



Top 10 Visitation Day FAQ's

1. What makes Washington different?

Washington Elementary provides an engaging and collaborative community where all learners thrive. We are an interdisciplinary STEAM- focused school with a sustainable model for innovation that supports learners in solving authentic problems through inquiry. We strive to develop and empower lifelong learners, that have the skills, knowledge, and confidence necessary to lead successful lives.

We Lead, We Innovate, We Empower, We Care

There are many contributing factors that make our school unique: We're building a public-school community of learners from the ground up. Our standards-based STEAM program is implemented through interdisciplinary project-based learning and our projects center around problems to solve that directly affect/impact the community around us. As a Leader in Me school we focus significant attention around mindfulness and the social emotional growth of our students. Our afterschool program, STEAM Academy, is intentionally designed to support the focus of our STEAM school through enrichment.

Student Leadership

Our school "Why" centers on empowering our students to take charge of their own learning.

- Mindfulness
- STEAM Exhibition
- Student driven parent/teacher conference

Classroom Design

Each classroom was designed and furnished for Project Based Teaching and Learning. Each class is equipped with 1-1 technology (iPads, Chromebooks).

The "A" in STEAM

In addition to utilizing art as strand of PBL in all classrooms, students K-6th participate in Art class 2-3 times a week with our certificated Art teacher. In this class students learn to paint, color and draw using a variety of mediums. All students TK-6th have Theater and Music classes twice a week taught by teacher residents from the Sacramento Theater Co.

Physical Movement-Yoga

All students start the day with Yoga. Led by our "Yogamotives," our students begin each morning with breathing exercises that focus on agency and mindfulness. Our Yogamotive team is trained through the Sacramento Yoga Seed Collective.

2. What does a typical day look like?

School-wide yoga at 9 AM. Then each grade transitions to morning circle (SEL). The day consists around lessons that focus on gross motor skills, math, literacy, science, mindfulness, STEAM-PBL and Art. A typical STEAM project will focus on 2-4 strands around STEAM. A STEAM project can take 2-6 weeks. (see pgs. 3-7 for a deeper look at curriculum).

3. What is the student to teacher ratio?

TK-3rd 1:24, 4th-6th 1:33. Each classroom is supported by an AmeriCorps team member. We also partner with the CSUS College of Ed, The Met High School and Learning Solutions for additional mentors and classroom aides. On Friday's Kinder parents start the morning with family reading time in the classroom.

4. What are your student demographics?

We serve a diverse student population of families that come from many socioeconomic, cultural and linguistic backgrounds. Currently 1/2 of our students reside in Midtown, 1/4 reside within SCUSD boundaries and 1/4 reside outside the SCUSD boundaries. Our school reflects the richness and diversity of our City!

5. What is your discipline policy?

As a school, we take a personal restorative approach to discipline. We are intentional with our school-wide practices that include Mindfulness Yoga, The Leader In Me, morning circle. Our collective whole student approach is meant to be proactive as we guide our students in becoming leaders and empowered in their own learning and growth.

6. How do you differentiate learning?

PBL allows students to work around their strengths as well as their areas of growth. Some projects are intentionally planned across grade levels, which gives students the opportunity to work at different grade/academic abilities. Each class is also paired with one AmeriCorps member that supports students in projects or can assist 1-1 or in small groups with fluency, math, etc.

7. What does teacher training look like?

Our learning room, the "Rail Yard," is devoted to the adult learning. All of our teachers meet here each Thursday to define our work around project-based learning, School culture and staff culture. Our teachers utilize a critical friends protocol to get feedback on each other's projects. Additionally, our teachers receive extensive training during the summer and throughout the year through the New Tech Network as well as the Leader in Me.

8. What's the homework policy?

TK-2nd, homework can center on a driving question to discuss at home, and/or reading to your child. It varies in 3-6th grade from reading for pleasure for a set time, doing research for a project, math practice, or contributing to group work on a Google doc.

9. Are there afterschool activities?

- STEAM Academy
- Destination Imagination
- Soccer
- Running
- Basketball
- Ballet Folklorico
- African drumming
- Sac Theatre Co.

