



Back to School Night

Grade 4

Agenda:

- Introductions
- PBIS
- Common Core
- Report Card Changes
- Curriculum
- 4th Grade Compact
- Parent Communication
- Class Parents
- Wellness Policy
- Questions & Comments

4th Grade Teachers

- Catherine Dias
- Aurinda Esteves Simpson

Interventionists:

Cindy Hulton

Mrs. J

Ms. Maritza

Mrs. McCarthy

Mrs. Gallo

What does P.B.I.S stand for?

- Positive
- Behavioral
- Intervention
- Support

Our Expectations

- Be Responsible
- Be Respectful
- Be Safe

Reward System

- The focus is on positive reinforcement throughout the whole day
 - This reinforcement comes from everyone in our school and occurs everywhere from the classroom, specials rooms, lunch room, recess, dismissal, and even field trips.
 - Students are reinforced through praise and tickets to reinforce and recognize the positive behaviors.
 - They can then turn the tickets in for tangible and intangible rewards at specified times.

P.B.I.S. Matrix

<u>COMMON EXPECTATIONS</u>	<u>CLASSROOMS</u>	<u>HALLWAYS/TRANSITIONS</u>	<u>PLAYGROUND</u>
I am RESPONSIBLE	I follow the classroom rules <ul style="list-style-type: none"> Follow directions the first time Come prepared Complete class work and homework Do my best Accept consequences Use furniture and supplies properly Resolve own conflicts 	I follow the hallway rules <ul style="list-style-type: none"> Follow directions the first time Accept consequences 	I follow the playground rules <ul style="list-style-type: none"> Follow directions the first time Accept consequences Resolve own conflicts
I am RESPECTFUL	<ul style="list-style-type: none"> Listening body Raise hand to speak Use kind words Ask permission Work cooperatively 	<ul style="list-style-type: none"> Walk silently Keep hallways neat and clean Keep hands, feet and body to myself near walls and displays 	<ul style="list-style-type: none"> Share equipment Take turns and play cooperatively Include others Use kind words
I am SAFE	<ul style="list-style-type: none"> Keep hands, feet and body to myself Stay in assigned areas Sit safely Use walking feet 	<ul style="list-style-type: none"> Walk in single, straight line Face forward Keep a reasonable distance between myself and others Keep hands, feet and body to myself Walk up and down steps properly 	<ul style="list-style-type: none"> Use equipment properly Stay in designated areas Run only where permitted Keep hands, feet and body to myself

P.B.I.S. Matrix

<u>COMMON EXPECTATIONS</u>	<u>CAFETERIA</u> I follow the cafeteria rules	<u>BATHROOMS AND WATER FOUNTAINS</u> I follow the bathroom/water fountain rules	<u>TRANSPORTATION</u> I follow the bus rules
I am RESPONSIBLE	<ul style="list-style-type: none"> • Come prepared for lunch • Follow directions the first time • Accept consequences 	<ul style="list-style-type: none"> • Follow directions the first time • Accept consequences • Conserve water 	<ul style="list-style-type: none"> • Follow directions the first time • Accept consequences • Come promptly when I'm dismissed
I am RESPECTFUL	<ul style="list-style-type: none"> • Use a quiet voice • Use table manners • Use kind words • Clean up eating area • Ask permission 	<ul style="list-style-type: none"> • Use a quiet voice • Respect privacy • Keep bathroom clean • Throw paper towels in the trashcan 	<ul style="list-style-type: none"> • Use a quiet voice • Use kind words
I am SAFE	<ul style="list-style-type: none"> • Only eat my own food • Stay seated • Keep hands, feet and body to myself • Use walking feet 	<ul style="list-style-type: none"> • Report problems to my teacher • Wait my turn 	<ul style="list-style-type: none"> • Use walking feet • Stay in my seat • Keep hands and objects inside the bus • Keep hands, feet and body to myself

Our Tickets

Six to Six Magnet School



Way to Crow! Award

- *Responsible
- *Respectful
- *Safe

Wall Pockets



Common Core

- Consistent clear expectations
- Designed to reflect real world skills so they are college and career ready
- Math priorities: understanding & fluency of multiplication/division, develop understanding of fraction equivalence, adding/subtracting with like denominators, multiplying fractions, and understanding geometric figures
- Language Arts priorities: refer to ideas and details to support, explain ideas/information, craft and structure, interpreting and integrating information in different ways, comprehend various types of texts

Standards Based Grading at Six to Six

- Beginning this year, students in grades K-6 will be assessed using standards based grading. This standards based report card is aligned with the Common Core Standards in literacy and mathematics.
- The report card will show student growth on a learning continuum based on end of year grade level expectations or standards.

