Jack D. Gordon Elementary

Demographics

Total Enrollment	1,108
White	6%
African American	4%
Hispanic/Latino	87%
Asian	2%
Multi-racial	1%
Disabled	9%
Economically Disadvantaged	75.6%
English Language Learners	24%

- Main Campus + Two off site Primary Learning Centers
- 57 homerooms
- Departmentalized K-5
- 7 gifted classes
- 6 inclusion classes
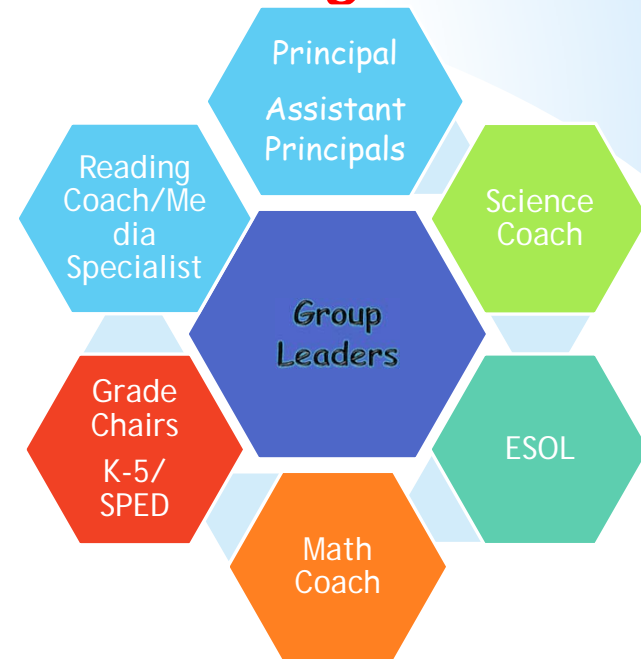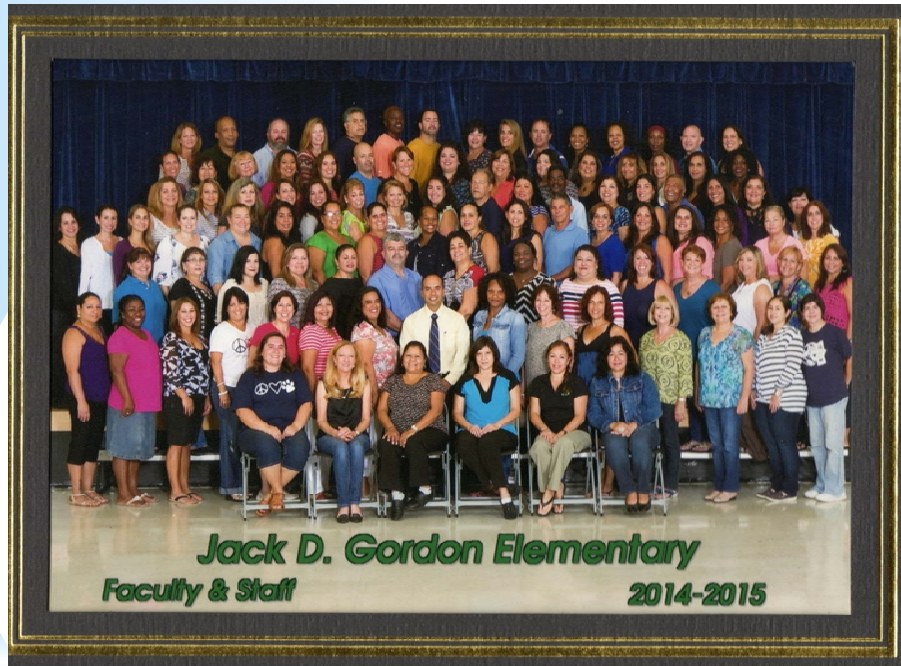- EFL classes
- "A" School for 13 years in a row

Scores

Year	School Grade	Adj. Points Total	Un-adjusted Points Total	Unadjusted Satisfactory or Higher Performance Points				Learning Gains Points		Learning Gains Points for Lowest 25%		Middle School Acceleration Points		% Tested
				Read-ing	Math	Writing	Science	Reading	Math	Reading	Math	Partici-	Performance	
2014	A	566	566	79	74	54	52	78	75	81	73	NA	NA	100

