VILLAGE DE L'EST
Elementary

SHERWOOD FOREST
Elementary

The Einstein Elementary School Guide

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Table of Contents

3 **Mission**

4 **STRONG School Design**

6 **Elementary School Curriculum Overview**

7 **Early Childhood Development**
7 Early Childhood Development
8 PK Highlights and Sample Schedule

9 **English Language Arts**
10 Reading and College & Career Readiness Standards
11 Writing

12 **Social Studies & Document Based Questioning**

13 **Math Overview**
14 Math Standards

15 **Science Overview**
16 Science Standards

17 **Field Studies & S.T.E.A.M.**

18 **Whole Child Approach**
19 Music, PBIS & Clubs

20 **Academic Intervention**
21 English Language Learners

22 **1st-5th Grade Sample Schedule**

23 **Nurturing STRONG Learners**
23 Parent Engagement

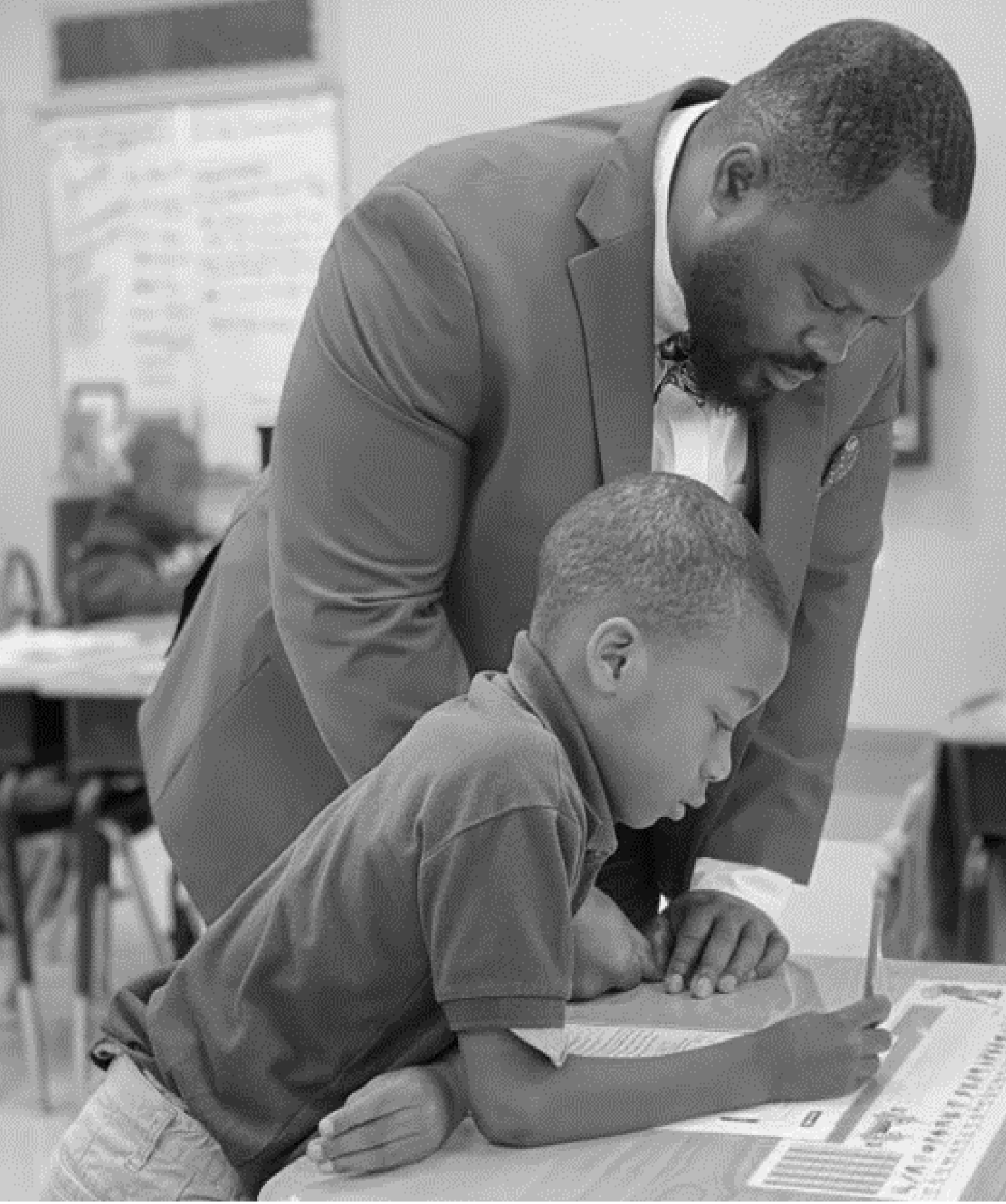
Mission

To nurture students to be academically STRONG, as well as SOCIALLY and EMOTIONALLY RESILIENT.