10. What are parent expectations?

Your involvement is essential to building our school culture and community. We welcome your energy, your time and expertise, big or small.

Our parents formed the Locomotive Community Organization (LCO) in 2016. The mission of the LCO is to:

1. Create a community of close relationships between the child's home and school by encouraging communication and engagement between teachers, the administration and families.
2. Provide support for Washington Elementary teachers, families and students. The LCO is inclusive and constitutes a group of diverse, organized and effective members who will meet this mission through among other things, developing and participating in school wide activities, providing substantive administrative feedback as appropriate and raising funds for the financial support of the school and teachers.

How does school culture and learning coexist in each class at Washington?

EK	EK begins the year developing and creating a positive classroom culture through our first PBL unit. From there, we create a mission statement that the EK students live up to. Our daily community circles give students the opportunity to communicate with each other and set the tone for the day. Our school culture allows for students to create authentic learning experiences that promote collaboration and communication.
Kinder	Our culture is the foundation for everything. The school year begins with a PBL project focused on defining and creating the classroom culture that we want. We regularly return to our mission statement as a reminder that when we are all doing our part to be responsible learners, we are able to have the most fun learning.
1st	We live and believe it first, as a staff. School starts with discussion and learning that targets classroom mission statements, classroom agreements, and leadership. Collaboration with families and open communication creates the village. Students learn to take charge of their learning and monitor their growth with leadership binders. Our class is supported by a school-wide shared language of leadership. Through projects we build our agency (I am in control of my learning, communication (I can share my thoughts clearly), and collaboration (I can work with a group successfully). We are not isolated in our classrooms- we open our walls and work across the grade levels. We are building a community and focused on the whole-child.
2nd	We begin the year with a culture project where students develop a safe space and coping strategies for the classroom. Leader in Me habits are focused on each month and

	those skills are put into action daily. Students are provided multiple and varied opportunities to practice these skills through collaborative activities with peers.
3rd	School culture and learning coexist through our circle time in the morning trying to set the tone for the day to help learning happen. Encouraging my students to use the 7 Habits and be problem solvers throughout the day. Asking students to listen to directions first so the students can be a "resource" for other people in the class.
4th	The power of yet and a growth mindset are the focus of our classroom. Through our class mission statement we strive under the slogan "Together is better." We look to be interdependent in learning; we strive to be leaders within ourselves and model leadership for others.
5th	<p>The heart of good classroom management is relationships. I focus on building a positive and successful environment by building great relationship between students, parents and with the teacher. Our class is set up to work throughout the day in a combination of independent, partner, and group work. Groups change constantly and students are taught skill to be successful and productive by using the <i>7 Habits</i>. We also spend time reflecting and problems solving throughout the year.</p> <p>We have done two different PBL culture projects.</p> <ul style="list-style-type: none"> • The first was focused on growth mindset. Students looked at the differences between a growth and a fixed mindset. Then, they researched the brain and wrote a report on how neural pathways are created in the brain through practice, repetition, and positive experiences. In other words, we get better at things by practice and work on and not necessarily by being born with or without a talent. They then worked in groups to create projects for their second-grade buddies to help them learn to believe in themselves. These projects were creative and open ended. They included writing and illustrating a book, a puppet show, a music video on a parody to "Beat It" called "Think it", board game, play, and inspirational book markers. • Role-ing into 5th Grade: The second project had the driving question "How can we as 5th grade leaders create leadership roles to help our school run more smoothly?" In this project students created a needs assessment by interviewing students and staff. Then working with staff, they created different jobs, wrote resumes and cover letters, and interviewed for these roles.
6th	6th grade begins the year with a discussion in community circle, in which we set goals that will help us transition to Middle School. We first review in detail, what it means to have a growth mindset. We reflect on this and the <i>7 Habits of Happy Kids</i> , as we set learning goals in our Leadership Binders. We learn, understand, and embrace the idea that growth will look different to each student. Our class does not have traditional rules. Students are asked to use the <i>7 Habits</i> in ways that will create and sustain a classroom learning environment that will allow all of the students to reach their goals and transition successfully to Middle School.

