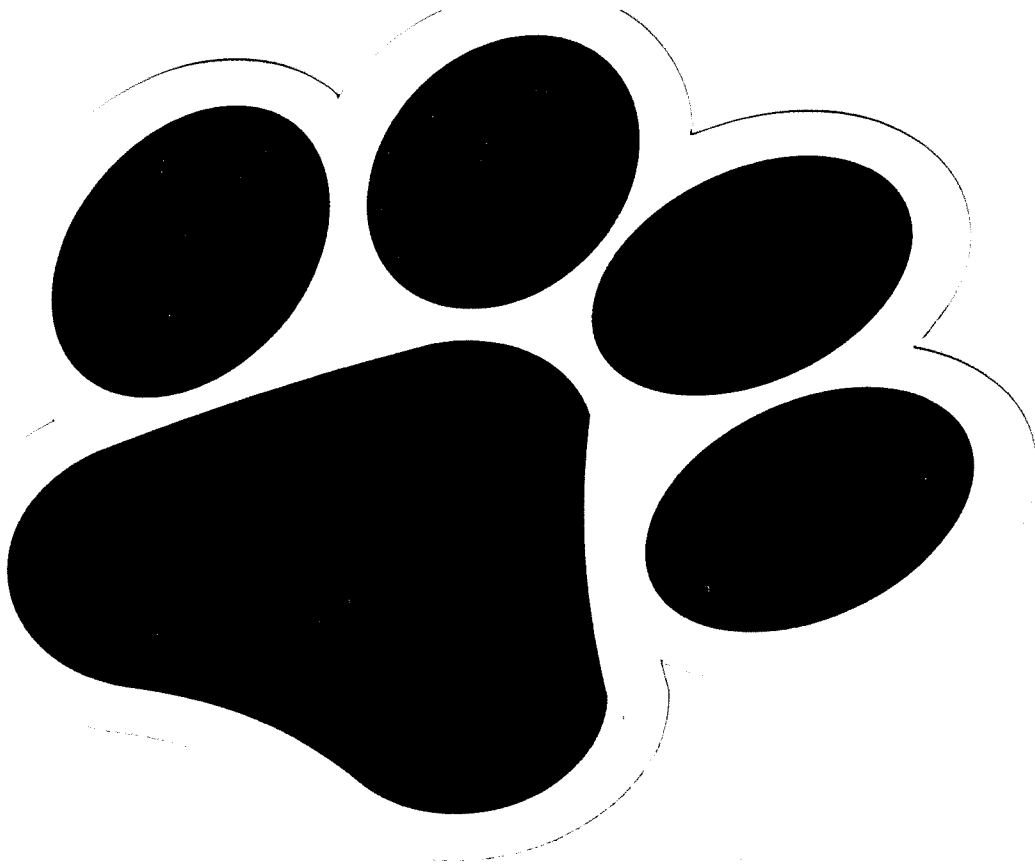


Milan Elementary

PLC

2015-2016

Handbook



# PLC Information for New Teachers @ Back to School Meetings:

1. Smart goal Sheet
2. Team Meeting Record Sheet
3. Yearly Calendar
4. Mission/Vision
5. Norms
6. Improvement Plan
7. Success Indicators for 15-16
8. Den Time Plan
9. Response To Intervention Plan
10. Learning Standards K-4 Math and ELA
11. Grading Expectations
12. Student Data Sheet for Parents
13. Homework Policy
14. Positive Feedback Information
15. Acuity/Evaluate Information
16. Star and DIBELS Benchmark Goals
17. Theme for building ("Construction")
18. Reading Week "Seuss Theme" week of Feb. 29-Mar. 4<sup>th</sup>.
19. Veterans Day Assembly and Christmas Program Information
20. Academic Celebrations/Acknowledgements for Students and Teachers

Group of Students:	Test:	Skills/Standards Evaluated:
Proficient ( A )	Close to Proficient ( B )	Far, but likely to be Proficient ( C )
Total:	Total:	Total:
Not likely to be Proficient ( D )		
Total:		

Finding percent for a SMART Goal:

Current Percent Proficient = Total Number Proficient divided by Total number of students

$$\text{Equation: } A/(A+B+C+D)$$

Goal to get to Proficient = Total number Proficient, close, and far but likely divided by the total number of students

$$\text{Equation: } (A+B+C)/(A+B+C+D)$$

Strengths:	Weaknesses:	What are we going to do?
What are we going to do?	What are we going to do?	What are we going to do?

SMART Goal:

The number of \_\_\_\_\_ students scoring Proficient or higher on \_\_\_\_\_ will increase from \_\_\_\_\_ #DIV/0!  
 (group ex: Alg1, Bio2) (Name of the test ex: 1st QF, Benchmark) (Current % Prof)

to \_\_\_\_\_ #DIV/0! \_\_\_\_\_ by \_\_\_\_\_ as administered by \_\_\_\_\_ (Who's giving the test ex: Mrs. D, DESE)  
 (Goal % Prof) (Date of Test)

Data Formula:

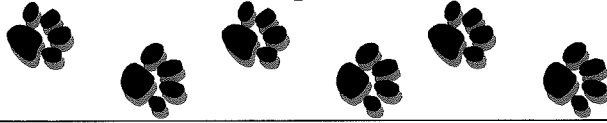
80-100 Proficient

50-59 far but likely

60-79 Close to proficient

49- 0 not likely

**Milan Elementary  
Team Meeting Record Sheet**



Group Members Present:		
Norms:		
Date:	Grade Level Content:	
Topic:	Discussion Points	Decisions
<b>Check the Corollary Questions that were discussed during the meeting:</b>		
<input type="checkbox"/>	What do we expect students to learn?	
<input type="checkbox"/>	How will we know when students have learned?	
<input type="checkbox"/>	How will we respond when students experience difficulty learning?	
<input type="checkbox"/>	How will we respond when students already know the key concepts, skills and content?	
<input type="checkbox"/>	Based on collaborative analysis of the results of our efforts, what can we do to improve student learning?	



## *Elementary Yearly Events Calendar*

### August:

Picture Day 27<sup>th</sup>

### September:

IXL Tech Parent Night 10<sup>th</sup>

Fall Book Fair 14<sup>th</sup> -18<sup>th</sup>

Sock Hop 19<sup>th</sup>

K-2<sup>nd</sup> Grade Title/PAC Night 24<sup>th</sup>

Transportation Night 29<sup>th</sup>

### October:

Muffins with Mom 6<sup>th</sup>

Picture Retakes 8<sup>th</sup>

Title Parent Involvement Meeting 12<sup>th</sup>

1<sup>st</sup> Quarter Ends 16<sup>th</sup>

1<sup>st</sup> Quarter Assembly 20<sup>th</sup>

Star Celebration October 22<sup>nd</sup>

Kindergarten to the Pumpkin Patch

Parent/Teacher Conferences 22<sup>nd</sup>

Trunk or Treat 29<sup>th</sup>

Halloween Parties 30<sup>th</sup>

### November:

Donuts with Dad 5<sup>th</sup>

Veterans Day Assembly 11<sup>th</sup>

AR/STAR Parent Night 19<sup>th</sup>

Thanksgiving Break 24<sup>th</sup>

### December:

Christmas Concert 10<sup>th</sup>

Breakfast with Santa 15<sup>th</sup>

Star Movie Celebration 17<sup>th</sup>

Christmas Parties 18<sup>th</sup>

Winter Break 18<sup>th</sup>

End of 2<sup>nd</sup> Quarter 18<sup>th</sup>

### January:

2<sup>nd</sup> Quarter Assembly 7<sup>th</sup>

Reading Campout 21<sup>st</sup>

### February:

3<sup>rd</sup>/4<sup>th</sup> Grade Title/PAC Night 4<sup>th</sup>

Valentine Parties 12<sup>th</sup>

Read-a-thon Assembly 26<sup>th</sup>

### March:

Reading Week Feb. 29<sup>th</sup> –March 4<sup>th</sup>

3<sup>rd</sup> Quarter Ends 4<sup>th</sup>

3<sup>rd</sup> Quarter Assembly 8<sup>th</sup>

Parent/Teacher Conferences 10<sup>th</sup>

Read-a-thon Post Assembly 10<sup>th</sup>

Spring Pictures 17<sup>th</sup>

Star Celebration @ Park 24<sup>th</sup>

### April:

Spring Book Fair 4<sup>th</sup> -8<sup>th</sup>

Daddy Daughter Dance 8<sup>th</sup>

Me and My Guy Dance 22<sup>nd</sup>

Spring Sing /Elementary Art Show 29<sup>th</sup>

### May:

End of Year Field Trips

2<sup>nd</sup> grade to Zoo 6<sup>th</sup>

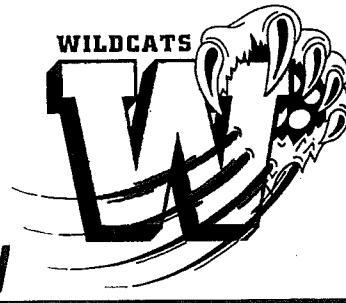
4<sup>th</sup> grade Famous Missourian 10<sup>th</sup>

Field Day 11<sup>th</sup>

Star Celebration

*\*Calendar is subject to change.*

**M**



**MISSION**

*Striving for excellence in everything!*

**VISION**

*Our organization will constantly improve in EVERY facet and continuously seek EXCELLENCE every day.*

# Elementary PBS/PLC/CW Team Norms

Review at the beginning of each meeting.

## Respect:

- Be on time
- Limit sidebar conversation to appropriate times
- Be encouraging

## Responsibility:

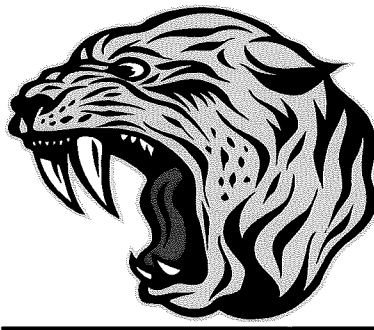
- Stay focused and on Agenda
- Be an active listener
- Be prepared for any and all meetings
- Keep proper confidentiality

## Problem Solver:

- Be open-minded
- Share your ideas
- Thumbs Up Voting System







## **15-16 Milan Elementary Improvement Plan**

**1. Mission Statement:** Teachers will effectively differentiate mathematics and ELA instruction, resulting in improved student achievement. Teachers will enrich and reteach those skills that have not been mastered.