STRONG School Design

Einstein Schools thrive on being a STRONG network of schools that supports students, families, staff and adds value to the surrounding community. Our diversity is what sets us apart from others, and we are proud of our uniqueness. We know that there is value in collaboration. We consistently use the tags #EinsteinSTRONG and #STRONGerTogether, because we know that our success is STRONGer when ALL stakeholders are consistently involved. Our families choose US, and we are appreciative of the opportunity to give them a nurturing school environment for students and parents to engage, learn, and develop within.

We commit ourselves to the long-term development of our students, supporting their ultimate success in preparation for college, career and civil impact. We tailor our engaging and rigorous approach to meet the specific needs of students by teaching the core knowledge, critical thinking, social independence, emotional stability and self-advocacy skills that are essential for students to excel.



Elementary School Curriculum

Einstein Schools uses Tier 1 curricula as outlined by the Louisiana Department of Education (LDOE). Our content is standards-based and rigorous, and it ensures that all students receive grade-level, quality instruction every day. Combined with our data-driven instruction model, Einstein Schools develops teacher ownership of student learning. We are proud to utilize Great Minds Eureka Math K-5, Great Minds Wit and Wisdom K-2, Amplify Science K-5, LDOE Learnzillion Guidebooks 2.0 Grades 3-5, The DBQ Project (Document Based Questions) K-5, and LDOE Social Studies Scope and Sequence K-5.

With the use of academic standards, we designed our elementary school curriculum to help children fall in love with learning through reading voluminously, solving complex math problems, and engaging in scientific inquiry. Each day is filled with opportunities for students to find their own voice to express their ideas, collaborate on class projects, and discover new talents. We firmly believe that doing is at the core of learning.

Academic standards define the knowledge and skills that students are expected to learn in a subject in each grade. Academic standards are designed to provide a clear path for students to gain the proficiency that is required to learn increasingly complex material in the next grade. Students who learn the knowledge and skills defined by the academic standards, year after year, are on track to graduate from high school on time and ready to enter college or the workforce.

Academic standards define *what* students need to know but not *how* students learn or *how* teachers teach. Teachers use the academic standards to develop lesson plans, assignments and assessments that help their students master the knowledge and skills defined by the academic standards. Louisiana defines academic standards in seven subjects, including English language arts (reading and writing), math, science, social studies, foreign languages, physical education and health.

At Einstein, giving students of all ages the opportunity to do the intellectual heavy lifting makes learning not only engaging and fun, but also deep and lasting. This progressive approach also prepares our students for the rigor and independence needed to succeed in college and in life.

Early Childhood Development

The experiences and skills that children develop during the early years are critically important to their success later in school. What children learn during the first few years of life helps to lay the foundation for their future growth and development. For children to reach their full potential during those early years, it is important that the adults around them provide an environment and experiences that promote growth and learning.

The Early Learning and Development Standards are organized into five domains of children's development:

- Approaches to Learning
- Cognitive Development and General Knowledge (including content areas of Creative Thinking and Expression, Mathematics, Science, and Social Studies)
- Language and Literacy Development
- Physical Well-Being and Motor Development
- Social-Emotional Development

These five domains represent major areas of development and learning and define essential learning for school readiness and children's long-term success.

At Einstein Schools, our pre-kindergartners engage in creative learning approaches while maximizing support with only 20 students per class. Their day is structured around a self-contained model led by 1 teacher and 1 teacher's assistant. Students can choose among stations dedicated to sensory materials (clay, play dough), building materials (Legos, building blocks), dramatic play, art, reading, creative writing, math and science. Students participate in each activity based on choice guidelines and some stations are teacher-led while others are teacher supported/monitored.