What does curriculum look like in each classroom?

EK	Focus on developing social skills, self-awareness, communication skills SEL: Leader in Me, Harmony, Emotions PBL Physical Development: developing fine and gross motor skills
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	<p>Literacy: foundational skills- letter names and sounds, sight words, print awareness, rhyming, read alouds with focus on comprehension</p> <p>Math: daily number talks, instruction embedded into calendar time, Engage NY lessons, use of manipulatives</p> <p>Science: intro to K NGSS standards, integrated into PBL units</p> <p>Technology: iPads use for various apps- Epic (online library), ABC Mouse, emotions project</p> <p>Art: focus on elements of art, integrated into PBL units</p> <p>Project Based Learning: integrate standards across the curriculum</p> <p>Project Based Learning unit example: Exploring Emotions</p>
Arteaga - K	<p>ELA: Benchmark Advance, writing journals, songs, movements</p> <p>Math: Envision, math journals, manipulatives, songs, poems, movements</p> <p>Science: Next Generation Science Standards</p> <p>Technology: iPads for apps such as Benchmark Advance, code.org,</p> <p>Social Science: integrated with other curriculum standards, collaborative activities</p> <p>Art: integrated with other curriculum standards, Sac Theatre</p> <p>SEL: Leader in Me, Harmony, classroom culture and expectations, buddy class, leadership roles, mindfulness time</p> <p>PBL: integrate standards across the curriculum</p> <p>PBL Project Example:</p> <p>Driving Question - How can we understand and express our emotions?</p> <p>Problem Question - How can we as writers create an emotions song and video to share with other students, so we can help ourselves and others express feelings in a healthy way?</p>
Ms. Reyna-K	<p>ELA: Benchmark Advance and CA ELA standards (create characters, visual charts/pictures, movement, singing, role playing), use students' interests to engage in CA ELA standards</p> <p>Math: CA math standards, movement, role playing, hands on activities, stories, and PBL</p> <p>Science: Next Generation Science Standards</p> <p>Social Science: PBL and CA standards</p> <p>Technology: reading and math</p> <p>SEL: Leader in ME, Big buddies (work with other grade levels) and Harmony</p> <p>Art: CA art standards and PBL</p> <p>PE: CA PE standards and integrate it through ELA and Math standards</p> <p>Small groups (workshops) and group based on needs</p> <p>PBL Project: How can we understand and express our emotions in a healthy way?</p>
1st	<p>Balanced literacy, Projects, real world, purposeful.</p> <p>District adopted curriculum (Envision, Benchmark)</p> <p>Math: guided by the California framework- using Envision and Engage New York (Zearn)</p> <p>Technology-coding, electronic books, zearn.org, keyboarding</p> <p>Writing: guided by California framework and standards-</p> <p>Science: built into projects and mini projects, hands on, Next Generation Science Standards</p> <p>Team teaching to target learning needs.</p> <p>Art: Collaboration with art teacher-culture connections</p> <p>Leadership roles-social emotional learning</p> <p>Opening and closing circles</p> <p>Project example: How can we use our food waste to make healthy soil (compost) to add to the garden?</p>