**2. Rationale:** Addressing student weaknesses and strengths will increase student achievement.

**3. Goals:**

➤ **Short-term Achievement Goals:**

- 80% of students will score proficient on the end of year Math benchmark exam.
- 73% of students will score proficient on the end of the DIBELS benchmark.
- 60% of students will be at grade appropriate reading level at the end of each quarter administered by the STAR test.

➤ **Long-term Achievement Goals:**

- 48% of students will score proficient or advanced on the Mathematics portion of the MAP test.
- 36% of students will score proficient or advanced on the ELA portion of the MAP test.
- 30% will score proficient or advanced on the ELA portion of Acuity/Evaluate May testing.
- 48% will score proficient or advanced on the Math portion of Acuity/Evaluate May testing.
- Less than 280 referrals written by the end of the 15-16 school year.

**4. Key strategies to achieve goals:**

- Teachers and students will use grade level Benchmark Test and DIBEL results to create individual plans and set goals for meeting Math and ELA goals in grades K-4.
- Teachers and students will use Acuity and Evaluate to set goals for individual students and building in Math and ELA in grades K-4.
- Grade level tests are used as formative and summative assessments are for student re-teaching and enrichment on specific skills.
- Title is used for re-teaching and enrichment.
- Starfall and AR is used in ELA for students in Pre-K through 4<sup>th</sup> grade as an enrichment tool.
- Purchased IXL to be used in K-4 for practice and enrichment in Math and ELA.
- Intervention and Enrichment Time is scheduled daily to provide help with Math and ELA skills for students performing below grade level and enrichment for students performing above proficient by ability grouping in grades K-4.
- Purchase additional tablets and/or laptops to utilize a variety of apps to provide students with practice in mathematics and ELA.
- Effective use of ELL providing intervention to specific subgroups by pushing in and pulling out.
- Brainpop to be used in K-4 for teaching and enrichment in Math and ELA.
- Tutoring will be provided for students scoring borderline basic or below basic in Math and ELA.
- Purchased "Go Math" that's more units based and aligned with common core.
- Purchased enrichment curriculum for kindergarten and 1<sup>st</sup> grade.
- Professional Binders for teachers combining PLC/PBS/DATA teams.
- Classroom maps with visible common core power standards in ELA and Math.
- Students using data notebooks to track their own achievement in ELA, Math, Star and DIBEL.

- PBS professional development monthly based on staff and student needs.
- PBS data reviewed bi-monthly to determine lessons to target specific student behaviors.
- Will write curriculum in Math and Fine Arts.
- Will write a curriculum map for each core subject.
- Will write SLO in the areas of Math and ELA.

Action Step/ Process	Persons Responsible	Resources Needed	Target Date for Completion	Evaluation
With their grade level teams, teachers will explore their grade levels Math Benchmark and Dibel Scores and utilize identified instructional shifts that will raise student achievement.	Title teachers and all classroom teachers	Math Benchmark Exams, Brainpop, and iXL	Begin October 2015 and complete in May 2016	<ul style="list-style-type: none"> <li>• Documentation of Weekly and Monthly Meetings</li> <li>• Lesson Plans</li> <li>• Pacing Calendars</li> <li>• Frequent Smart goals</li> <li>• Observations by Administration</li> </ul>
Teachers will participate in grade level discussion of differentiated mathematical instruction including: <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Motivation</li> <li>• Differentiated Grouping</li> <li>• Management</li> </ul>	Title teachers and all classroom teachers	Horizontal and Vertical Team Meetings	October 2015- May 2016	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Participation</li> <li>• Team Minutes</li> </ul>
Teachers will utilize data to drive instruction by setting frequent smart goals to address specific standards.  Teachers will write an SLO in Math and Communication Arts.	Title teachers And classroom teachers	Data Planning Time	Sept 2015- May 2016	<ul style="list-style-type: none"> <li>• Grades</li> <li>• Assessments</li> <li>• Smart goals</li> <li>• Student Work</li> <li>• Evaluate/Acuity</li> </ul>

## PLC Success Indicators for 15-16 School Year:

- Student Data Notebooks
- Curriculum Maps
- District/Building goal Wall
- Student Bragg Wall
- Tech Lounge (flexible recess/technology time)
- Den Time (10 minutes tier one enrichment with specials)
- Peer Observations (recognized monthly/quarterly)

## DEN TIME PLAN: (16-17)

- ❖ Our Den time is our enrichment time for success in reading.
- ❖ Specials will have a rotation for the entire year and each grade level will have each of the specials assigned to them at some point in the year.
- ❖ Tier 1 Low and High will attend Den time.
- ❖ Den time student attendance will be discussed at title monthly meetings or during any grade level meetings that title attends.
- ❖ Activities for students not attending Den time is up to each grade level team.
- ❖ Specials pick up students on time and make arrangements for dismissal with classroom/grade level teachers.
- ❖ No Den time during early out or late start schedule.
- ❖ Alternative location will be established when specials teachers area is used for testing or for any other purpose. Den time teacher please get with Mrs. Pauley to arrange for an alternate location for Den time when you find out your area has been taken.

## Den Time

### Kindergarten:

Pull out 2:20-2:50 Tier One Reading Students

### 1<sup>st</sup> grade:

Pull out 2:20-2:50 Tier One Reading Students

### 2<sup>nd</sup> grade:

Pull out 2:30-2:50 Tier One Reading Students

### 3<sup>rd</sup> grade:

Pull out 2:20-2:50 Tier One Reading Students

### 4<sup>th</sup> grade:

Pull out 2:20-2:50 Tier One Reading Students

\*Students will take bags and you will dismiss them at the end of the day.

\*\*Please make sure you are pulling your groups out on time. I have attached the rotation schedule so you know what grade level you are with.

\*\*\*I have the list of students attached so you know who you have if you are pulling out.

## Den Time Specials Pullout rotation after 2:20 p.m.

Week	Grade -K	Grade- 1 <sup>st</sup>	Grade - 2 <sup>nd</sup>	Grade - 3 <sup>rd</sup>	Grade - 4 <sup>th</sup>
Aug.17-Oct. 2	Van Ingen	Scobee	Coach	Cason	Tipton
Oct.5- Nov. 20	Scobee	Coach	Cason	Tipton	Van Ingen
Nov. 23-Jan. 29	Coach	Cason	Tipton	Van Ingen	Scobee
Feb. 1-Mar. 18	Cason	Tipton	Van Ingen	Scobee	Coach
Mar.21-May 17	Tipton	VanIngen	Scobee	Coach	Cason

Tier 1 Instruction for all students

Universal Screening of Basic Skills

Grade Level Learners with Differentiation

Continually Monitor progress

Struggling Learners who have had  
No Previous Intervention  
Tier 2 Intervention A (Not effective)  
Tier 2 Intervention A & B (Not effective)

Tier 2 Intervention A  
With progress monitoring

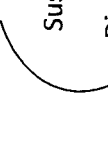
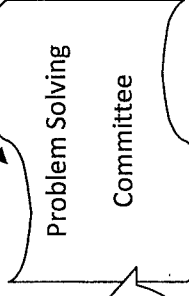
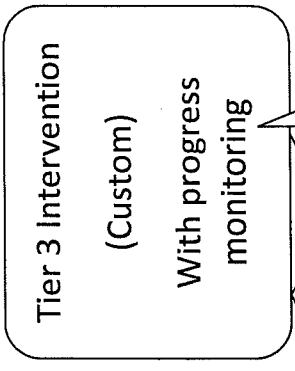
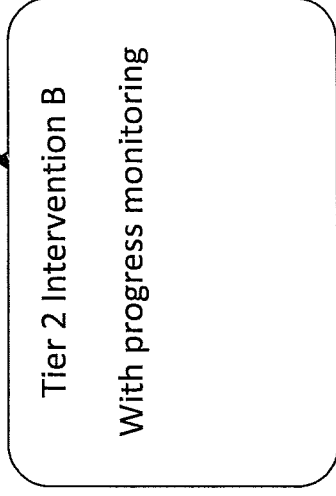
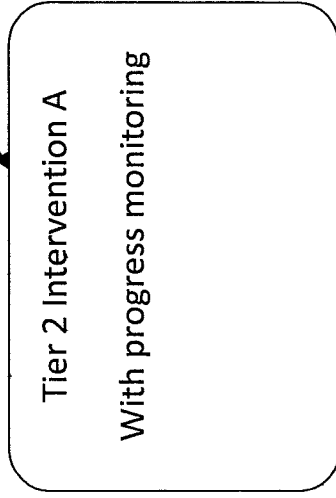
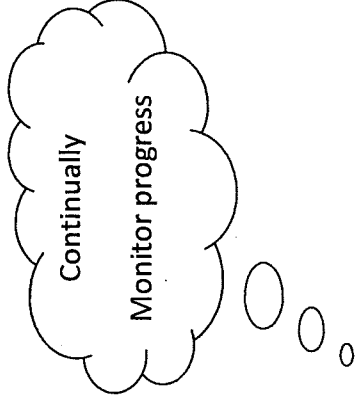
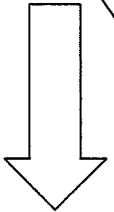
Tier 2 Intervention B  
With progress monitoring