This dedicated balance of playtime and learning not only fosters creativity and teamwork but also gives students the opportunity to freely engage in self-directed play with their peers.

Early Childhood Development continued

PK Curriculum Highlights

- Use of **Creative Curriculum**® for Preschool. It is a comprehensive, research-based **curriculum** that features exploration and discovery as a way of learning, enabling children to develop confidence, **creativity**, and lifelong critical-thinking skills.
- Eureka Math
- Lexia Literacy Blended Learning Modules

SAMPLE SCHEDULE

7:30–8:00 a.m.	Early student arrival (social time)
8:00–8:30 a.m.	Breakfast
8:30–9:00 a.m.	Circle time
9:00–10:00 a.m.	Small Groups and Centers
10:00–10:30 a.m.	Music and Movement
10:30-11:00 a.m.	Outdoor, Gross Motor and Restroom breaks
11:00–11:30 a.m.	Recess and Lunch*
11:30 a.m.–12:00 p.m.	Storytime
12:00–1:00 p.m.	Centers
1:00–2:30 p.m.	Rest Time
2:30-3:00 p.m.	Snack time/Closing Circle
3:00 p.m.	Dismissal

* Breakfast, snack, and lunch are provided free of charge to all students.

** Specials offerings will vary by location.

English Language Arts

The Einstein literacy curriculum introduces students to great literature and emphasizes critical thinking, knowledge building, and the thoughtful discussion of ideas.

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements.

By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Reading

To promote avid reading, students read and participate in thoughtful, text-based discussions throughout the school day. Our reading curriculum includes: **Great Minds Wit and Wisdom in K-2** centers on the study of rich and engaging texts curated to build student knowledge of important ideas in the liberal arts and the sciences. The approach is integrated and text-based: daily reading, writing, speaking, listening, grammar, and vocabulary study is based on—and draws on evidence from—exceptional texts. The **Learnzillion Guidebooks for grades 3-5** foster the ability of students to read and comprehend literature, including stories, dramas, and poetry and write routinely for a range of discipline-specific tasks, purposes, and audiences. The curriculum that is grade-appropriate content that covers the complexity of language and increases the volume of reading.

Guided Reading

In Guided Reading, a teacher works with a small group of students who are reading at the same level. The teacher chooses a book that is just a bit too hard for them to read independently and supports them so that they can successfully navigate the text. During Guided Reading, the teacher sets ambitious goals for students so they can grow as readers. Through close study, coaching, and discussion in a small group setting, students can read more complex texts with increasing independence.

Read Aloud

We build students' critical thinking skills and passion for literature by reading aloud rich and engaging books to students. These books are often more challenging and sophisticated than what students can currently read on their own and have been selected for the quality of their writing and the complexity and resonance of their ideas, themes, and arguments. Teachers guide students to unpack the meaning of the text, think analytically about the author's choices, and discuss and debate the ideas with partners and the whole class. Our goal is for students to apply these same habits of mind to understand the books they read independently.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently

Fundations

Wilson Fundations® provides research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program. Wilson Fundations makes learning to read fun while laying the groundwork for **life-long literacy**. Students in **grades K-3** receive a **systematic program** in critical **foundational skills**, emphasizing:

- Phonemic awareness
- Phonics/ word study
- High-frequency word study
- Reading fluency
- Vocabulary
- Comprehension strategies
- Handwriting
- Spelling

Writing

Our approach to writing sets students up to become skilled, passionate writers who convey their ideas with clarity and purpose. Students write every day. Their writing assignments include responding to literature, narrative writing, letters and opinion pieces, historical fiction stories, poems, and myths and fables.

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

At the heart of our writing program is the belief that writers improve through frequent practice and revision. By providing regular opportunities for students to write independently, receive feedback, revise, and publish their work, we build authentic engagement and the habits of great writers.

College and Career Readiness Anchor Standards for

Writing

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Social Studies

Einstein Schools utilizes the Louisiana Student Standards curriculum as the base of interactive learning for Social Studies content. It is the belief that to be productive members of society, students must be critical consumers of information they read, hear, and observe and communicate effectively about their ideas. They need to gain knowledge from a wide array of sources and examine and evaluate that information to develop and express an informed opinion, using information gained from the sources and their background knowledge. Students must also make connections between what they learn about the past and the present to understand how and why events happen and people act in certain ways.

