

## **Washington WIN Plan Kindergarten and 1<sup>st</sup> Grade**

### **Core curriculum-**

All students are exposed to a rigorous curriculum and all teachers adhere to a pacing guide that ensures that all of the priority standards are covered and learning gaps are minimized from grade to grade. Small groups, online interventions, and individualized instruction are used according to the daily needs of students. Teachers are continually assessing students both formally and informally. Amplify and Envision Assessments are given in the classroom. The data is used to guide their WIN groups and small groups during instruction.

### **WIN time-**

Special Education and Title 1 students receive their services during WIN (Whatever I Need) time with targeted interventions from our ELA (Amplify) and Math (Envision) curriculum. Currently, Title teachers are also utilizing 95% Group Interventions, Reading Mastery, and Haggerty. Students remaining in general education classes are grouped according to need to receive additional intervention, reteaching of Core curriculum as needed, or enrichment activities for students who don't have any deficits in ELA or math. Students also utilize our individualized computer programs- Envision Successmaker (Math) and Amplify Boost (Reading).

### **Data sources used-**

Teachers use STAR data, Amplify and Envision assessments, ESGI Assessments, and standards based grading to collaboratively group students and identify their instructional needs. After students receive instruction on the standard they are struggling with or area of deficit, they are progress monitored using STAR or other tools, and then groups and instruction are adjusted as needed.

### **Social Emotional/Behavioral Supports-**

Students who demonstrate a need for support or intervention in this area are identified through behavior referral data, and SAEBRS teacher survey data. Our social workers meet with students individually or in groups to work on specific social emotional skills based on the SAEBRS Data. If a class is presenting high SEL needs, social workers push into the classroom to support the teachers during academic times. Teachers, Social Works, and Admin utilize two Data Days a year to look at SAEBRs Data and adjust social skills groups as needed.

### **School Wide SEL Supports:**

Tier 1: Second Step, Conscious Discipline, PBIS Expectations and Reteaching

Tier 2: Check and Connect, Check In Check Out, Morning Reset Room, Social Work Groups, Point Sheets, Social Stories

Tier 3: Individualized Check in Check Out, MTSS Meetings, Social Work Groups, Point Sheets, Social Stories

**Kindergarten Current WIN Plan:**

**Focus Standards:** The focus standards vary from teacher to teacher, based on the need of the students in the classroom. A few examples are:

1.A.Kf Demonstrate alphabet knowledge (i.e., recognizes letters and their most common sounds).

1.A.Ke Demonstrate phonemic awareness (i.e., segmenting and blending syllables and phonemes, and substituting sounds).

RF.K..4 Students will read with purpose and understanding

RF.K.1a-c: Students will track print from top to bottom and left to right.

Reteaching Strategies/Activities:

- Decodable Readers
- Journal Writing
- Assessments and Reassessing – Math & ELA
- Reteaching – Math & ELA
- Computer Time- Amplify BOOST, SuccessMaker
- Super Reader Binders
- Tricky Words
- Amplify Phrases and Wiggle Cards
- Word Chaining

**1<sup>st</sup> Grade Current WIN Plan:**

**Focus:** RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

Reteaching Strategies/Activities:

Teachers will utilize the Pausing Point Activities from Amplify

- Read decodable Amplify stories and complete the activities provided with them
- Multiple choice questions
- Short answer questions
- Teacher alternates students in small groups
- Work with partners- mixed ability levels

# Blended Preschool for All

## Basic Pre-Readiness Skills

We use a play-based curriculum. *Preschoolers learn best through play.* We have 3, 4, & 5 year olds. We have many different skills & needs. We differentiate our instruction through whole group, small group, & play time.

### **Math**

- o Colors: matching, pointing, identifying
- o Shapes-matching, pointing, identifying
- o Sorting : color, shape, size, type
- o Counting: Rote Counting, 1:1 Counting to 30
- o Patterns: copy, extend, independent
- o Quantitative Concepts : big/little, short/long, empty/full, most/least
- o Numbers- identifies 0-10

### **Literacy**

- o Recognize name in print
- o Writes Name-scribbles, basic strokes, trace, copy with model, independent
- o Identify letters in name & alphabet
- o Identify letter sounds
- o Retell information from a story
- o Understands positional words (on, over, under, in, etc.)
- o Introduce concepts about print

## Social and Emotional Skills

### **Social Skills**

- **Communicating**
  - o Let your child talk. Let them describe, share, ask questions about anything and everything
  - o Model communicating & thinking out loud for them to hear more language
- **Listening**
  - o Play simple games and listen to songs where they have to follow a pattern, stop, freeze
  - o Red Light, Green Light, The Freeze Song, Simon Says

- **Waiting**
  - It is okay to make them wait an appropriate amount of time instead of instant results
- **Problem Solving**
  - Puzzles, team work, legos, blocks, read books
- **Sharing**
  - Share or trade items, toys, snacks
- **Turn Taking**
  - Play simple age appropriate games where they have to wait and take turns.  
Go fish, memory or matching, candy land, chutes & ladder, etc.
  - Model turn taking language

### Self Help and Independent Skills

#### **Toileting**

- Sit on toilet
- Wipe self
- Flush toilet
- Pull up & down bottoms
- Wash hands with soap & water
- Dry hands with paper towel/towel
- Throw paper towel in trash

#### **Clothing**

- Dress self: put on own top and bottoms
  - may need help with buttons, zippers, etc
- Put on coat & take off coat
- Put on shoes & take off shoes
  - Assistance with tying shoelaces
- Zip & unzip coats

#### **Snack**

- Open snack (may need modeling or assistance with tearing & pulling open)
- Throw garbage away when finished
- Drink from open cup
- Clean up small messes with towels or napkins

#### **School Independence**

- Open locker

- Shut locker
- Hang back pack on lower hook
- Hang jacket on lower hook
- Zip & unzip back pack
- Put folder in back pack
- Put items in own mailbox (pictures, projects)
- Walk in the hallway & classroom
- Blow & wipe nose with kleenex
- Throw away Kleenex
- Wash hands with soap & water
- Dry hands with paper towels
- Choose toy(s) to play with
- Put toys away when finished playing

## **ECE Self-Contained Pre-School**

### **THE FOUR GOALS OF EARLY CHILDHOOD SPECIAL EDUCATION**

#### **INTELLECTUAL DEVELOPMENT**

Cognitive or intellectual development is one of the biggest goals of early childhood special education. This deals with strengthening and growing a child's ability to think, reason, and understand concepts.

#### **PHYSICAL DEVELOPMENT**

Some special needs children struggle to develop fine or gross motor skills at the same rate as other children. Early childhood special education aims to assist in developing a child's strength, balance, and coordination.

#### **EMOTIONAL DEVELOPMENT**

Young children tend to experience rapid and intense mood swings. Early childhood educators aim to help children regulate their emotions and self-soothe during emotional outbursts.

#### **SOCIAL DEVELOPMENT**

Another fundamental aspect of a child's overall development is social development. This refers to a child's ability to interact with peers, foster friendships, and strengthen communication skills. Special education teaches children how to navigate these interpersonal relationships with conflict management.

We use the STAR Curriculum which is focused on helping children with autism. We also receive coaching through this program.