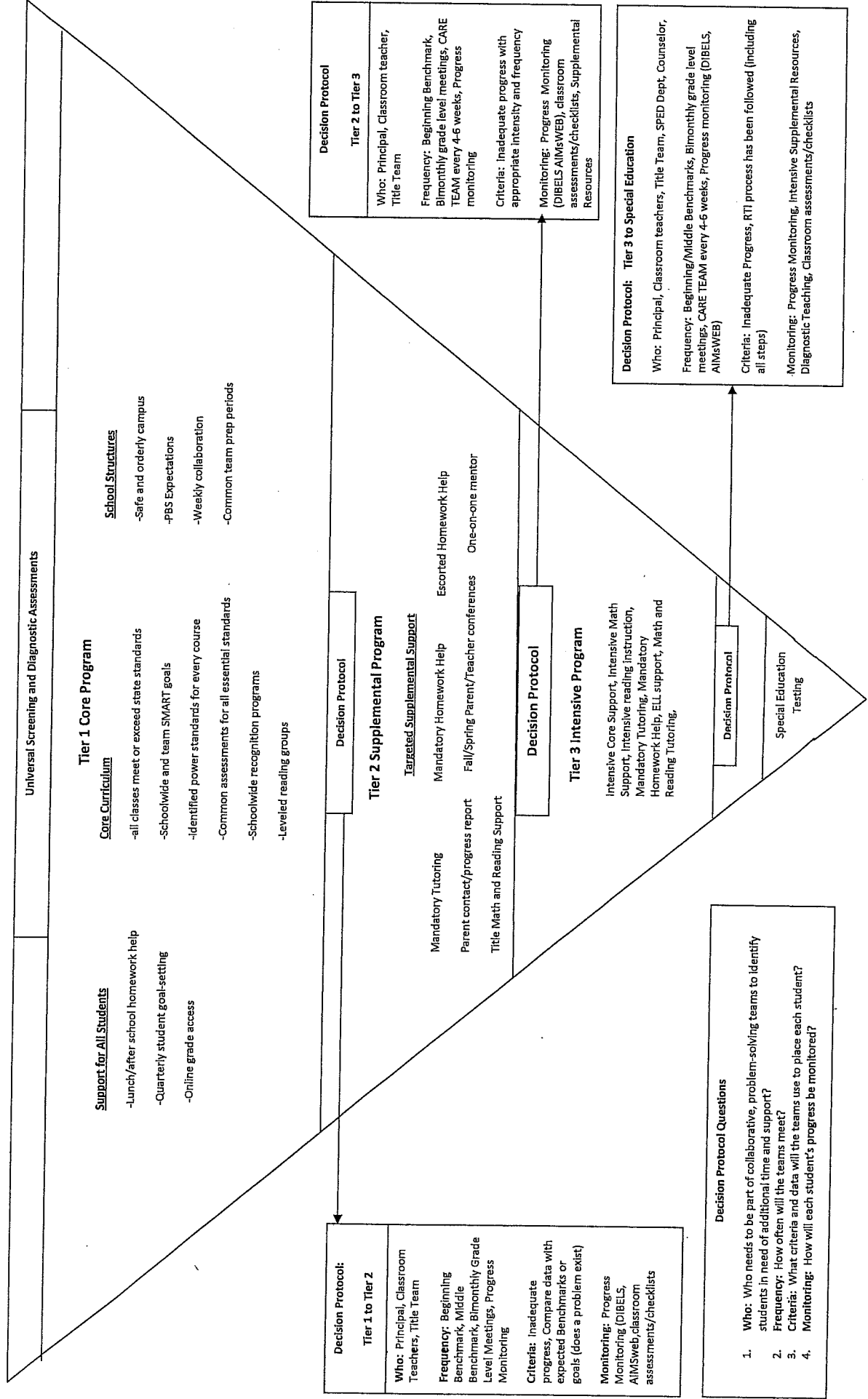
Tier 3 Intervention (Custom)  
With progress monitoring

Problem Solving Committee

Suspect Disability

Meet Exit Criteria





**Universal Screening and Diagnostic Assessments**

**Support for All Students**

- Lunch/after school homework help
- Quarterly student goal-setting
- Online grade access

**Tier 1 Core Program**

Core Curriculum

- all classes meet or exceed state standards
- Schoolwide and team SMART goals
- Identified power standards for every course
- Common assessments for all essential standards
- Schoolwide recognition programs
- Leveled reading groups

School Structures

- Safe and orderly campus
- PBS Expectations
- Weekly collaboration
- Common team prep periods

**Decision Protocol:**  
**Tier 1 to Tier 2**  
**Who:** Principal, Classroom Teachers, Title Team  
**Frequency:** Beginning Benchmark, Middle Benchmark, Bimonthly Grade Level Meetings, Progress Monitoring  
**Criteria:** Inadequate progress, Compare data with expected Benchmarks or goals (does a problem exist)  
**Monitoring:** Progress Monitoring (DIBELS, AIMSweb, classroom assessments/checklists)

**Decision Protocol**  
**Tier 2 Supplemental Program**  
Targeted Supplemental Support  
 Mandatory Homework Help    Escorted Homework Help  
 Mandatory Tutoring            Parent contact/progress report    Fall/Spring Parent/Teacher conferences    One-on-one mentor  
 Title Math and Reading Support

**Decision Protocol**  
**Tier 2 to Tier 3**  
**Who:** Principal, Classroom teacher, Title Team  
**Frequency:** Beginning Benchmark, Bimonthly grade level meetings, CARE TEAM every 4-6 weeks, Progress monitoring  
**Criteria:** Inadequate progress with appropriate intensity and frequency  
**Monitoring:** Progress Monitoring (DIBELS AIMSweb), classroom assessments/checklists, Supplemental Resources

**Decision Protocol**  
**Tier 3 Intensive Program**

Intensive Core Support, Intensive Math Support, Intensive reading instruction, Mandatory Tutoring, Mandatory Homework Help, ELL support, Math and Reading Tutoring.

**Decision Protocol: Tier 3 to Special Education**  
**Who:** Principal, Classroom teachers, Title Team, SPED Dept, Counselor,  
**Frequency:** Beginning/Middle Benchmarks, Bimonthly grade level meetings, CARE TEAM every 4-6 weeks, Progress monitoring (DIBELS, AIMSWEB)  
**Criteria:** Inadequate Progress, RTI process has been followed (including all steps)  
**Monitoring:** Progress Monitoring, Intensive Supplemental Resources, Diagnostic Teaching, Classroom assessments/checklists

**Decision Protocol Questions**

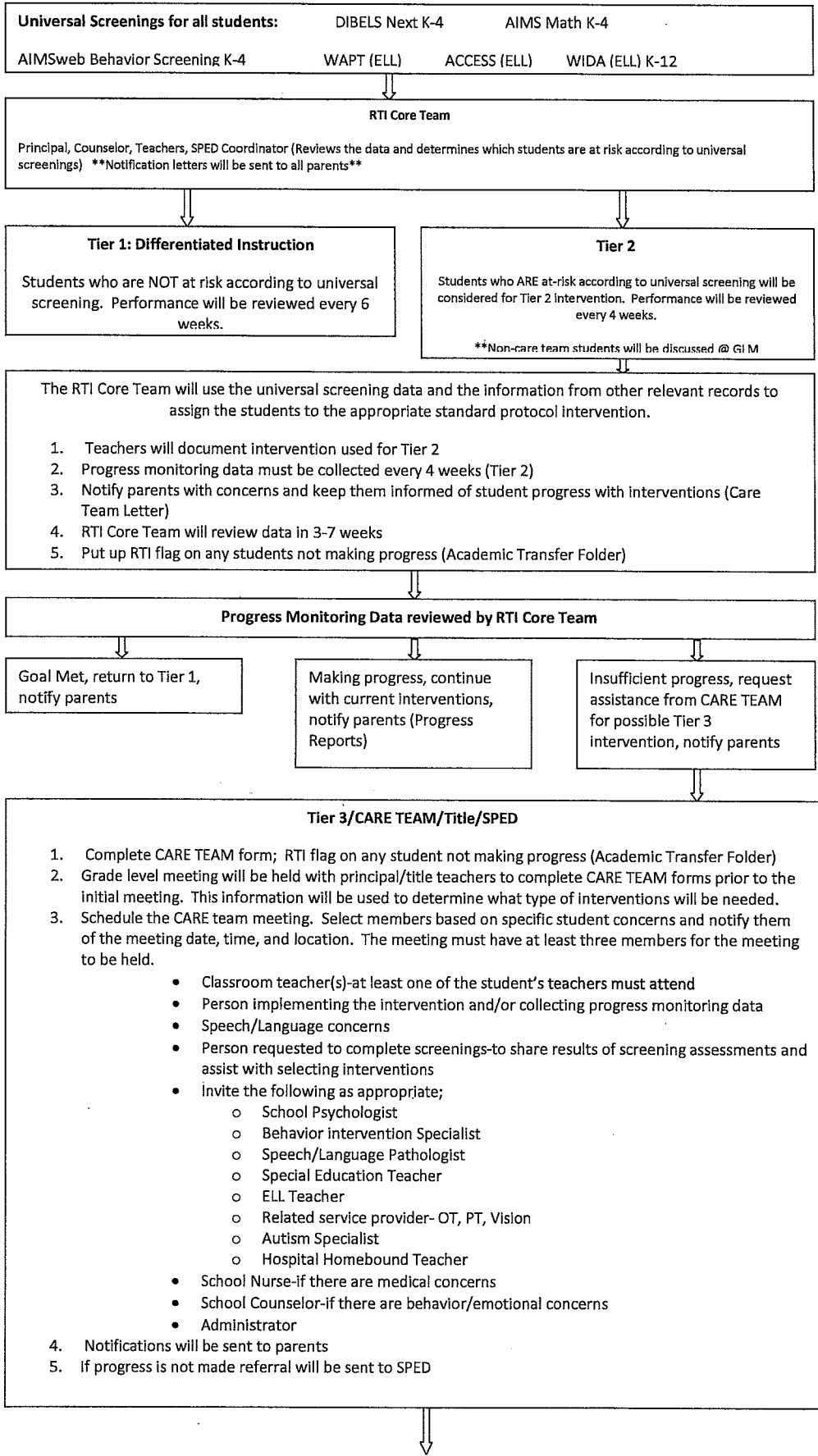
1. Who needs to be part of collaborative, problem-solving teams to identify students in need of additional time and support?
2. Frequency: How often will the teams meet?
3. Criteria: What criteria and data will the teams use to place each student?
4. Monitoring: How will each student's progress be monitored?