Thus, students must:

- Build an understanding of social studies content in the grade-level expectations (GLEs)
    - Examine authentic sources to build knowledge of social studies content
    - Explore meaningful questions about sources and content to build understanding
- Develop and express claims that demonstrate their understanding of content
    - Make connections among ideas, people, and events across time and place
    - Express understanding of content using evidence from authentic sources and outside knowledge

The Social Studies curriculum guides students to use **Key Themes**: There are seven key themes across all grades. These describe the connections students must make to build and express their understanding of content. They progress from kindergarten to grade 12, as students build a more sophisticated understanding of content.

Document Based Questioning (DBQ)

The DBQ Project is an engaging and rigorous curriculum that will develop high-level critical thinking skills in students through historical inquiry and document analysis. The DBQ Project provides student access to primary and secondary sources allowing students to analyze trends within historical context. The Scope and Sequence provided by the LDOE provides a comprehensive, rigorous, and thematic curriculum that prepares students for LEAP 2025 by promoting critical thinking and analysis skills.

Math

Our approach to math gives students powerful conceptual understanding along with computational speed and fluency, so they can confidently and productively apply mathematical skills in new and unfamiliar contexts and use their understanding to solve real-world problems.

Eureka Math

Einstein Schools utilize **Eureka Math** as its instructional framework. **Eureka Math** is a research-based progression of documents by the CCSSM writers, teachers, coaches, and mathematicians from the United States, that layout the structure of mathematics by cognitive development and domain. Through its modules and lessons based on the Louisiana Student Standards of Math (LSSM), students practice major work and supporting work for each grade level while building mathematical fluency.

Students are also exposed to advanced skills that enable them to complete complex conceptual tasks. Eureka Math tells the unfolded story of mathematics as expressed by standards lesson by lesson, throughout each grade, and throughout a student's Pre-Kindergarten through Grade 12 career. This curriculum connects math to the real world in ways that take the fear out of math and builds student confidence and persistence in problem-solving and prepares students to understand advances in mathematics.

Lessons within a math unit are centered on tackling complex, multidimensional problems that have correct answers but innumerable ways to arrive at these answers. Students must think creatively and independently to develop their own approach, which strengthens their ability to apply prior knowledge to new contexts and deepens their conceptual understanding.

Mini-Lessons (K-2)

During Mini-Lessons, students gather on the rug and are asked to solve a series of problems in quick succession and discuss their thinking. This practice develops skills and fluency in counting, number sense, and in concepts such as rounding and telling time.

Kindergarten

In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space.

KINDERGARTEN KEY ELEMENTS

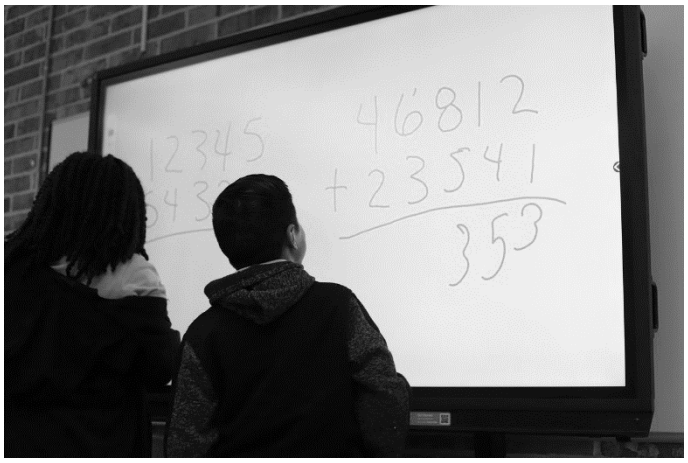
Counting and Cardinality
- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking
- Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten
- Work with numbers 11–19 to gain foundations for place value.

Measurement and Data
- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

Geometry
- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.



1 Students are (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

2 Students (1) extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. (2) Students use their understanding of addition to develop fluency with addition and subtraction within 100. Counting; place value; early addition and subtraction; paths, turns, and polygons; linear measurement; grouping and remainders; addition on the open number line; data analysis (pictographs); patterns; counting money. (3) Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. (4) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes.

3 Students (1) develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. (2) Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. (3) Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. (4) Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles and connect these with definitions of shapes.

