



Why Choose Capital City for Elementary School?



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A Whole Child Approach

At Capital City, we believe that both academic rigor and social-emotional learning play an equal role in the development of each child. The Responsive Classroom® approach and EL Education model couple to create a rigorous, yet, safe learning environment where students can safely take risks and responsibility for their learning. Explicit teaching of social skills alongside the teaching of Common Core State Standards and compelling content via EL Modules supports students in reaching their fullest potential.

We also believe that, in addition to core academics, instruction in arts and fitness is critical to developing the whole child. Arts and fitness are both integrated into our classrooms and curriculum and taught through separate classes making for a vibrant learning community conducive to different learning styles.

Strong Social Curriculum

Our school culture and classroom community is often noted as one of Capital City's most defining characteristics. The importance of a community where all students feel safe, known, and able to reach their fullest potential cannot be understated. The Responsive Classroom® approach supports students and teachers in the creation of peaceful and safe classroom communities where all students clearly understand the rules, routines, and daily structures in their classrooms. Every classroom begins the day with a Morning Meeting, a structure that helps members of the classroom community—teachers and students—get to know one another, share important things about themselves, and have fun together. The developmental needs of children guide all of our work, and habits of work are at the heart of our teaching.



Capital City Lower School is guided by our community values—Kindness, Courage, Creativity, Responsibility and Perseverance. These values come alive in our hallways and classrooms through the hard work of our entire community. The character traits guide us through the grappling that comes with solving difficult math problems, working cooperatively during small group projects, and solving conflicts on the playground.



Rigorous and Relevant Academic Program

All Capital City students engage in a rigorous program of instruction. Each classroom schedule is designed to maximize instructional time and create space for students to work in small, differentiated instructional groupings. On-going assessment is regularly analyzed and used to inform planning and instruction so that each student is appropriately challenged and supported whether they are currently working below, on, or above grade-level expectations.

A workshop model is typically used during academic periods to ensure maximum engagement of all students. Students read both independently and with others, write, and complete word work (spelling and vocabulary practice) each day. Math workshop periods allow students to grapple with new concepts and construct understanding and provide time to practice newly acquired math skills.

Sample K-4 Schedule

8:15am
Arrival and Morning Work

8:30am - 9:00am
Morning Meeting

9:00am - 9:55am
Literacy: Knowledge Building

10:00am - 10:55am
Art, Drama, Fitness, Library,
Music, or Spanish

11:00am - 11:55am
Lunch and Recess

12:00pm - 12:15pm
Quiet Time

12:15pm - 1:15pm
Math + Math Routine

1:15pm - 1:45pm
Intensives

1:45pm - 2:00pm
Skills Block: Whole Group Lesson

2:00pm - 3:00pm
Literacy: Skills Block Rotations

3:00pm - 3:30pm
Closing Circle/Dismissal

3:30pm - 6:00pm
Aftercare (optional)

Comprehensive Arts, Fitness and Spanish Programs

Capital City's Arts, Fitness and Spanish programs are a critical component of our whole child approach to learning. All Lower School students participate in the arts, Spanish, and fitness classes each week. All of our arts, fitness, and Spanish classes are guided by their own content-specific learning standards. We also work to weave elements of these classes into our module topics when possible. In addition to weekly fitness classes, fitness is emphasized through daily outdoor playtime, typically 30 minutes per day, and through our adventure program. Students engage in 3-4 adventure trips per year that are designed to build community and self-esteem. Adventure trips include hiking, swimming, and ice-skating.



EL Education

Capital City implements the EL Education model and the EL Education literacy modules. Through this model, students engage in inquiry-based learning, which involves in-depth studies involving several curricular areas that teach Common Core Standards. The EL Education literacy modules make content relevant for students and foster deeper learning. Within the context of the literary modules, students engage in fieldwork, community service and work with experts. Each module culminates with projects that demonstrate mastery of standards.