**Decision Protocol**

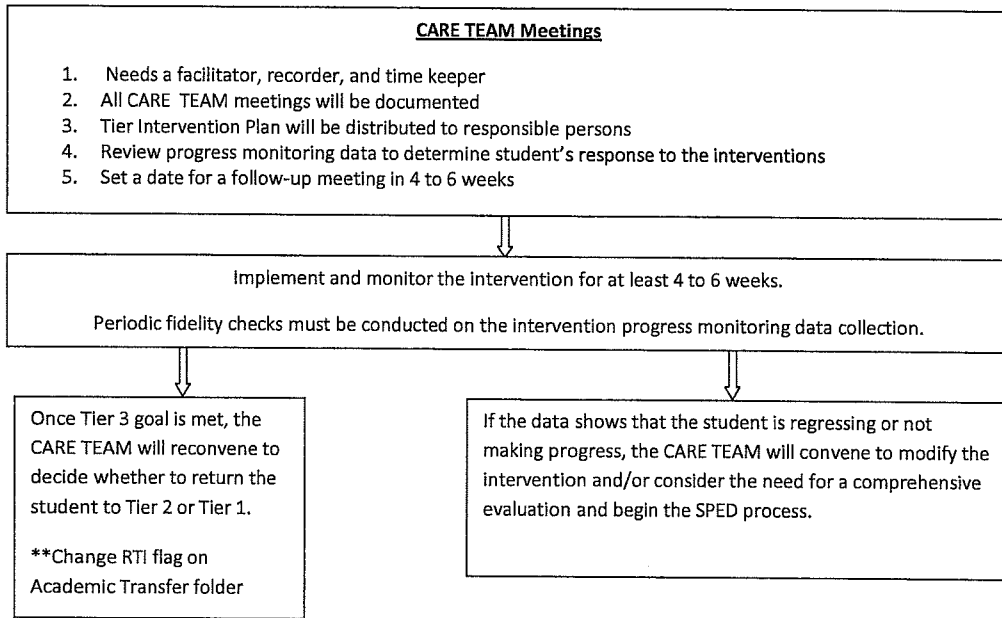
Special Education Testing



Milan C-2 Elementary RTI Flow Chart



Milan C-2 Elementary RTI Flow Chart



## Math K-4 Learning Targets

### Kindergarten

1. Identify and describe 2D and 3D shapes.
2. Know number names (within 20) count and sequence numbers to (100).
3. Add and subtract fluently within 5.
4. Count to tell how many objects are in a set (up to 20) in any given arrangement.
5. Compare numbers (presented as written numbers, sets of objects as greater than, less than and equal to).

### 1<sup>st</sup> Grade

1. I will be able to use mental strategies to develop fluency of addition and subtraction for sums up to 20.
2. I will be able to read, write, count and compare whole numbers less than 120.
3. I will be able to tell time to the nearest half hour.
4. I will be able to select the appropriate measurement tool for the item being measured.
5. I will be able to recognize  $\frac{1}{2}$  and  $\frac{1}{4}$  of a shape and also use the phrase half of, fourth, of, quarter of. I will be able to model flips and recognize shapes that have symmetry.

### 2<sup>nd</sup> Grade

1. Verbally recall math facts quickly and correctly (answers to 20)
2. Tell and write time to the nearest 5 minutes (using am and pm)
3. Read, write, and compare numbers to 1000
4. Describe / extend number and shape patterns
5. Recognize and recall the value of a penny, nickel, dime, quarter, and half-dollar.

### 3<sup>rd</sup> Grade

1. Solve multiplication and division problems and identify facts from (0-10).
2. Solve addition and subtraction word problems.
3. Identify patterns and geometric shapes.
4. Make change from \$10.00.
5. Round to the nearest ten and hundred and estimate the sum and difference.

### 4<sup>th</sup> Grade

1. Solve word problems using any operation
2. Describe and extend patterns
3. Estimate whole numbers by adding, subtracting and multiplying
4. Change back from 10 (subtracting across zeros)
5. Fluency of basic facts

## ELA K-4 Learning Targets

### **Kindergarten**

1. Understand basic features of print.
2. Understand spoken words, syllables, and sounds.
3. Apply decoding skills.
4. Read text with fluency.
5. Speak audibly and express thoughts, feelings, and ideas clearly.

### **1<sup>st</sup> Grade**

1. I will know and apply grade-level phonics and word analysis skills in decoding words. I will demonstrate understanding of spoken words, syllables, and sounds.
2. I will read with accuracy and fluency to support comprehension.
3. I will retell stories including key details, demonstrate understanding, and identify the main idea or topic in fiction and non-fiction text.
4. I will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
5. I will write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

### **2<sup>nd</sup> Grade**

1. Apply pre and post reading skills to better understand the text.
2. Compare and contrast different versions of stories and story elements.
3. Develop vocabulary by reading, listening, and discussing unknown words.
4. Make and describe connections using materials that student reads.
5. Read fluently and accurately using expression when reading for comprehension.

### **3<sup>rd</sup> Grade**

1. Identify the authors purpose in a written text.
2. Determine the meanings of words using root words, pre/suffixes, synonyms and antonyms, context clues, dictionaries and glossaries.
3. I will utilize comprehension strategies with a fiction and non-fiction text (cause/effect, compare and contrast, sequence and main idea and details).
4. I will decode and say unknown words.
5. I will identify and explain sensory details and figurative language in text.

### **4<sup>th</sup> Grade**

1. Use details and examples from text to make predictions and inferences.
2. Write complete sentences with vocabulary words (context clues).
3. Write a topic sentence with several supporting details
4. Identify and explain the narrative elements in literary text.
5. Describe and explain ideas, concepts, and events in informational text.

# Kindergarten ELA

Power Standard	Description	Quarter Introduced	Quarter Mastery Expected	Notes about Assessment
1	Print Concepts	1	4	
2	Understand basic features of print Phonological Awareness Understand spoken words, syllables, and sounds (Phonemes)	1	4	
3	Phonics and Word Recognition Apply decoding skills	1	4	
4	Fluency Read text with fluency	1	4	
5	I will write using different text types and purposes (opinion, informative/explanatory, narrative)	1	4	
6	I will participate in collaborative conversations about kindergarten topics and texts	1	4	
7	I will follow rules for classroom discussions	1	4	
8	I will ask and answer questions to seek help and get information, or clarify something that is not understood	1	4	
9	Describe familiar people, places, things, and events providing detail	1	4	

10	I will speak audibly and express thoughts, feelings, and ideas clearly	1	4	
11	Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking	1	4	
12	Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	1	4	
13	Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content	1	4	
14	Students will explore word relationships and nuances in word meanings.1	1	4	
15	Students will use words and phrases acquired through conversations, reading and being read to, and responding to texts	1	4	

# Kindergarten Math

Power Standard	Description	Quarter Introduced	Quarter Mastery Expected	Notes about Assessment
1	Know number names and the count sequence	1	4	
2	Count to tell the number of objects	1	4	
3	Compare numbers	2	4	
4	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	2	4	
5	Work with numbers 11-19 to gain foundations for place value	2	4	
6	Describe and compare measurable attributes	1	4	
7	Classify objects and count the number of objects in each category	1	4	
8	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, and spheres)	1	4	
9	Analyze, compare, create, and compose shapes	2	4	

# English Language Arts Power Standards

## First Grade

Common Core	Reading Standards for Literature and Informational Text
RL.1.1 RI 1.1 RL 1.2 RI 1.2 RL 1.3 RI 1.3	1. I will retell stories including key details, demonstrate understanding, and identify the main idea or topic in fiction and non-fiction text.
RL 1.4 RI 1.8 RL 1.5 RI 1.5 RL 1.6	2. I will identify sensory details, text features, the point of view of the text, and the type of text fiction or non-fiction.
RL1.7 RI 1.7 RL 1.9 RI 1.6 RL 1.10 RI 1.10	3. I will compare and contrast the adventures and experiences of characters in fiction text by using illustrations or picture and details in the story or text at a first grade level.
RI 1.4	4. I will ask and answer questions to help determine and clarify meaning of words and phrases.
RI 1.9	5. I will identify basic similarities in and differences between two texts on the same topic
	<b>Reading Standards: Foundational Skills</b>
RF 1.1	6. I will demonstrate understanding of the organization and basic features of print.
RF 1.2	7. I will demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF 1.3	8. I will know and apply grade-level phonics and word analysis skills in decoding words. I will demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF 1.4	9. I will read with accuracy and fluency to support comprehension.
	<b>Writing Standards</b>
W.1.1	10. I will write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.2	11. I will write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.3	12. I will write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W 1.5 W 1.6	13. I will focus on a topic, respond to questions and suggestions from peers, add details, use a variety of digital tools, to produce and publish writing with help.
W 1.7	14. I will participate in a shared research and writing projects, recall



W 1.8	information from experiences or gathered information, to answer questions.
	<b>Speaking and Listening Standards</b>
SL 1.1	15. I will participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL 1.2 SL 1.3	16. I will ask and answer question about key details from a text read aloud, information presented orally or through other media to clarify something that is not understood.
SL 1.4 SL 1.5	17. I will describe people, places, things, and events with detail, expressing ideas and feelings clearly, and add illustrations.
	<b>Language Standards</b>
L 1.1	18. I will demonstrate understanding of the conventions of Standard English grammar and usage when writing or speaking.
L1.2	19. I will demonstrate understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing.
L 1.4	20. I will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
L.1.5	21. I will with guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
L.1.6	22. I will use words and phrases acquired through conversations, reading and being read to, and responding to texts

## Math Power Standards First Grade

Common Core	Power Standard
1.NBT.1	1) I will be able to read, write, count and compare whole numbers less than 120.
1.G.3	2) I will be able to recognize $\frac{1}{2}$ and $\frac{1}{4}$ of a shape and also use the phrase half of, fourth, of, quarter of. I will be able to model flips and recognize shapes that have symmetry.
1.O.A.1 1.O.A.2 1.O.A.6	3) I will be able to put together and take apart numbers up to 20.
1.NBT.1	4) I will be able to skip count by 2's, 5's, and 10's to 100.
1.O.A.1 1.O.A.2 1.O.A.4 1.O.A.5	5) I will be able to use pictures to represent a situation involving addition or subtraction and be able to compose a number sentence.
1.O.A.1 1.O.A.2 1.O.A.4 1.O.A.5 1.O.A.6	6) I will be able to use mental strategies to develop fluency of addition and subtraction for sums up to 20.
1.O.A.3	7) I will be able to apply the commutative and associative properties of addition.
1.G.1 1.G.2	8) I will be able to identify, name, and describe 2- and 3-dimensional shapes.
1.MD.2	9) I will be able to select the appropriate measurement tool for the item being measured.
1.MD.3	10) I will be able to tell time to the nearest half hour.
1.MD.4	11) I will be able to ask questions, gather data, and represent data using pictures and bar graphs.
1.G.1	12) I will be able to sort items according to their attributes.
1.OA.6 1.OA.7 1.OA.8	13) I will solve word problems that call for addition and subtraction of three whole numbers whose sum is less than or equal to 20.
1.NBT.2 1.NBT.3 1.NBT.4 1.NBT.6	14) I will understand and use place value to solve problems including ones, tens, and hundreds place.
1.MD.1	15) I will be able to put at least three objects in order by length and compare.
1.NBT.5	16) I will mentally find 10 more or 10 less than any two digit numbers.