2nd	<p>District ELA and math - Benchmark and envision (supplement with engage ny and Zearn for enrichment), science and socials standards are embedded in the projects we have continuously through out (NGSS, History-social science standards for California public schools), integration of SEL into academic content (Leader in Me),</p> <p>PBL Unit Example: Project Kindness - focus of creating a calming space in the classroom and coping strategies</p>
3rd	<p>Our curriculum is guided by the 3rd grade standards for each content area. Envision Math, Benchmark Advance English Language Arts, Next Generation Science Standards. Depending on the project there may be more of an emphasis on specific content areas. If a content area is not covered as much in a project than it will be taught more tangentially.</p> <p>The <i>New Tech Network</i> method of planning a project helps to enlist rigorous and thorough activities for the students. It also allows us to work as a group to develop projects through inquiry, discussions community connections that interest the students.</p> <p>*How can we the 3rd grade class of Washington Elementary, create an interactive learning toy/game about force and motion, for kids at Shriners' Hospital?</p>
4th	<p>District curriculum is applied within Project Based Learning projects driven by student interest. Leader In Me curriculum is used to support positive classroom culture. For English Language Arts using 4th Grade Benchmark Advance/Balanced Literacy/Common Core ELA Standard.</p> <p>Science: 4th Grade Next Gen Science Standards/Practices/Core Ideas/Cross Cutting Technology: 4th Grade Code.org/Zearn/Googe Docs/Google Classroom Engineering: Design and model building with math applications and problem solving. Art: Projects with crosscutting concepts in creative design, engineering, and modeling. Math: We emphasize conceptual knowledge as the foundation of procedural knowledge. District adopted curriculum/EnVision/Eureka/YouCube/Math Modeling/Explore Social Science: District adopted curriculum. Project Exemplar: Soccer (Kick It Out of the Stadium)/Design of the new Sac Republic Soccer stadium https://www.youtube.com/watch?v=UFuiMKxyfpo</p>
5th	<p>Common Core Standards intertwined with the Project Based Learning Model (PBL). Students read informational, narrative, and persuasive texts that correspond with their driving questions and inquiry based "Need to Knows." Students receive weekly current event articles from NewsELA that they read and write both a summary and a reaction. In addition, students read novels such as <u>Long Walk to Water</u> and engage with the Benchmark Advance.</p> <p>Math: Engage New York 5th grade curriculum, Envision and mini projects. Students maintain a daily notebook on their math lessons. They can also use the website Zearn.com as support for their lesson and daily work.</p> <p>Technology: Google Docs, Classroom, and Slides, Google Classroom, Code.org and stop motion video apps.</p> <p>Science: NGSS 5th grade standards mixed with technology and art.</p> <p>Projects examples:</p> <ul style="list-style-type: none"> • Water Warriors: "How can we as 5th grade water advocates raise public awareness about water issues in California?" During this project, students learn about the water cycle and create a stop motion video that show the phases of

	<p>the water cycle. They learn about what a watershed is and create a model to demonstrate their learning. Using a California map, they mapped average annual rainfall and population size to better understand that there is a problem with distribution of water in California. Then, they identify some of the point and non-point pollution sources and look at ways to reduce pollution. On a field trip led by Sierra Journeys students collected macroinvertebrates so that we could classify them based on pollution tolerance to determine the quality of the water at the American River. They also created a prototype of a water filtration system, tested them, and redesigned the prototype. The final cumulative benchmark is an editorial to either the Sacramento Bee or the Sacramento News and Review advocating for either conservation or preservation of our local water resources.</p> <ul style="list-style-type: none"> • “How can we as concerned responsible citizens help design eco-friendly solutions to help the homeless?” Students looked at some of the causes of homelessness and resourced possible solutions. In the end, they created a model of an eco-friendly home. Students learned about both passive and active solar homes. They had to calculate thermal mass, size of south facing windows, and build a model to scale. In addition, they wired the houses and attached a small solar panel to show active solar. https://www.scusd.edu/e-connections-post/washington-elementary-tackles-homeless-issue
6th	<p>District curriculum is embedded into our class projects; most projects are connected to novels we read in class during literature circles. The curriculum pieces that are embedded are influenced by student interest, and our “Need to Know” class conversations. Both Engage New York, (Eureka Math), and Envision math are used to differentiate our math lessons. Students also learn to navigate technology using Google, (Docs, Classroom, slides, etc.,) and CS First. Science includes NGSS lessons from the UC Davis Engineering RESOURCE, (Renewable Energy Systems Opportunity for Unified Research Collaboration and Education program) and MESA, (Mathematics, Engineering, Science, Achievement) programs. The Leader in Me, (7 Habits of Happy Kids) is a cornerstone of our classroom as is Kennedy Center for the Arts, Arts integration. My favorite project: Urhukpa = Light=Power The Power of Light. Students researched NGSS “Energy from the sun, and human impact on the planet. They designed and created 25 solar charging stations that will be shipped to students living without electricity in Ewatto, Edo State, Nigeria.Energy Education News</p>