4 Students (1) generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. (2) Students develop an understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., 15/9 = 5/3), and they develop methods for generating and recognizing equivalent fractions. (3) Students describe, analyze, compare, and classify two-dimensional shapes.

5 Students (1) apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. (2) Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. (3) Students recognize volume as an attribute of three-dimensional space.

Science

Einstein Schools is committed to engaging and relevant learning practices in all subjects. At Einstein Schools students in grades K-5 receive hands-on, inquiry-based science with a dedicated science teacher. Our unique commitment to science ignites a passion for the subject early in life, builds a comprehensive foundation of knowledge, and teaches students to investigate and analyze real-world problems critically and systematically, grounded in a strong base of evidence.

The Louisiana Student Standards for Science were created by over eighty content experts and educators with input from parents and teachers from across the state. Educators envisioned what students should know and be able to do to compete in our communities and created standards that would allow students to do so. The Louisiana Student Standards for Science provide appropriate content for all grades or courses, maintain high expectations, and create a logical connection of content across and within grades.

The Louisiana Student Standards for Science represent the knowledge and skills needed for students to successfully transition to postsecondary educations and the workplace.

The standards call for students to:

- Apply content knowledge
- Investigate, evaluate, and reason scientifically
- Connect ideas across disciplines

Using **Amplify Science Curriculum** students are inspired to read, write and make hypotheses like scientists to gain a better understanding of the world, as they gain the skills needed to master the Louisiana Student Standards for Science. Amplify Science is a robust, multimodal, hands-on program made to fulfill 100 percent of the Louisiana Student Standards for Science, as well as a substantial number of ELA and Math standards.

Science lessons launch with hands-on exploration of a challenge or question presented by the teacher: Students may be asked to program a robot to reach a set destination or compare the speed at which different objects fall to the floor. After students work collaboratively on the challenge and record their observations, they participate in rich discussion about their discoveries, during which the teacher guides them to a deeper understanding of the scientific principles embedded in the lesson. Finally, students discuss their conclusions or write reports that grow in sophistication throughout elementary school.

Structure and Components of the Standards

The Louisiana Student Standards for Science are arranged by grade levels for kindergarten through grade 8 and content areas for high school.

The standards include:

- **Performance expectations** define what students should be able to do by the end of the year.
- **Science and engineering practices** are the practices that scientists and engineers use when investigating real world phenomena and designing solutions to problems.

There are eight science and engineering practices that apply to all grade levels and content areas.

1. Asking questions (science) and defining problems (engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematical and computational thinking
6. Constructing explanations (science) and designing solutions (engineering)
7. Engaging in argument with evidence
8. Obtaining, evaluating, and communicating information

- **Disciplinary Core Ideas** describe the most essential ideas (content) in the major science disciplines that students will learn.

Disciplinary Core Ideas are grouped into five science domains.

1. Physical Science (PS)
2. Life Science (LS)
3. Earth and Space Science (ESS)
4. Environmental Science (EVS)
5. Engineering, Technology, and Applications of Science (ETS)

- **Crosscutting Concepts** are common themes that have applications across all disciplines of science and allow students to connect learning within and across grade levels or content areas.

The seven crosscutting concepts apply to all grade levels and content areas.

1. Patterns
2. Cause and effect
3. Scale, proportion, and quantity
4. Systems and System Models
5. Energy and matter
6. Structure and function
7. Stability and change

- **Clarification statements** provide examples or additional explanation to the performance expectation.

Field Studies

The field studies program at Einstein Schools ignites curiosity, infuses joy into the school day, and exposes students to cultural experiences and institutions across New Orleans and beyond.

Our schools are surrounded with access to cultural experiences deeply rooted in cultural history, culinary/food variety, music, import and export hubs, and science-based plants. New Orleans is known for its cultural impact across the world! Through trips that include visits to farms, museums, theaters, local restaurants, industrial plants and NASA, Einstein Schools' students make connections between classroom learning and the real world. We maximize learning by broadening their knowledge and experience. We believe so strongly in the value of our field studies that our students take at least one excursion per quarter.

S.T.E.A.M.

As we increasingly become more of a science and technology-based society, we prioritize preparing students for the world.S.T.E.A.M is an approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking.