2<sup>nd</sup> Grade Report Card (English Language Arts)

Common Core	Power Standard	Description	Quarter Introduced	Quarter Mastery Expected
RL2.2	5	Apply post-reading skills including fables, folktales, and poetry	1 <sup>st</sup>	4 <sup>th</sup>
RL2.3	4	Apply pre-reading skills to better understand text	1 <sup>st</sup>	4 <sup>th</sup>
RL2.4	7	Identify words that rhyme, have rhythm or alliteration in stories, poems and songs	1 <sup>st</sup>	4 <sup>th</sup>
RL2.7	8	Use textbook to locate and find information	1 <sup>st</sup>	4 <sup>th</sup>
RL2.9	6	Compare/contrast two or more versions of the same story	1 <sup>st</sup>	4 <sup>th</sup>
RL2.10	2	Read fluently and accurately using expression when reading for comprehension	1 <sup>st</sup>	4 <sup>th</sup>
RL2.3	6	Make and describe the connections using materials that student reads	1 <sup>st</sup>	4 <sup>th</sup>
RL2.4	3	Develop vocabulary by reading, listening to, and discussing unknown words	1 <sup>st</sup>	4 <sup>th</sup>

2<sup>nd</sup> Grade Report Card (Math)

Common Core	Power Standard	Description	Quarter Introduced	Quarter Mastery Expected
2NBT	1	Read, write, and compare number to 1000	1st	4th
2NBT	1	Skip count by 5, 10, 100, and even/odd numbers	1st	4th
2NBT4	1	Read and write numbers to expanded form	2nd	4th
2G	2	Create and recognize $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ , and $\frac{1}{8}$ within a shape using lines of symmetry	1st	4th
2NBT	3	Use place value and facts to put numbers together and take numbers apart	1st	4th
2OA1	5	Adding and subtracting two digit numbers using regrouping	2nd	4th
2OA1	6	Estimating answers to addition and subtraction problems	2nd	4th
2OA1	7	Verbally recalling math facts quickly and correctly up to 20	1st	4th
2OA1, 2OA3, 2MD5	8	Solving problems using drawings and equations	1st	4th

	9	Describe and extend number and shape patterns	1st	4th
2MD9	10	Locate points, read and interpret information from graphs and coordinate maps	4th	4th
		Identify, name, and describe two and three dimensional shapes	4th	4th
2MD7	13	Tell and write time to the nearest 5 minutes using "am" and "pm"	3rd	4th
2MD8	13	Recognize and recall the value of a penny, nickel, dime, quarter, and a half dollar	1st	3rd

## Common Core Power Standards for 3<sup>rd</sup> Grade English Language Arts

### Reading Literature

1. I will determine the meanings of words using root words, prefixes and suffixes, synonyms and antonym, context clues, dictionaries, and glossaries.
2. After reading, I will utilize comprehension strategies with the text (fiction and nonfiction) (Cause/ Effect, Compare/Contrast, Sequence, Authors Purpose, Main Idea and Details)
3. I will identify and explain examples of sensory details, sound devices, and figurative language in text.
4. I can use text to locate information (illustrations, title, chapter headings, table of contents, index, charts, diagrams, graphs, captions, maps, glossary and dictionary).
5. I can identify and distinguish own point of view from that of a narrator or character.
6. I will recognize special text features: (fiction, poetry, drams, nonfiction, newspaper articles, diaries, folktales and fables).
7. I will describe characters in a story and explain how the action contributes to sequence of events.

### Reading Information

1. I will decode (say) unknown words.
2. After reading, I will utilize comprehension strategies with the text (fiction and nonfiction)
3. I can use text to locate information (illustrations, title, chapter headings, table of contents, index, charts, diagrams, graphs, captions, maps, glossary and dictionary).
4. I can identify and distinguish own point of view from that of a narrator or character.
5. I will recognize special text features: (fiction, poetry, drams, nonfiction, newspaper articles, diaries, folktales and fables).

### Reading Foundational Skills

1. I will decode (say) unknown words.
2. I will determine the meanings of words using root words, prefixes and suffixes, synonyms and antonym, context clues, dictionaries, and glossaries.
3. I will demonstrate fluency with accuracy.
4. I will recognize special text features: (fiction, poetry, drams, nonfiction, newspaper articles, diaries, folktales and fables).

### Writing

1. I will write opinion pieces on topics or texts to support my point of view.
2. I will write informative/explanatory texts to examine a topic and convey ideas and information clearly.
3. I will write narratives to develop real or imagines experiences or events using effective technique descriptive details and clear sequencing.
4. I will use technology to produce and publish writing.
5. I will conduct short research projects that build knowledge about a topic.
6. I will recall information form experiences or gather information from print and digital sources.

### Speaking and Listening

1. I will engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others ideas and expressing my own clearly.
2. I will determine main ideas and supporting details of a text read aloud or information presented including visually, quantitatively and orally.
3. I will ask and answer questions about information from a speaker.

4. I will report on a topic or text, tell a story or recount an experience speaking clearly and at an understandable pace.
5. I will create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace.

#### Language

1. I will demonstrate command of the conventions of standard English and usage when writing and speaking.
2. I will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. I will use knowledge of language and its conventions when writing, speaking, reading and listening.
4. I will determine or clarify the meaning of unknown and multiple-meaning word and phrases.
5. I will demonstrate understanding of word relationships and nuances in word meanings.
6. I will acquire and use accurately grade appropriate conversational, general academic and domain specific words and phrases, including those that signal spatial and temporal relationships.



## Common Core Power Standards for 3<sup>rd</sup> Grade Math

### Number and Operations in Base Ten

Use place value and understanding and properties of operations to perform multi-digit arithmetic.

### Numbers and Operations – Fractions

Develop understanding of fractions as numbers.

### Operations and Algebraic Thinking

Represents and solve problems involving multiplication and division.

Understand properties of multiplication and the relationship between multiplication and division.

Multiply and divide within 100.

Solve problems involving the four operations and identify and explain patterns in arithmetic.

### Geometry

Reason with shapes and their attributes.

### Measurement and Data

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

Represent and interpret data.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

## 4<sup>th</sup> Grade English Language Arts Power Standards

### Reading

1. I can recognize words and determine its meaning using syllabication patterns, roots, affixes, synonyms, antonyms, context clues and reference books. (RF3, L4a, b,c, L5c)
2. I can use details and examples from text to make predictions and inferences. (RL1, RI1)
3. I can summarize text accurately. (RL2, RI2)
4. I can determine and explain the main idea and supporting details (evidence) of a text. (fact/opinion, author's purpose) (RI 2, RI8)
5. I can compare and contrast texts written in first person point of view (first hand account) and third person point of view (secondhand account). (RL6, RI6)
6. I can interpret text features and explain how it adds meaning to a text. (RI7)
7. I can describe the structure of an informational text (historical, scientific or technical text) and explain events, ideas, and concepts including what happened and why. (RI3,5)
8. I can write or speak about a topic using information gathered from two texts. (RI9)
9. I can describe setting, character traits (thoughts, words and actions), problems, solutions and story events in a given text. (RL3)
10. I can determine the meaning of words and phrases including figurative language and in reference to significant mythological characters. (RL4, L 5a, b)
11. I can explain the main differences between poems, dramas (plays) and narratives. (RL5)
12. I can make connections between text and a visual or oral presentation. (RL7)
13. I can compare and contrast themes, topics (good versus evil) and patterns of events (quests) in different texts. (RL2, 9)
14. I can read with expression grade level text with accuracy and comprehension. (RFa, b, and c)

### Writing and Language

1. I can write opinion pieces with a clear point of view (topic), evidence (reasons) and a conclusion relating to the opinion. (W1, 8, 9b)
2. I can write informative/explanatory pieces with a clear topic, relevant details and vocabulary (facts, definitions, etc.) using information from different texts and a conclusion relating to the topic. (W2, 7, 8)
3. I can write narratives (from experiences or imagination) with characters, descriptions, sequence of events (with problem) and conclusion (solution). (W3, 8, 9a).
4. I can use the steps of the writing process (pre-writing, editing and revising and publishing). (W4-6)
5. I can apply the conventions of Standard English grammar when writing or speaking. (L1)
6. I can apply the conventions of Standard English capitalization, punctuation, and spelling when writing. (L2)
7. I can understand when it is appropriate to speak and write formally and informally. (SL6.L 3)
8. I can use vocabulary words in a variety of situations. (L6)

### Speaking and Listening

1. I can effectively participate in one-on-one, group and teacher-led discussions. (SL1)
2. I can add audio and visual components to my presentation. (SL5)
3. I can paraphrase information clearly either from conversations or from written text using appropriate facts and details. (SL2, 3, 4)

## Common Core Power Standards for 4<sup>th</sup> grade Math

### Operations and Algebraic Thinking

1. I can use the four operations with whole numbers to solve problems.
2. I can determine the factors and multiples of a given number less than 100.
3. I can generate, analyze and explain patterns.

### Number and Operations in Base Ten

4. I can recognize, round and compare whole numbers.

### Number and Operations - Fractions

5. I can compare fractions.
6. I can add, subtract, multiply, and solve word problems with fractions.
7. I can write decimals as fractions and compare them.

### Measurement

8. I can convert from one unit to another within a system of measurement.
9. I can apply the area and perimeter formulas for rectangles.
10. I can recognize and measure angles within geometric shapes.
11. I can create and interpret a line plot.