2010 to 2014 School Grade Performance														
Year	School Grade	Adj. Points Total	Un-adjusted Points Total	Unadjusted Satisfactory or Higher Performance Points				Learning Gains Points		Learning Gains Points for Lowest 25%		Middle School Acceleration Points		% Tested
				Read-ing	Math	Writing	Science	Reading	Math	Reading	Math	Partici-	Performance	
2014	A	566	566	79	74	54	52	78	75	81	73	NA	NA	100
2013	A	530	530	72	69	62	63	69	61	70	64	NA	NA	100
2012	A	600	600	71	70	89	59	77	84	70	80	NA	NA	100
2011	A	NA	609	87	85	88	72	73	64	70	70	NA	NA	100
2010	A	NA	582	83	81	94	57	72	67	58	70	NA	NA	100

"Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishments toward organizational objectives." --Andrew Carnegie

Jack D. Gordon Elementary
Faculty & Staff   2014-2015

Principal
Assistant Principals

Reading Coach/Media Specialist

Science Coach

Group Leaders

Grade Chairs
K-5/SPED

Math Coach

ESOL

TEAMWORK

A Well Rounded Education

Academics

Personal Responsibility

Extracurricular Activities

ACADEMICS

PLANNING

INSTRUCTION

PRACTICE

ASSESSMENT

ANALYSIS

REMEDIATION

RE-ASSESS
If necessary

6

"To be prepared is half the victory."

Miguel de Cervantes (1547-1616)

P
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G

- Long Term Goals
- Short Term Goals
- Collaborative Planning
- Individual Planning
- Coordinate between subject or grade groups
- Use of district pacing guides
- Flexibility
- Based on individual classroom needs

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide

Grade Level or Course Title: Grade 3

STRAND/BODY OF KNOWLEDGE: Language Arts/Reading/ESOL/Instructional Focus Standards
Unit 3: Reading/Writing Workshop Short Text: *Jane's Discovery*
Literature Anthology Main Selection: *Finding Lincoln*
Literature Anthology Paired Selection: *A Great American Teacher*

NOTE: The numbers in the McGraw-Hill Essential Content are aligned to the corresponding numbers within the Instructional Tools column. *** Denotes an option for the Reading Response Notebook. Each objective corresponding to the Primary Comprehension Skill listed below has been aligned to the Language Arts Florida Standards (LAFS).

	Date	
Week(s) 15 & 16	Days 8	11/24/14-12/05/14

LANGUAGE ARTS FLORIDA STANDARDS – LAFS (Webb's DOK)-Item Specifications Response Mechanism	MCGRAW HILL ESSENTIAL CONTENT	INSTRUCTIONAL TOOLS	OBJECTIVES (Item Specifications)
Introduce the Concept: LAFS.3.SL.1.1.c Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (3) **Listening Comprehension** LAFS.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (2) LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (2) **Vocabulary** LAFS.3.L.3.4.a Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use	WHOLE GROUP INSTRUCTION 1. Essential Question: *How can one person change the way you think?* *** **Instructional Focus Standards** LAFS.3.RL.1.3 **Instructional Focus Skill(s):** Character, Setting, Plot: Cause and Effect: • Use explicit and implicit details to describe a character (feelings, emotions, behaviors) • Use explicit and implicit details to describe a character's actions • Determine how a character and his/her actions affect the events in a text • Use explicit information from text to draw inferences about a character and his/her actions **Instructional Focus Standards** LAFS.3.RL.2.4 (Also Assess LAFS.3.2.3a, LAFS.3.L.4 a, b, c & LAFS.3.L.3.5 a, c) **Instructional Focus Skill(s):** Literal & Non Literal Words and Phrases • Meaning of words and phrases • Literal meaning of words • Figurative meanings of words • Unknown words and phrases	1. Core Text Book: McGraw Hill, Unit 3, Week 2 TE pages: T76-T97 (Go Digital) Reading/Writing Workshop: *Jane's Discovery* Literature Anthology Main Selection: *Finding Lincoln* Literature Anthology Paired Selection: *A Great American Teacher* Comprehension: Video Graphic Organizer: *Leadership* Illustrations Grade 3 Genre Passage Handbook Online Genre Chart*** Text Structure-Narrative Author Toolbox for Bringing Characters to Life Narrative and Expository Transitions for Posting 2. Reading/Writing Connection (See Writing Pacing Guide for Academic Writing Instruction) 3a. FSA Item Specifications Aligned OPEN RESPONSE: READING/WRITING WORKSHOP (Two-Part Hot Text) *** Complete the graphic organizer, Author Toolbox for Bringing Characters to Life to determine how	For literary and informational texts, the student will: • Understand the Essential Question through collaborative conversations; • Read the text independently FIRST to determine what the author has to say; • Ask and answers questions using explicit details from the texts; • Reread the text using the close analytic read procedure focusing on vocabulary and syntax (ACT); • Visualize details to understand events in a story; • Reread to identify cause and effect relationships between characters, the setting, and plot; • Explain how illustrations help the reader infer meaning; • Utilize the text evidence routine to reread, paraphrase, and think aloud; • Identify characteristics or features of characters and their actions that may be explicitly or implicitly stated (Item

