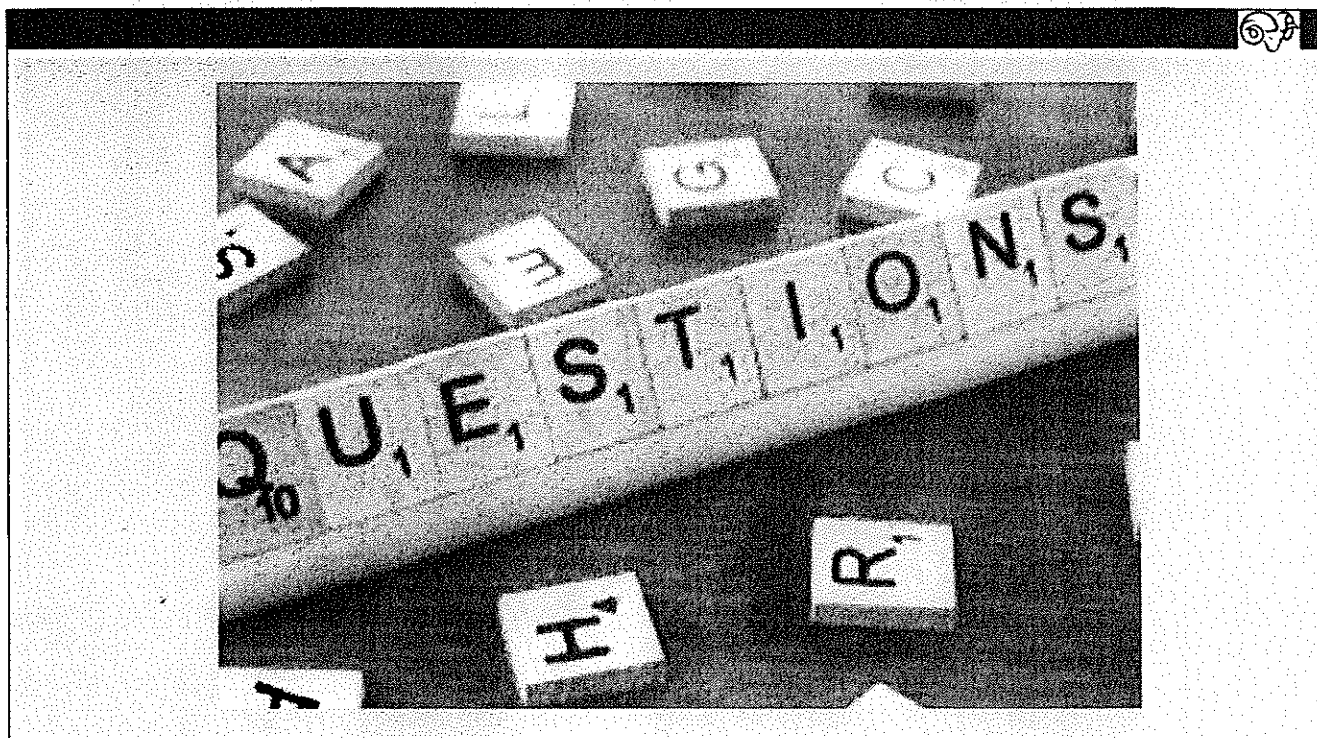
Moreover, who can forget the Holiday Sing-Along with the chamber choir! We are so grateful when our veteran Rams join forces with our newest Rams to exhibit #RamPride.



Making Magic Happen Every Day



We are the Chestnut Rams- reading, writing, and thinking critically daily. The 'We' stands for staff, families, and the larger community who work together to provide a top-notch academic and social-emotional experience for every Kindergarten student in our care. Thank you!



Questions