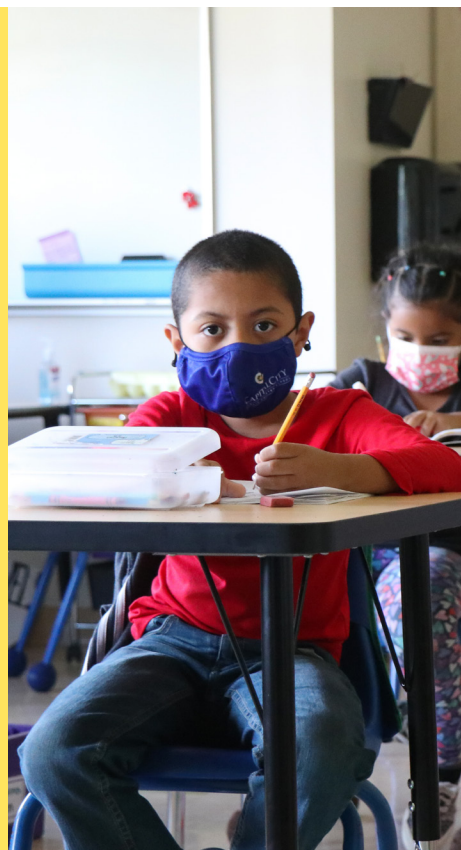
To document and take ownership for their work and learning, students in 4th grade complete a portfolio of work as a part of the portfolio passage process. Portfolio pieces are selected to show mastery of key learning targets. The portfolio is shared with parents during parent conferences.

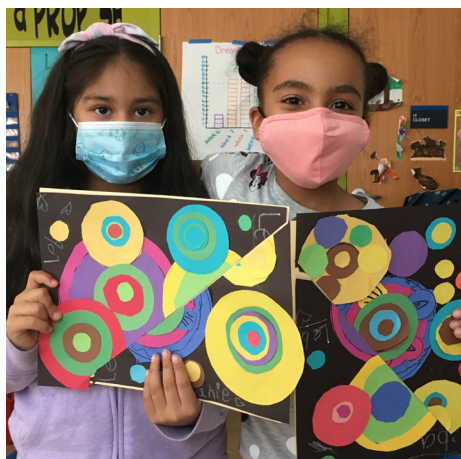
Sample EL Education Module

School and Community (taken from EL Education Module Description)

In this 2nd grade module, students build their literacy and citizenship skills as they engage in a study of schools. Students begin the module by participating in a series of focused read-alouds to explore the module guiding question, “What is school, and why are schools important?” In Unit 2, students build on this understanding by engaging in close read-alouds of the text *Off to Class: Incredible and Unusual Schools Around the World* by Susan Hughes. Through this text, students learn about schools around the world and the challenges some communities face in sending their students to school and how they solve these challenges. To support their understanding of this text, students take notes on and write in response to their reading.

In Unit 3, students revisit sections from *Off to Class* as they engage in whole class research to learn about the similarities and differences between their own school and three schools from the text. Students extend their research in small groups by focusing on one school in particular and producing an informational book about it titled “The Most Important Thing about Schools.” Throughout the unit, students participate in collaborative conversations with their peers to process and extend their understanding of the similarities and differences between their own school and the school they have researched.





Nurturing and Supportive Before and After Care Programs

Capital City Lower School offers all students in PK3-4th grade before-care and aftercare options. Both programs are consistent with our regular school-day routines, staffed by teachers who have participated in Responsive Classroom® training, are familiar with our project-based approach to teaching and learning, and understand the developmental needs of the students they serve. While there is an expected routine in both before-care and aftercare, the programs are structured enough for students to feel safe, while offering many choices of activities so that kids can have fun. We offer a sliding pay scale to families who qualify for free and reduced lunch.



Parents as Partners for Student Success

Parent engagement in the life of the school, and most especially in the life of your child at school, is an absolutely critical aspect of Capital City's model. We welcome parents to join us each Wednesday for our weekly All-School Meeting or to come and volunteer in the classroom. Showcases held at the end of expeditions are a wonderful way to connect with your child and better understand what they are learning. We require all families to attend three parent-teacher conferences each year and encourage families to volunteer in support of the school.

I see the value that our school and every staff member places on every child and that means a great deal to me as a teacher and a parent.

Matt Hiester,
3rd Grade Teacher and
Capital City parent