Division of Academics-Department of English Language Arts (ELA)

Second Quarter

1 of 7

8

Reading 2014-2015 Pacing Guide
Third Grade Year-at-a Glance

3rd Grade Quarter 1

Week	Days	Dates	Title	Standard/ Mini-Lessons (Literary/Informational)
11 & 12	9	10/27/14-11/07/14	Unit 2 – (Week 3) Reading/Writing Workshop: *Every Vote Counts* Literature Anthology Main Selection: *Vote!* Literature Anthology Paired Selection: *A Plan for the People* (Skill: Author's Point of View)	• PRIMARY Instructional Focus Standard(s): LAFS.3.RI.2.6 Author's Point of View • SECONDARY Instructional Focus Standard(s): LAFS.3.RI.3.7: Text Features-Expository Text • Comprehension Strategy: LAFS.3.RI.1.1: Reread • Vocabulary Strategy: LAFS3.L.3.4.b Prefixes
13 & 14	9	11/10/14 - 11/21/14	Unit 2 – (Week 4) Reading/Writing Workshop: *Kids to the Recue* Literature Anthology Main Selection: *Whooping Cranes in Danger* Literature Anthology Paired Selection: *Help the Manatees!* (Skill: Author's Point of View)	• PRIMARY Instructional Focus Standard(s): LAFS.3.RI.2.6: Author's Point of View • SECONDARY Instructional Focus Standard(s): LAFS.3.RI.3.7 Text Features • Comprehension Strategy: LAFS.3.RI.1.1: Reread • Genre: LAFS.RI.2.5 & LAFS.RI.3.7: Expository Text • Vocabulary Strategy: LAFS.3.L.3.4.b Suffixes
15 & 16	8	11/24/14 - 12/05/14	Unit 3 – (Week 2) Reading/Writing Workshop: *Jane's Discovery* Literature Anthology Main Selection: *Finding Lincoln* Literature Anthology Paired Selection: *A Great American Teacher* (Skill: Cause and Effect)	• PRIMARY Instructional Focus Standard(s): LAFS.3.RL.1.3 Character, Setting, Plot: Cause and Effect • SECONDARY Instructional Focus Standard(s): LAFS.3.RL.2.4 Literal & Non Literal Words and Phrases • Comprehension Strategy: LAFS.3.RL.1.1: Visualize • Genre: LAFS.3.RL.1.3 Historical Fiction • Vocabulary Strategy: LAFS.3.RL.2.4 & LAFS.3.L.3.5.a: Figurative Language
17 & 18	10	12/08/14	Unit 3 – (Week 3) Reading/Writing Workshop:	• PRIMARY Instructional Focus Standard(s): LAFS.3.RI.1.2 & LAFS.3.RI.1.2