### Geometry

12. I can draw, identify, and classify shapes by properties of their lines and angles.

2/6/2013

# Dates of Progress Folder and Deficiencies 2015-2016

## Midterm Deficiencies

	Midterm	Deficiencies due to the office by 3:30	Deficiencies mailed home
<b>1<sup>st</sup> Quarter</b>	<b>September 18, 2015</b>	<b>September 21, 2015</b>	<b>September 22, 2015</b>
<b>2<sup>nd</sup> Quarter</b>	<b>November 20, 2015</b>	<b>November 23, 2015</b>	<b>November 24, 2015</b>
<b>3<sup>rd</sup> Quarter</b>	<b>February 5, 2016</b>	<b>February 8, 2016</b>	<b>February 9, 2016</b>
<b>4<sup>th</sup> Quarter</b>	<b>April 15, 2016</b>	<b>April 18, 2016</b>	<b>April 19, 2016</b>

## End of Quarter

	End of Quarter	Grades due to the office by 3:30	Conferences/Mailing of Grade Cards
<b>1<sup>st</sup> Quarter</b>	<b>October 16, 2015</b>	<b>October 19, 2015</b>	<b>October 22, 2015</b>
<b>2<sup>nd</sup> Quarter</b>	<b>December 18, 2015</b>	<b>January 5, 2015</b>	<b>January 8, 2015</b>
<b>3<sup>rd</sup> Quarter</b>	<b>March 4, 2016</b>	<b>March 7, 2016</b>	<b>March 10, 2016</b>
<b>4<sup>th</sup> Quarter</b>	<b>May 17, 2016</b>	<b>May 18, 2016</b>	<b>May 19, 2016</b>

## Progress Reports Sent Home

<b>1<sup>st</sup> Quarter</b>	<b>September 4, 2015</b>	<b>September 18, 2015</b>	<b>October 2, 2015</b>
<b>2<sup>nd</sup> Quarter</b>	<b>November 6, 2015</b>	<b>November 20, 2015</b>	<b>December 4, 2015</b>
<b>3<sup>rd</sup> Quarter</b>	<b>January 22, 2016</b>	<b>February 5, 2016</b>	<b>February 19, 2016</b>
<b>4<sup>th</sup> Quarter</b>	<b>March 24, 2016</b>	<b>April 15, 2016</b>	<b>May 6, 2016</b>

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

STAR score is \_\_\_\_\_ Goal is \_\_\_\_\_

DIBELS score is \_\_\_\_\_ Goal is \_\_\_\_\_

Evaluate/Acuity score in Comm. Arts is \_\_\_\_\_ Goal is \_\_\_\_\_

Evaluate/Acuity score in Math is \_\_\_\_\_ Goal is \_\_\_\_\_

AR points are \_\_\_\_\_ Total needed is \_\_\_\_\_

\*This Student Data Sheet will come home with Midterm and Quarter Grades.

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

STAR score is \_\_\_\_\_ Goal is \_\_\_\_\_

DIBELS score is \_\_\_\_\_ Goal is \_\_\_\_\_

Evaluate/Acuity score in Comm. Arts is \_\_\_\_\_ Goal is \_\_\_\_\_

Evaluate/Acuity score in Math is \_\_\_\_\_ Goal is \_\_\_\_\_

AR points are \_\_\_\_\_ Total needed is \_\_\_\_\_

\*This Student Data Sheet will come home with Midterm and Quarter Grades.

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

STAR score is \_\_\_\_\_ Goal is \_\_\_\_\_

DIBELS score is \_\_\_\_\_ Goal is \_\_\_\_\_

Evaluate/Acuity score in Comm. Arts is \_\_\_\_\_ Goal is \_\_\_\_\_

Evaluate/Acuity score in Math is \_\_\_\_\_ Goal is \_\_\_\_\_

AR points are \_\_\_\_\_ Total needed is \_\_\_\_\_

\*This Student Data Sheet will come home with Midterm and Quarter Grades.

## I. Purpose:

Homework contributes toward building responsibility, self-discipline and lifelong learning habits. It is the intention of the Milan C-2 Elementary School staff to assign relevant, meaningful homework assignments that reinforce classroom learning objectives. Homework should provide students with the opportunity to apply information they have learned, complete unfinished class assignments, and develop independence. Homework grades are modified based on students' individual needs (i.e. ELL, IEP, 504 Plans).

### Homework assignments include:

- Practice exercises to follow classroom instruction
- Review of various skills and concepts to prepare for assessments
- Extension assignments to transfer new skills or concepts to new situations
- Creative activities to integrate many skills toward the production of a response or product.

## III. Major Projects

Major Projects include research reports, book reports, major essays, and other assignments teachers designate as major projects. Work on these projects may exceed the maximum minutes per night. However, time may be given in class over several school days.

## IV. Missing/Late Work Policies

Students are expected to turn work in on time. Students who turn in late assignments on a consistent basis may receive any of the following based upon individual teacher discretion or grade level policy:

- communication with parents
- after school detention
- missed reward activity
- working lunch
- attend homework helper
- working recess
- study session
- zeros may be entered for missing assignments on progress reports until assignments are completed.

Zeros are not permitted at Milan C-2 Elementary. The assigned work from the teacher will be completed. **ALL MILAN ELEMENTARY STUDENTS** are required to comply with the homework policy expectations and procedures.



## Homework Policy

### Milan C-2 Elementary School Homework Policy

*Guidelines for the Assignment of Homework and Responsibilities of Students, Staff, Parents, and Administration*

## II. Time

Actual time required to complete assignments will vary with each student's study habits, academic skills, and selected course load. **If your child uses class time wisely they will have very little homework.** If your child is spending an inordinate amount of time doing homework, you should contact your child's teachers. Students are encouraged to pursue non-assigned, independent, leisure reading.

### Average Nightly Homework and/or Unfinished Classroom Work Time Frames

Kindergarten - Short Homework Monday and Wednesday

First Grade - 10 Minutes per night (Monday-Thursday)

Second Grade - 20 Minutes per night (Monday-Thursday) \* Students may be required to spend time on the weekends for any long-term assignments and required reading.

Third Grade - 30 Minutes per night (Monday-Friday) \* Students may be required to spend time on the weekends for any long-term assignments and required reading.

Fourth Grade - 40 Minutes per night (Monday-Friday) \* Students may be required to spend time on the weekends for any long-term assignments and required reading.

\* **Suggested:** Up to 15 minutes of reading per night.

\*\*Actual time required to complete assignments will vary with each student's study habits, academic skill, selected course load and **unfinished class assignments.**

## Acuity

### K-12 College and Career Readiness Diagnostic Assessments Information

#### Diagnostic Assessment

- Grades K–2: six diagnostic forms for ELA and Math
- Grades 3–8: four diagnostic forms for ELA and Math
- High School:
  - ELA diagnostic forms aligned to English 1–4
  - Math diagnostic forms aligned to Algebra I, Geometry, and Algebra II
- Items fully rewritten to align to the new standards
- Item Authoring
- Custom Test Building
- Performance Task and Rubric Building
- Online, Paper-and-Pencil, Clickers, or Any Combination

#### Customized Assessments

- Create K–12 balanced assessments that accurately align to your pacing guides and curriculum to appropriately measure learning in your classroom.
- Create your own custom assessments for early learners by selecting items and length of assessment
- Provide intervention opportunities before it's too late
- Target specific small group or individual student instructional needs
- Develop national and state standard specific items that can be shared amongst administrators, and with your district

#### Performance Tasks

- Students need to be able to find, evaluate, synthesize, and use knowledge in new contexts, frame and solve non-routine problems, and produce research findings and solutions. With Acuity's K–12 Performance Tasks, educators can measure students' cognitive and reasoning skills as well as their ability to apply knowledge to solve realistic, meaningful problems, and use the results to target and improve instruction.

#### Reports

More than ever, districts need to measure student growth within a school year and over multiple school years to ensure every student is on course for college and a career. Used by more than 1,000 districts, Acuity includes a simple and intuitive standards-based reporting suite, helping districts of all sizes easily measure student achievement in alignment to the Common Core State Standards.

Track student progress and growth with Acuity's full suite of standards-based reports:

- Assessment Reports
- Cohort Group Reports
- Growth Reports
- Item Analysis Reports
- Longitudinal Reports
- Matrix Report (Class only)



- Portfolio Reports
- Roster & Summary Reports

#### Instructional Resources

- Having valid and reliable diagnostic insights for each student enables educators to pinpoint the instructional support that a student needs to learn and grow in alignment to the new college and career readiness standards. Acuity's Common Core-aligned instructional resources are instantly assignable based on real-time student assessment results. At the click of a button, educators can create a personalized, digital instructional resource plan for each student that will reinforce, remediate, and enrich Common Core skills learned in the classroom. Educators will have confidence that their students are receiving the right feedback at the right time, and can fine-tune their instruction and progress tracking at any-time.

Acuity combines interim assessments with digital learning activities that students enjoy and educators love to assign:

- Embedded instructional resources for English Language Arts and Mathematics
- Available for all skill levels in Grades K–12
- Over 2,000 Common Core-aligned digital instructional resources
- Easily assignable from Acuity standards-based assessment reports
- Supports individual, small group, or whole class instruction
- Integrated BrainPOP Jr.®, BrainPOP®, and BrainPOP Spanish® videos for Math, Reading, Science, and Social Studies
- A portion can be printed for off-line practice

#### Content Quality

- Real-world skills are at the center of the Common Core's college and career readiness standards. Students need to find, evaluate, synthesize, and use knowledge in new contexts, frame and solve non-routine problems, and produce research findings and solutions.
- The Acuity K–12 diagnostic assessments are grounded in CTB's experience with developing quality, research-based assessment items. In fact, with the Acuity K–12 interim assessment solution, districts will receive items that were developed using the same criteria, processes, and leadership guidance used when creating Smarter Balanced assessments. With Acuity's best-in-class items, students will learn the real-world skills that will be required of them in college and a career. And, to help students stay on course through their school years, educators will get the most accurate prediction of student mastery and growth in alignment to the new college and career readiness standards.
- CTB-developed items for Acuity include:

- Performance Tasks
- Technology-Enhanced (drag & drop, equation builder, etc.)
- Evidence-Based Selected Response
- Multiple Correct Answers
- Constructed-Response
- Extended Constructed-Response
- Multiple-Choice

#### Acuity CCR

- The Acuity College and Career Readiness (CCR) assessment solution, available for Grades 3–8, helps educators measure student growth and achievement in this new era of more rigorous standards.
- Providing educators unique and valuable standards-based reports, Acuity makes it easy to enrich classroom instruction, personalize learning, and track students' readiness for college and a career.

## Evaluate Notes

- ✓ Taken once a month
  - In ELA and Math 15-25 questions
- ✓ 1 hour assessment time
- ✓ Questions are next generation like MAP
- ✓ Have all students take practice test first week of January (5<sup>th</sup> -9<sup>th</sup>)
- ✓ Take real test week of Jan. 19<sup>th</sup>
- ✓ Look at test prior to giving it (teach mini lessons prior to test) then teach regular lessons later.
- ✓ PD evaluate results once a month and PBS once a month
- ✓ Teacher Resources
  - Companion Guide (contains quizzes can use for smart goals)
  - Connector lessons by DOK to use for teaching specific standards that are low
- ✓ Go over test questions as a class after they have taken the test
- ✓ Teachers need time to evaluate data and then plan to teach based on data.

STAR Quarter Goals for next year celebrations.  
Dates are on Yearly Calendar.

1<sup>st</sup> Quarter – on grade level

2<sup>nd</sup> Quarter – half way through grade level (.5)

3<sup>rd</sup> Quarter – toward end of grade level (.9)

4<sup>th</sup> Quarter – past current grade level (.3)

\*ELL/Sped are expected to make any gains to attend celebrations.

