

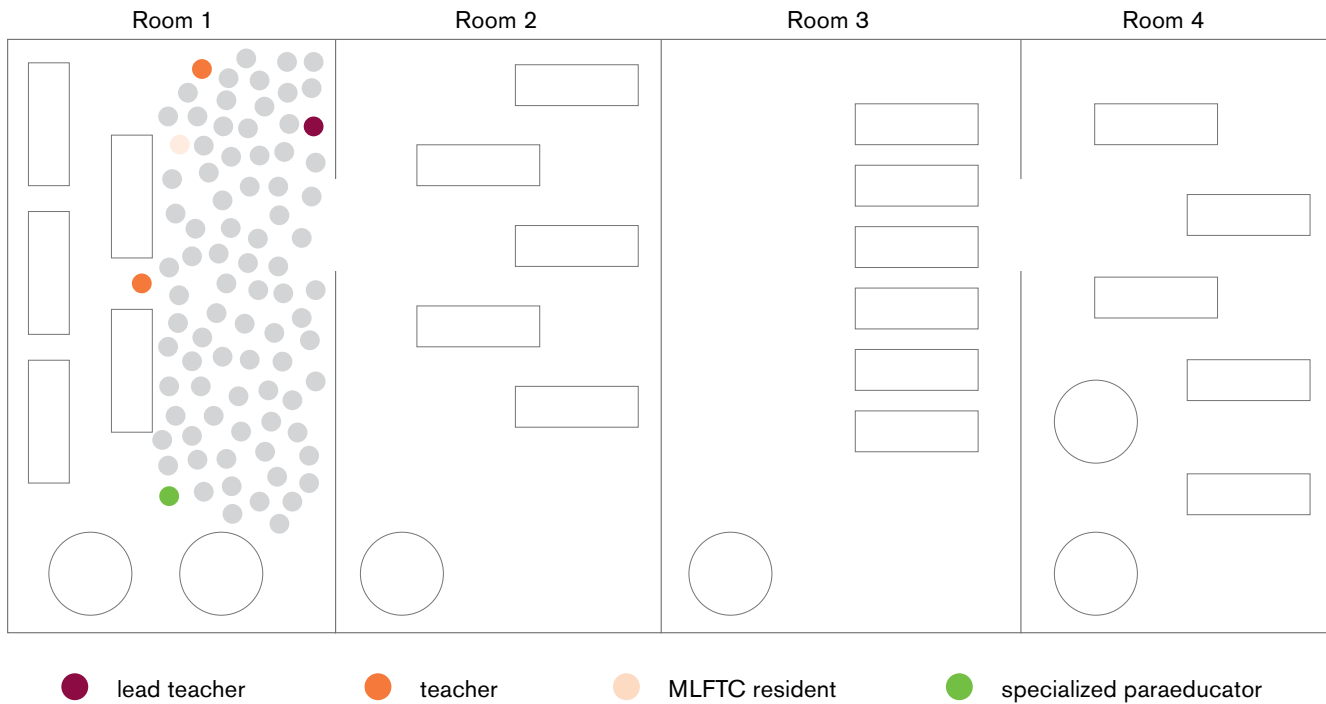


## Snapshot 1: Family meeting

The day begins with a short “family meeting” where all 80 kindergarteners preview the day’s schedule, learn about the house goal for the day, and find out how they will transition to their next block, reading workshop. To communicate reading workshop groupings and locations, teachers use a color-coded slide labeled with spaces, names and homerooms.

Importantly, many extended team members attend planning meetings each week with the core team to discuss their roles and the groupings that will take place across the week.

Additionally, the kindergarten team scaffolded their approach to moving students between spaces and sharing rosters. For example, early in the year, educators moved between learning spaces while students remained stationary. Once the team felt that students were ready to move between spaces, they started small, introducing only one transition with significant educator support, before scaling up the amount of movement students currently do and decreasing educator support.