2014-2015 Yearly Plan Reading/Language Arts

MONTH	DATE	STORY	GRAMMAR	**FSA
August		Lost and Found	nouns	main idea
		Ballad of Mulan	verbs	details
			adjectives	
September		The Waterfall	sentences	similarities/differences
		The Keeping Quilt	capitalization	compare/contrast
		Anthony Reynoso	types of sentences	cause/effect
October		novel-	plural nouns	plot development
			possessive nouns	story elements
		Talking Cloth	synonyms	Figurative Language
		Dancing Rainbows	antonyms	sequencing
November		Dogzilla	suffixes/prefixes	vocabulary
		Giant of Barletta	verb tenses	reference/research
		Raising Dragons	homophones	author's purpose
December		Garden of Abdul Gasazi	adverbs	main idea
		Night of the Pufflings	commas	details
		Seal Surfer	analogies	text structure
January		Two days in May	pronouns	similarities/differences
		Novel-	quotations	compare/contrast
			contractions	cause/effect
February		Across the Dark Sea	suffixes/prefixes	plot development

Sheet3

Some Teachers develop their own long term planning guides to meet their class' specific needs.
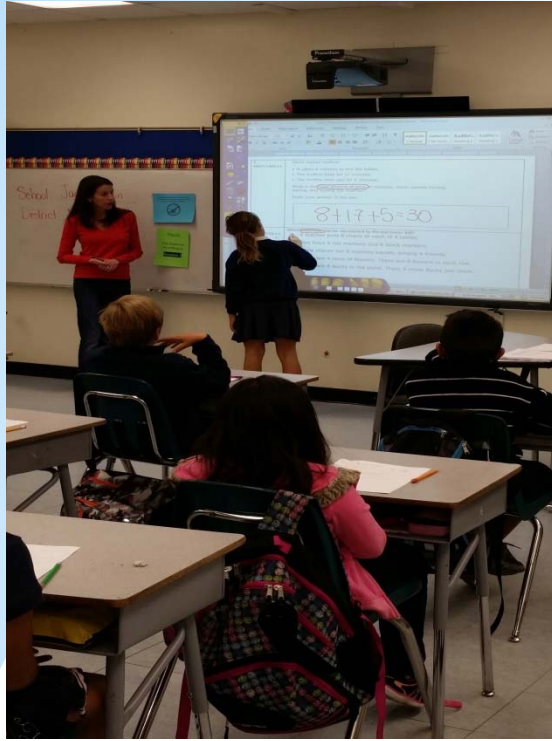
- Student Centered
- Clear Expectations
- Begin with whole group
- Visual Clues
- Reference Charts
  Use of technology on a daily basis