\*Students that improve by one grade level each quarter may attend quarterly celebrations as well.

**Kindergarten Benchmark Goals:**

**BOY:**

FSF: 10+

LNF: 29

**MOY:**

FSF: 30+

LNF: 52

PSF: 20+

NWF(CLS): 17+

**EOY:**

LNF: 62

NWF(CLS): 28+

**1st Grade Benchmark Goals:**

**BOY:**

PSF: 40+

NWF (CLS): 27

NWF(WWR): 1

**MOY:**

NWF (CLS): 43

NWF(WWR): 8

DORF: 23

**EOY:**

NWF(CLS): 58

NWF(WWR): 13

DORF: 47

**2nd Grade Benchmark Goals:**

**BOY:**

NWF (CLS): 54

NWF(WWR): 13

DORF: 52

**MOY:**

DORF: 72

**EOY:**

DORF: 87

**3<sup>rd</sup> Grade Benchmark Goals:**

**BOY:**

DORF: 70

**MOY:**

DORF: 86

**EOY:**

DORF: 100

**4<sup>th</sup> Grade Benchmark Goals:**

**BOY:**

DORF: 90

**MOY:**

DORF: 103

**EOY:**

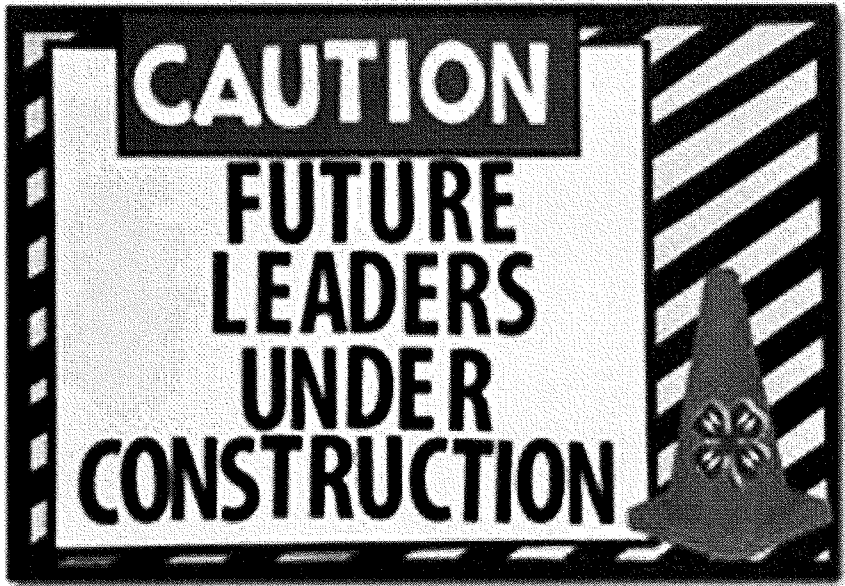
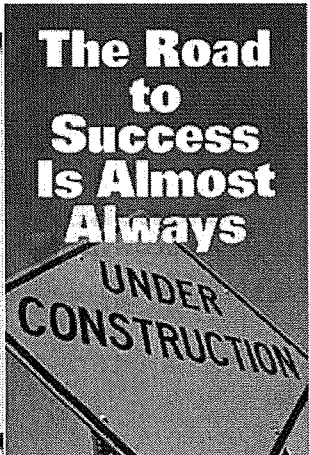
DORF: 115

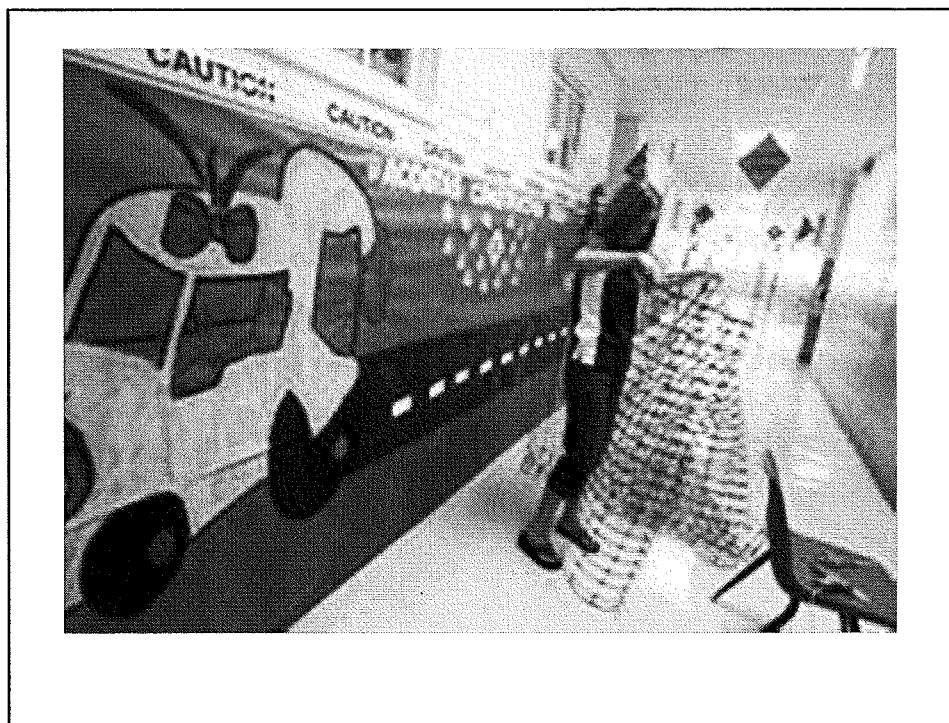
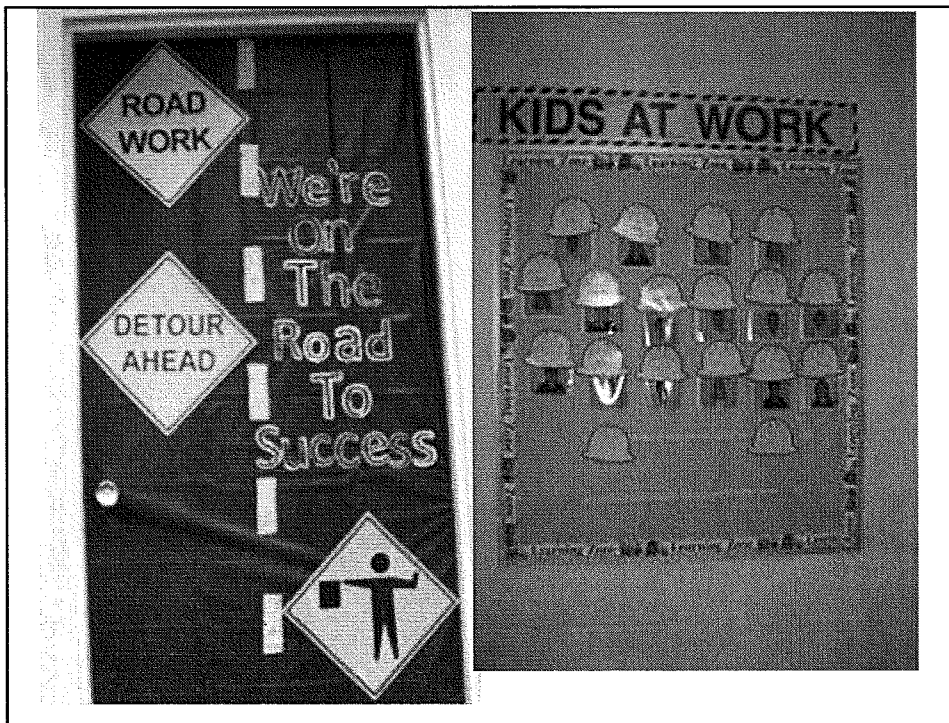
**BOY: Beginning of Year Benchmark Goal**

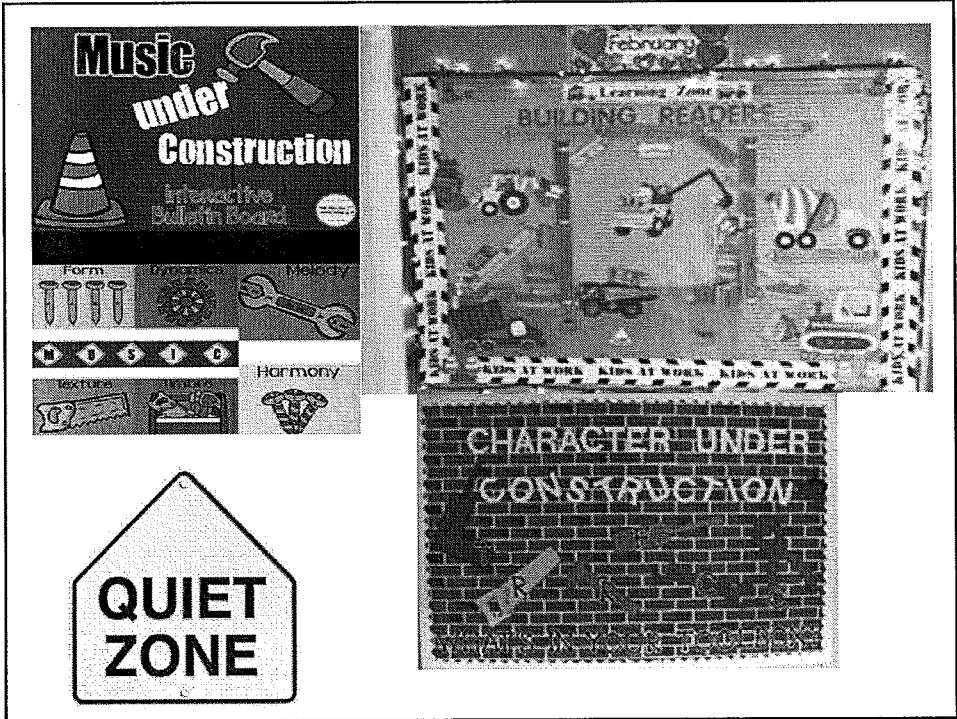
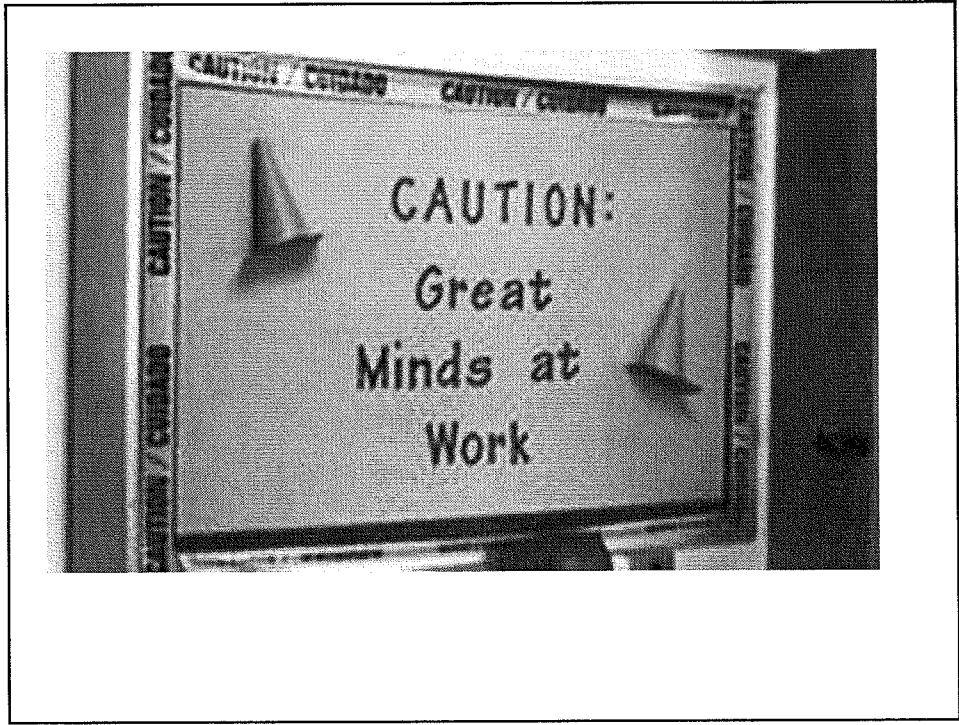
**MOY: Middle of Year Benchmark Goal**