Whole Child Approach

A great education consists of more than just rigorous academics. We provide numerous opportunities for students to explore talents and interests outside of English Language Arts, Math, Science and Social Studies.

Einstein schools offer a robust selection of electives that include art, music, and, depending on the school, dance, music, or theater. We view these non- academic subjects as a critical part of learning that adds joy, builds confidence, and fosters a love of school.

Students participate in one elective for at least 45 minutes per day. Throughout the year, students rotate through all electives available at the school.

Talented & Visual Arts

The Arts are a vital way for students to express themselves, develop new talents, and explore their own creativity.

In Visual Arts, students gain the tools they need to navigate the visual world while becoming careful observers and problem solvers. As artists, they grow into passionate "meaning makers," using art to explore and engage with their own ideas and the world around them. Through independent and collaborative experimentation with various materials and mediums — including clay, collage, digital art/photography, drawing, painting, printmaking, and textiles — students gain technical skills and confidence in their ability to express themselves visually.

In Performing Arts, students focus on music, dance, or theater and explore a variety of genres, styles, influences, and artists. Students develop technical and creative representations in the subject while telling the stories of their imaginations, their lives, and their communities through a combination of existing work and original pieces. Students showcase their work from performing arts classes at performances open to the entire school community.

Music

New Orleans has a deep culture for music. At Einstein schools, we enrich the culture and the joy of music early via our Music program. Activities in the **music program** develop the musical skills of performing, listening, analyzing, and creating. Students learn the structure of music through the study of basic musical concepts, such as: pitch, rhythm, dynamics, and form.

Our music teachers usually teach general music classes, in addition to instructing students in singing, reading music, playing instruments, or music appreciation.

Positive Behavior Intervention and Support (PBIS)

Einstein uses Positive Behavior Intervention and Support (PBIS) to encourage a safe school environment. Students do not learn best under "no excuse" discipline rules, so we use PBIS for constant messaging that students are safe, responsible, respectful, and ready to learn. Mentoring students work much better than suspending young learners! Our effective and regular positive interventions are bolstered with on-site school psychologists, inclusive multicultural programming, and universal English Language Learner teaching strategies.

Sports &Clubs

At both Sherwood Forest and Village de l'Est Elementary, Einstein Charter Schools offers after school programming focused on STEAM. We partner with 21st Century Community Works of Louisiana to offer our students multiple opportunities to develop their passions. With our partnership with Community Works of Louisiana, we offer educational enrichment activities, including art, cooking, and music. We also offer sports programming, photography, and theatre.

Academic Intervention

The overall goal of all reading & math interventions at Einstein Schools is to accelerate proficiency for all of our students. For grade-level content, the effectiveness of interventions is measured by course grades/weekly tests. For skill or ability level content, we measure the effectiveness of interventions through weekly or biweekly progress monitoring in addition to our universal screening tools, iSteep and i-Ready.

Throughout our school day, we have 3 blocks in addition to core content, in which students are grouped by overall proficiency level or by skill to receive intervention.

The first block focuses on fluency. In the area of reading, students use the online platform Raz-Kids. During this time, selected students receive math fluency instruction from a teacher using Eureka Math materials or other standard-aligned resources.

The second block shifts focus to comprehension where all teachers become literacy teachers and utilize the close reading strategy.

The final block of intervention takes place during the grade level elective block. Students who have been referred to the SATeam receive both math and reading intervention in the Mastery and Acceleration Tutorial Lab or in their classroom by the grade level para. During this time the interventionist uses a variety of materials and resources to improve academic performance. In the lab, the following resources are used for Math instruction: i-Ready online & printed lessons, Remediation Guide & Eureka modules. The following resources are used for reading: i-Ready online & printed lessons, Louisiana Guidebook Support Flow Chart & Reading Fluency Guide, Reading A-Z Leveled books and passages, Fundations, and Harcourt Decodable Books.

English Language Learners

Einstein schools is proud to house one of the most diverse populations in Orleans parish, with up to forty percent of students in our schools being identified as English language learners (ELL). It is our goal to be an exemplar ELL program in the city of New Orleans. Each school has at least two ELL teachers serving students by grade band, along with the support of ELL paraprofessionals. Students are provided accommodations both in class and on state assessments as indicated in their Louisiana English Learners Accommodations checklist.