INSTRUCTION
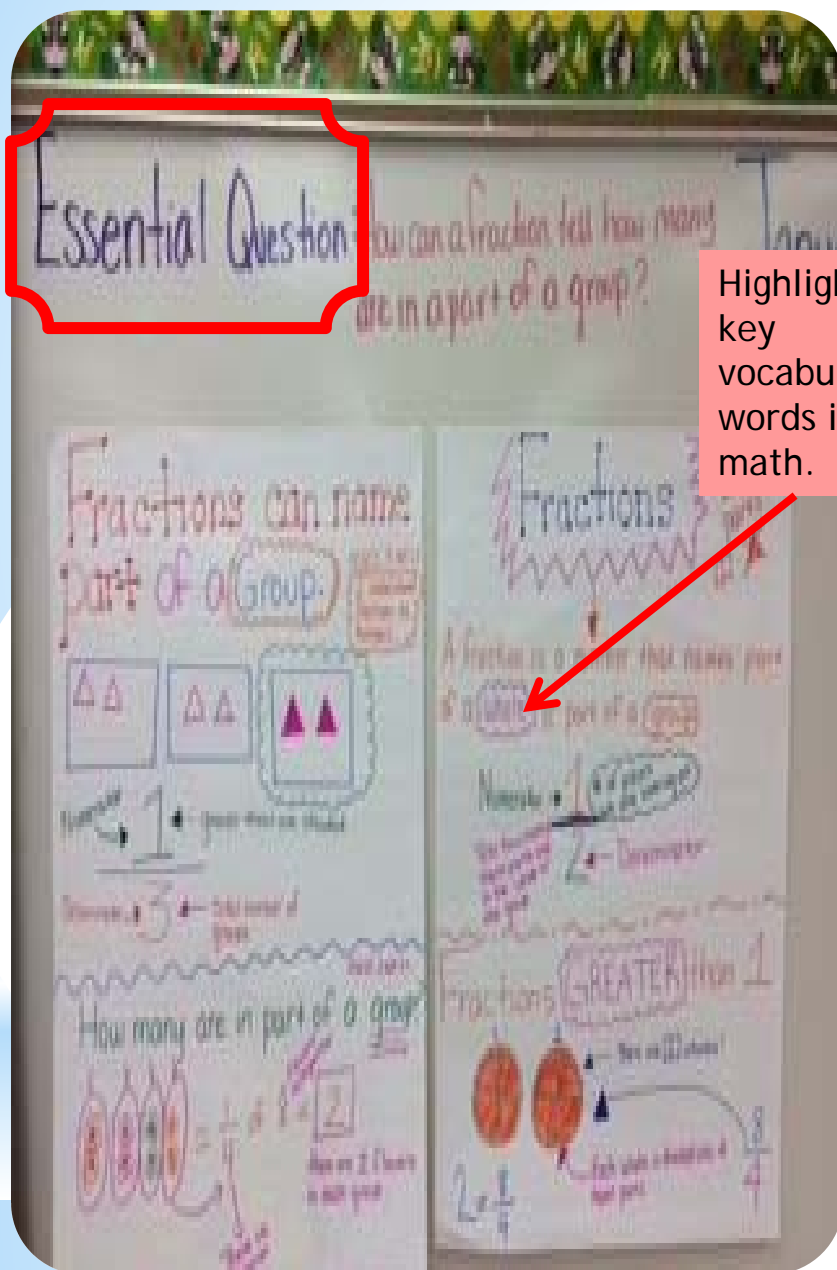
Highlighting key vocabulary words in math.
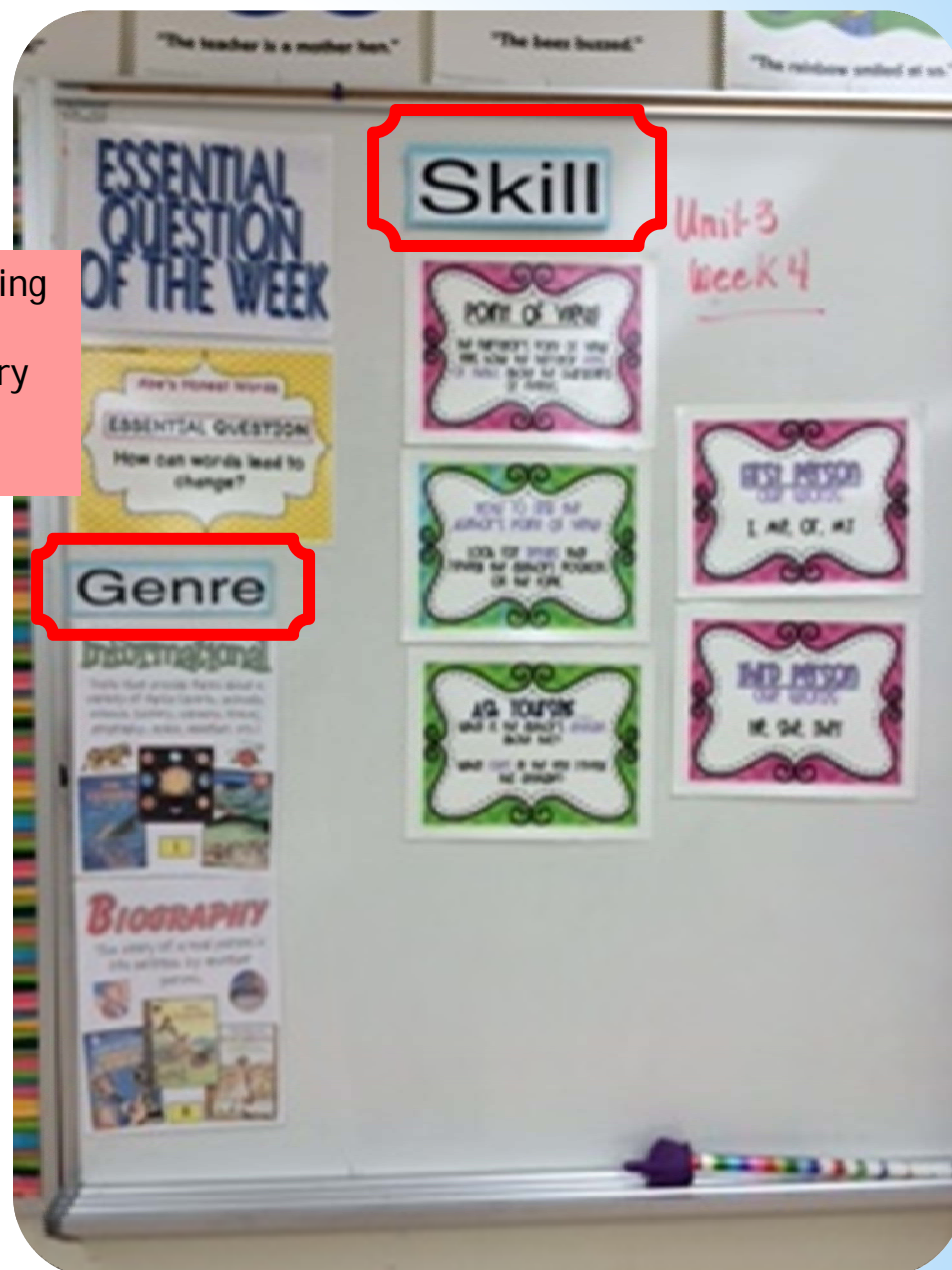
Classroom to Home Connection