**EOY: End of Year Benchmark Goal**

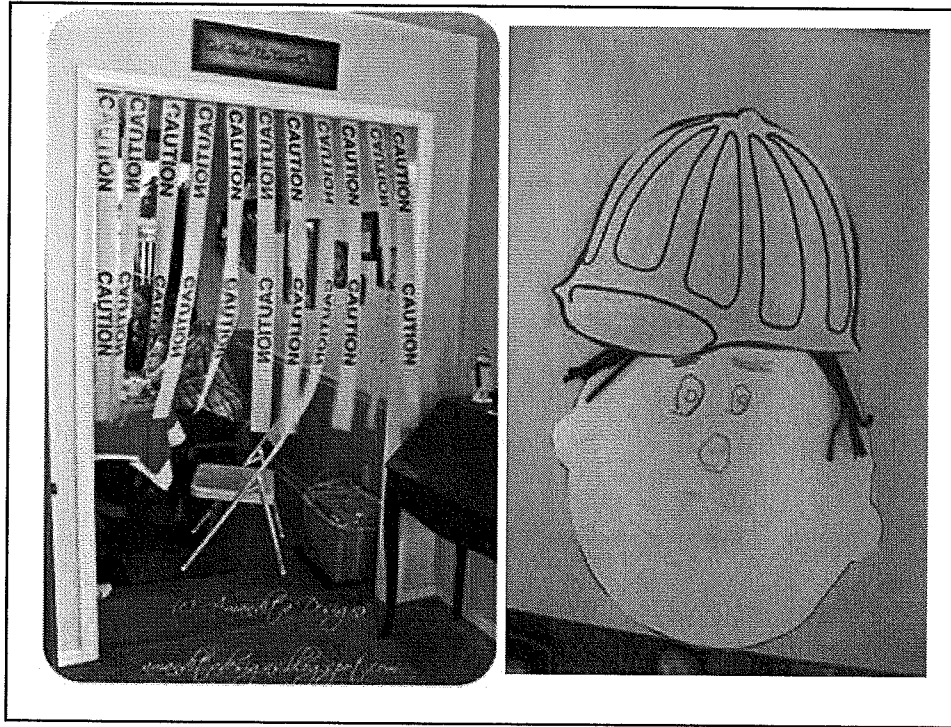
Kidstruction: Kids Hard At Work  
Students Under Construction











**DANGER**  
**HARD HAT**  
**AREA**

**Work Orders**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Milan C-2 Elementary Presents:  
**READ-A-PA-LOO-ZA!**

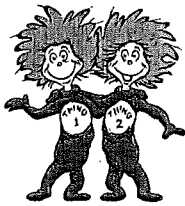
March 2<sup>nd</sup> - 6<sup>th</sup>

In honor of our annual Read-A-Thon, Milan Elementary will be celebrating all week long with Read-a-pa-loo-za activities. Each day during the week we will hold a new and fun reading activity. All grades from Pre-school to 6<sup>th</sup> grade are encouraged to participate!



Monday, March 2<sup>nd</sup> - Hooray, hooray for Dr. Seuss' Birthday!

Classrooms will pair up to read with one another.  
Wear stripes like the "Cat in the Hat"



Tuesday, March 3<sup>rd</sup> - Teacher's Favorite Book Storytime

Classroom teachers will share a book that is close to their heart!  
Dress like twins with a friend!

Wednesday, March 4<sup>th</sup> - Wacky Wednesday

Dress wacky like all of Dr. Seuss' characters!

Whoville Who-bilation in the library 5:00-6:30



Thursday, March 5<sup>th</sup> - Judging of Door/Bulletin Boards

Participants will be judged on their classroom door or bulletin board entries. The overall winner will get popcorn for their class on Friday.  
Class shirt day: K-green, 1<sup>st</sup>-red, 2<sup>nd</sup>-blue, 3<sup>rd</sup>-orange, 4<sup>th</sup>-yellow, 5<sup>th</sup>-pink, 6<sup>th</sup>-black



Friday, March 6<sup>th</sup> - Milan C-2 Annual Read-a-Thon

Guest readers will be sharing stories throughout the day!  
Wear your PJs



## Seating For Veterans Day

**Procedures** (reminders etc. . .)for the order in which the students should be when they are in the gym and on bleachers We will all sit on the south side of the gym as stated in previous memo that was sent out. With the hopes of less confusion, if you could sit like you have sat in past years (for the Christmas concerts etc. . .) Kindergarten on the first row of bleachers, 1<sup>st</sup> grade on the second row of bleachers, 2<sup>nd</sup> grade on the third row, 3<sup>rd</sup> grade on the fourth, and 4<sup>th</sup> on the top (back) row. **The most important thing that I am asking for**, if we could, is **First grade-** Mrs. Lyon's class be seated farthest from the stage on their row. **Second grade-** Mrs. Shifflet's class also be seated farthest from the stage on their row. **Third grade-** Miss Stevens's class be seated farthest from the stage on their row. **Fourth grade-** Miss Huwe's class be seated farthest from the stage on their row. (These classes be last or furthest from the stage by their grade level)

**By class** -Kindergarten order is as follows: Mrs. Richardson's class sitting closest to the stage (west), followed by Ms. Furnish then Mrs. Pickering.

**1<sup>st</sup> grade** order is Miss Servi, class sitting closest to the stage (west), followed by Mrs. Hayes, then Mrs. Lyon.

**2<sup>nd</sup> grade** order is Mrs. Jaques's class sitting closest to the stage (west), followed by Ms. Vreeland, then Mrs. Shifflet's class.

**3<sup>rd</sup> grade** order is Miss Telge's class sitting closest to the stage (west), followed by Mr. Roney's then Miss Steven's class.

**4<sup>th</sup> grade** order is Mrs. Schoonover's class sitting closest to the stage (west), followed by Mrs. Sweitzer's class, then Miss Huwe's.

ALL classes do not have to be in music order (alphabetical) for this program, (unlike the Christmas program.

If you have any questions, please contact me. Suggestions are very welcome!!

I hope that this is not an inconvenience for you! I appreciate you!

Thank you so much,

Tim Cason  
ext. 1405

## ***The Christmas Program Rehearsal Schedule***

Hello everyone!

I hope that everyone will have a wonderful Thanksgiving and break. Christmas season is here whether we are ready or not. The students have put me in the spirit of things and it is exciting to see them rejoice in the simple things of life. They are gearing up, that's for sure. If you have opportunities in your classroom I would greatly appreciate it if you let your students hear their Christmas program music. They are shaky on the few songs and **this will help a lot**, thank you! Next week is the program (believe it or not???)

Our program procedures will be mostly the same, as it has in the past years, with a few changes because of my classroom being a little too small to handle everyone.

*Monday and Tuesday* all special's classes will meet in the *Elementary tech lab* **during your specials time.**

*Wednesday and Thursday* specials will be in the *Gym* during specials time to establish seating and risers procedures with a final dress rehearsal on Thursday at 1:15pm. We will rap everything around 2:45 so that you can be back to your rooms by three o'clock. I am asking students to be in their classrooms on the night of the program (Thursday December 4<sup>th</sup>) at 6pm for their 6:30 concert.

**Procedures** (reminders etc. . .) if possible please be seated in the same order as Veterans day. This order will help the students get on the risers with less confusion. We will all sit on the south side of the gym. Kindergarten on the first row of bleachers, 1<sup>st</sup> grade on the second row of bleachers, 2<sup>nd</sup> grade on the third row, 3<sup>rd</sup> grade on the fourth, and 4<sup>th</sup> on the top (back) row.

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**4<sup>th</sup> grade** order is Mrs. Schoonover's class sitting closest to the stage (west), followed by Mrs. Sweitzer's class, then Miss Huwe's.

ALL classes should be in music order (alphabetical).

If you have any questions, **please** contact me. Suggestions are very welcomed! ! !

## **Academic Celebrations/Acknowledgements for Students**

\*These are scheduled and on our yearly academic calendar

1. Star Celebrations Quarterly
2. Behavior (PBS Celebrations) every six weeks
3. Bragg Wall
4. Pauley's Praise
5. Quarter Assemblies
6. Classroom celebrations
7. Building Goal Wall
8. Grade Level Goal Wall
9. IXL Gold Medalist
10. Star Readers Wall
11. AR Field Trips
12. Subsational Board
13. Knock Your Socks of Wall

## **Academic Celebrations/Acknowledgements for Teachers**

1. Peer Observations
2. Quarter Assemblies
3. PBS Door Recognition
4. Positive Phrases At Work
5. Goal Celebrations for Building Goal Wall
6. Incentive Coupons
7. Pauley's Pennies