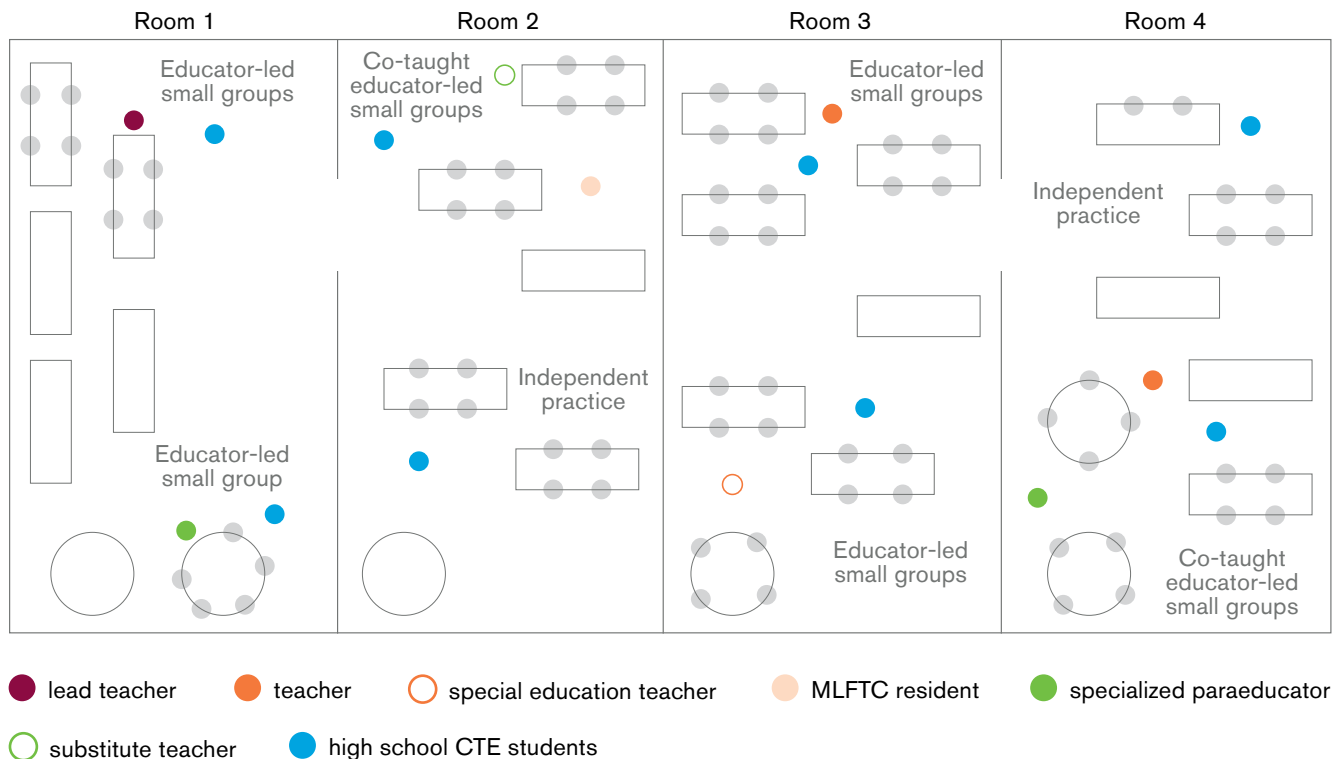


## Snapshot 3: Reading WIN groups

After reading workshop, all 80 students move into reading “What I Need” (WIN) groups, the team’s version of reading intervention time.

At the conclusion of each reading unit, the educator team analyzes student learning data and creates skills-based groupings that are responsive to students’ needs. The team then meets weekly to make minor groupings adjustments as needed until the conclusion of the next unit.

All core team members and a subset of extended team members — the special educator and 2 specialized paraeducators — facilitate reading WIN groups with twice-weekly support from the high school CTE students. Educators differentiate roles and responsibilities based on their expertise and experience, always ensuring the two educators with the most teaching experience co-plan with the paraeducators to support the two groups of students with the greatest needs.