- Emails
- Edmodo
- School and Teacher Websites
- Weekly Communication
- Tutorials for Parents
- Parent Workshops
- JDG App
- Monthly Calendar

Parent Tutorials

* Review multiplication facts with your child every day.

* 30 minutes of reading every day! Ask your child questions as a follow up to what they have read. This will help them with their comprehension skills.

Click here to access information pertaining to the NEW STATE ASSESSMENT
Click here to access the information presented at OPEN HOUSE
Click here to access information pertaining to DISCOVERY EDUCATION
Click here to access information pertaining to ACCESSING THE GRADEBOOK
Click here to access information pertaining to ACCESSING READING PLUS
Click here to access information pertaining to ACCESSING THE READING SERIES
Click here to access information pertaining to ACCESSING REFLEX MATH
Click here to access information pertaining to ACCESSING i-READY

(Feel free to practice at home with your child!)

COOL WEBSITES:
These websites have some great printables that you can use at home. They also have fun games that will rei

http://www.softschools.com/

www.mathnook.com

http://www.scholastic.com/kids/stacks/games/

Teacher websites

Mrs. Corugedo's Website

Attitude is a little thing that makes a BIG difference!

We Love Our School

English Language Learners

Fun Gallery

JDG School Website

Home Learning

Why Struggling Readers Struggle?

School app

Google play Search

Apps
My apps
Shop
Games
Editors' Choice

Jack D Gordon Elementary
TheAppDevelopers.com · December 29 2013
Education

Install   Add to Wishlist
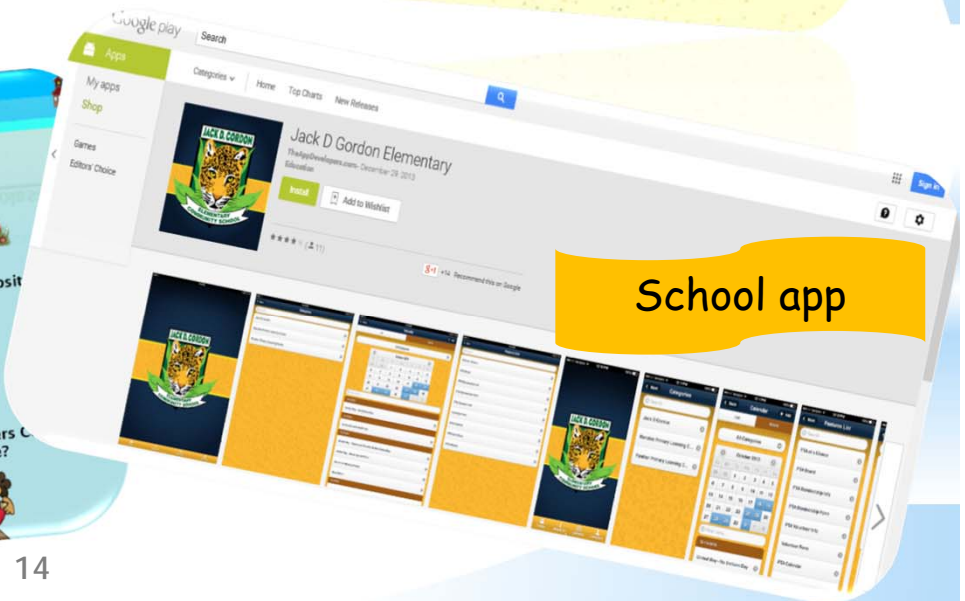
D. Gordon Elementary School
14600 Country Walk Drive
Miami, Florida 33186
305-234-4805