Newcomer and beginning students (students with a score of a 1 on the English Language Proficiency Test) will receive targeted language development instruction (ELD). Students will receive this instruction in small groups outside of the core content classroom with their ELL teacher. This ELD course will follow the scope and sequence of National Geographic: Our World ELL curriculum with instruction in all four domains of language proficiency: reading, writing, listening, and speaking, and will prepare them for the ELPT assessment. Newcomer students will attend all other core content classes with their peers and receive scaffolded and modified instruction.

Intermediate students will receive standards based instruction along with their peers. With the support and collaboration of the ELL teacher and core content teacher, scaffolds and strategies will be put in place along with accommodations as dictated by the Louisiana accommodations checklist. Students will receive push- in support, or small group instruction with core content material. Intermediate students will also be offered ELPT practice assessments and materials to prepare them for the English Language Proficiency Test.

Schedule

SAMPLE 1st-5th Grade SCHEDULE	
7:30–8:00 a.m.	Students are greeted with a handshake, unpack, and dive into morning work. An optional breakfast is provided for all students.*
8:00–8:30 a.m.	Morning Literacy
8:30–10:30 a.m.	Literacy Extended (K-2)/ Content Block 1
10:30 a.m.–11:30 a.m.	Math Block
11:30am–12:00 p.m.	LUNCH
12:00–12:30 p.m.	Math Block Continued
12:30–1:30 p.m.	Literacy on Science and SS
1:30–2:00 p.m.	Fluency
2:00–3:00 p.m.	Specials (PE, Music, etc.)
3:00 p.m.	Pack up and Dismissal

* Breakfast and lunch are provided free of charge to all students.

** Specials offerings will vary by location.

Please note: **This is a sample schedule**. Daily schedules will vary by school and grade; however, the curriculum is the same across all schools. Starting in first grade, for example, the block schedule for literacy and math allows more time for discussion and revision in the school day. The content within blocks differs depending on the day — students may focus on writing during the literacy block on one day and on close reading of a short text during that block on the following day.

The longer period of time dedicated to particular content or skills allows students to deepen their knowledge and strengthen connections across subject areas.

Nurturing STRONG Learners

We believe that schools share an obligation with families to teach kids right from wrong, and that character development is an important part of schooling. To maintain a school culture that promotes learning and respect for others, Einstein Schools have S.T.R.O.N.G. values. Adhering to these values means that students will act truthfully, with high moral character, both on and off school property.

Starting with adults and filtering to children, respect for others and proper behavior are taught, modeled, expected, and rewarded.

Stay Present	Sit up. Focus on the speaker.
Take Detailed Notes	Write/type notes related to content.
Raise Your Hand to Ask Questions	Hands raised for participation. Repeat what you heard.
On-time **On-Point** **On-Task** **Optimistic**	In class promptly. Remain focused on the lesson. Positive attitude.
Never Disturb Learning	Refrain from excessive talking and outbursts. Remain in assigned seat.
Get physical or emotional control in .25 seconds. **Get help.**	Accept feedback with positive responses. Inform a staff member if you need help.

Parent Engagement

Einstein Schools are deeply rooted in the New Orleans East area of the city. This area is known for the uniquely high population of African-American, Latino, and Vietnamese families. As a result, Einstein Schools works extra hard to engage parents and provide various measures of communication. We know that the success of our students and the positive impact on the surrounding community are connected to the engagement and knowledge of our Einstein parents — we cannot do it alone. Our Einstein teams are committed!

We appreciate the dedication our parents have for getting their child to school on time every day; reading to them at home; practicing math facts and spelling words with them and checking to ensure homework is done.

Einstein Parents are STRONGer Together!

EINSTEIN STRONG!

Einstein Schools is STRONG, nurturing, resilient and deeply rooted in cultural preservation. We are PROUD to serve our community with thoughtful academic development, engaging activities, and keen interests in adding positive change to our community. We welcome you to our diverse team! Please accept this open invitation to schedule a time to visit our schools and see the visual passion poured into our environments; observe the engaging learning; and witness passionate teaching/leadership on our campuses.

We look forward to working with you to support students on this exciting intellectual journey!

Michael McKenzie, Sr.
Einstein Schools CEO

#EinsteinSTRONG **#STRONGerTogether**