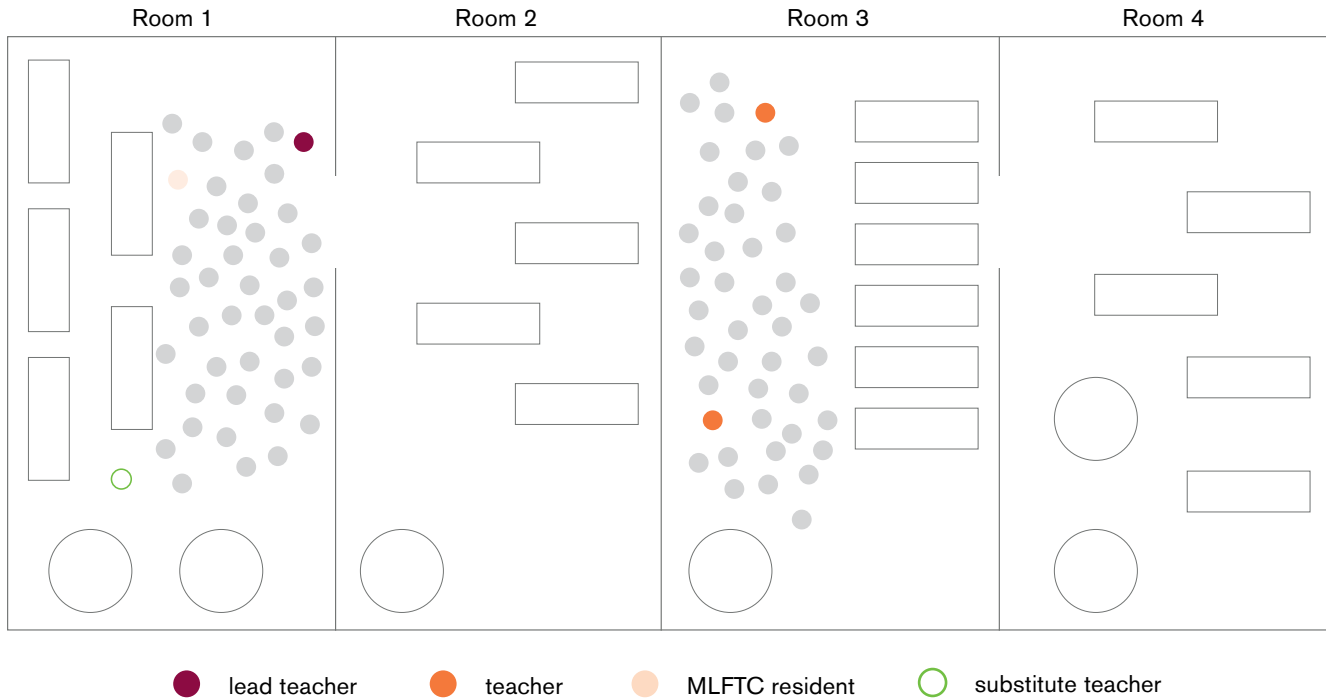
On this day, students were divided into seven groups based on the educator team’s analysis of student learning data. Each group spent their reading WIN time focused on a single foundational skill: basic phonemic awareness, letter sounds, blending, reading CVC words or reading sight words.

In rooms 1 and 3 all students worked with their assigned educators for the full duration of reading WIN time. In rooms 2 and 4, groups rotated between co-taught small-group instruction and independent practice.

## Snapshot 4: Social-emotional learning

Each day, students engage in social-emotional learning (SEL) time. SEL is dedicated to team-building, discussing school expectations and talking through challenges and successes. SEL is always facilitated by the five members of the core team; however, members of the extended educator team often push in to provide additional support based on student needs.

The team ultimately envisions SEL being an experience that brings all 80 learners together in a common space, but for now, they are splitting the cohort in two, with at least two educators supporting each group of about 40 students.



On this day, three core educator team members facilitated SEL in room 1 while the other two core team members facilitated in room 3. Each group followed a similar plan that included multiple rounds of whole-group discussion and small-group work in pre-planned groupings. Educators took turns leading and supporting.