April 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 3rd & 4th Gr. FSA Math April Fools' Day	2 3rd & 4th Gr. FSA Math	3 Teacher Planning Day Passover/Good Friday	
5		7	8 Report Cards Go Home	9 EESAC Meeting 7:45 AM Media Center	10 Panther Honor Roll 8:45 AM & 9:15 AM Take Your Child to Work (2nd - 5th Gr.)	11
12	13 SAT Kg - 2nd Grade 5th Gr. FCAT Science Test	14 SAT Kg - 2nd Grade 5th Gr. FCAT Science Test	15 Manatee Honor Roll 8:45 AM & 9:15 AM	16 2nd Gr. Honor Roll 8:45 AM 3rd Gr. Honor Roll 9:30 AM	17 4th Gr. Honor Roll 8:45 AM 5th Gr. Honor Roll 9:30 AM	18
19	20 FSA CBT 5th Gr. Reading & Math Test (4/20/15 - 5/8/2015)	21	22 Administrative Professionals Day	23 Principal's Honor Rol 7:00 PM MC	24	
26	27	28 5th Gr. Luncheon Collection	29 5th Gr. Luncheon Collection 5th Gr. Busch Gardens Trip-Mandatory Parent	30 5th Gr. Luncheon Collection		

Please have your child write first and last name above ↑

healthy snack for your child every day!

Mrs. Merwitzer's Weekly Home Learning Assignment
Week of March 9th – 13th, 2015

		Teacher Check		Parent Initials
Monday MAKE FRIENDS HEXAGON	**Reading:** Cut up the flashcards sheet and practice reading the "ax, ox and ix" word family words. Do front/back -pg. 22c -the letter V & pg. 3 –the X words. Do i- ready– Math - 20 minutes Story read:		Spelling Test Thursday – box, fox, tax, wax, fix, mix (words will be in random order).	
Tuesday	**Reading:** Review the word banks, and the word family flashcards. Do front pg 24c – letter x and pg.4 – x words. **Math:** Complete pg.191-192-shapes Do i- ready– Math - 20 minutes Story read:		Please help with our chocolate fund raiser. We want to win the pizza party for being the class that sells the most chocolates! Thank you!!!	
Wednesday	**Reading:** Review the word banks, and the word family flashcards. Do front/back pg.23 – letter V and pg 2 –the "X" words. Do i- ready– Math - 20 minutes **Math:** Complete pg. 193-194 Story read:		Spelling Test tomorrow – box, fox, tax, wax, fix, mix (words will be in random order).	
Thursday	**Reading:** Review the word banks, and the word family flashcards. Do pg.69 **Math:** Do pg. 195-196 Do i- ready– Math - 20 minutes Story read:			
Friday	**Reading:** Review the word banks, and the word family flashcards. **Math:** Read parent letter pg. 197- 198 Write Do i- ready – Math - 20 minutes Write in the Bee Journal for March 13th, due Monday.			