What is Standards Based Grading?

- Standards based grading is a grading system that focuses on the content, skills, and standards that students must learn. This means that when recording scores, the concern is not with the cumulative score on a test (traditional grading), but rather the level of mastery the student has achieved on each concept assessed on that test (standards based grading).

-Active

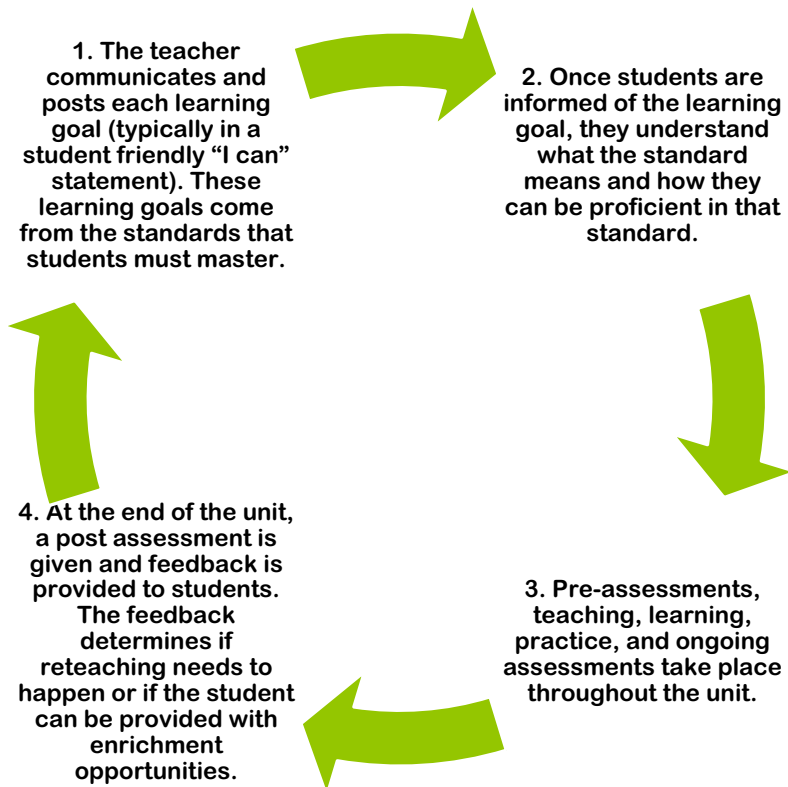
Grade

Sample Report Card

Six to Six Magnet School
Report Card 2013-2014

Name:	Grade 4						
Teacher:							
Language Arts							
Reading	1	2	3	4	T1	T2	T3
Reads and understands grade level text.					2		
Identifies or summarizes central ideas or key events					2		
Identifies explicit detail and implicit information from text to support answers or inferences					1		

The Standards Based Grading Process: Learning Goal Focused



Why is Standards Based Grading Important?

- Grades become more meaningful as teachers, students, and parents understand the exact learning objectives that need to be mastered, how they can be mastered, and what areas need additional re-teaching or extensions and enrichment.

Curriculum

- Spelling Homework
- First Trimester:
 - ❖ Math concepts: place value, addition, and subtraction
 - ❖ Literacy: Launching Units, comprehension strategies (Metacognitive/Signposts), daily reading for at least 30 minutes and completing reading log
 - ❖ Science: Ecosystems
 - ❖ Social Studies: Responsibilities of a citizen, voting process and elections

Family-School Compacts

A Family-School Compact for Achievement is an agreement that families, students and teachers develop together. It explains how families and teachers will work together to make sure all students get the individual support they need to reach and exceed grade level standards.

Effective Compacts:

- Begin with standards
- Focus on student learning
- Respond to school data
- Define everyone's responsibilities
- Depend on us to believe in it and use it

Our Grade Level Priority Goals

- To include facts or details and elaboration across different genres of writing (narrative, informative, opinion, historical fiction, and mythology)
- To understand the meaning of multiplication and division and represent and solve problems using different strategies
- To be independent thinkers and persevere through work by increasing stamina using strategies taught in class

School-Family Compacts

Collaboratively developed

Please use the handout to share your input

In what ways do you feel you can help your child to achieve these specific grade level goals?

What can our school do to support you in helping your child to achieve these specific grade level goals?

Parent Communication

- Phone Calls/Emails
- Website
- Monthly Newsletter

Class Parents

- Organize class/grade level events
- Help with fundraiser
- Volunteering in classroom
- Chaperones

Wellness Policy

- Healthy Foods
- Snack/Lunch

Questions & Comments