Dear Families, This week we begin week 3 of Unit 7, learning about the letters V & X, and the "x"word families. This week's sight words are "**this, what,** & "**for**". In Math, your child will be completing Chapter 9. We will continue our unit on the Rainforest in Social Studies, and begin learning about the habitats of different animals in Science. Mrs. Merwitzer

Less is More!
Emphasize quality NOT quantity

P
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- Hands On
- Collaborative Groups
- Whole Group
- Individual
- Meaningful
- Teacher as a facilitator
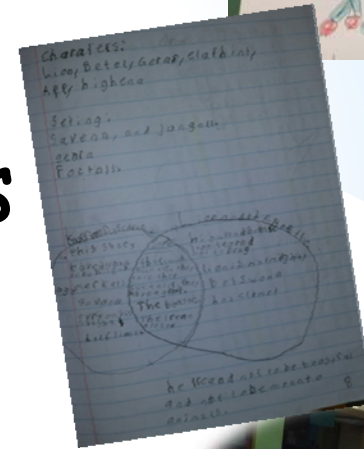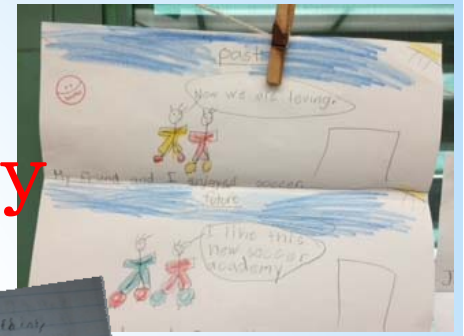
Data drives instruction.

- Formal Assessments-tests, interims,
- Informal Assessments-observations, discussions
- Weekly
- Monthly
- Quarterly
- Variety

17
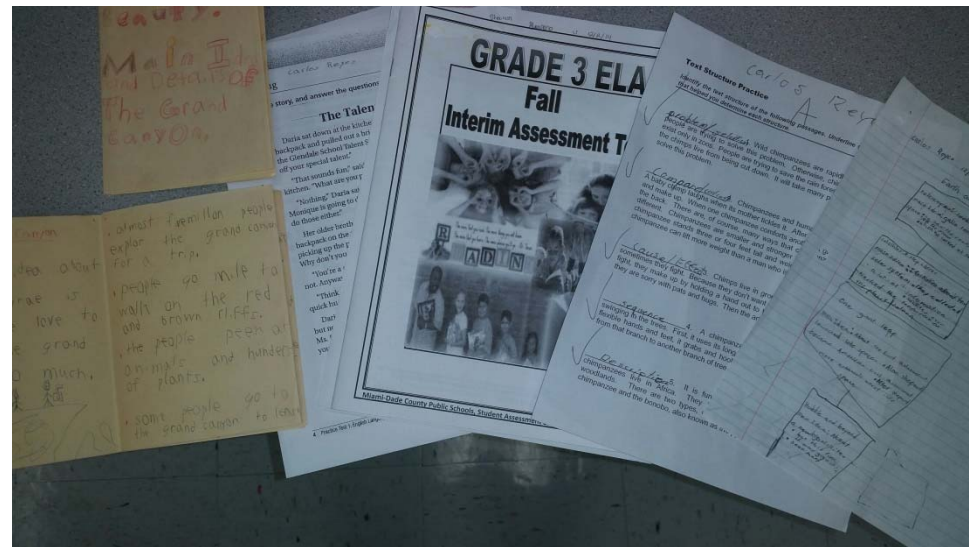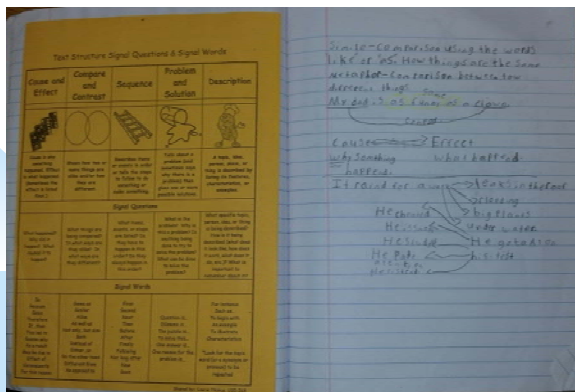
- Debriefing- Teacher/Student
- Data Chats- Teacher/Student, Grade/Subject Levels, Administration/Teacher
- Look at needs by school, grade and class
- Prioritize who needs what
- Set up groups
- Groups are fluid

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JACK D. GORDON ELEMENTARY SCHOOL
Grade Level/Department Debriefing

Grade Level Benchmark Analysis Using the Edusoft Reports
1. Please examine the benchmark performance data for the grade level team.
2. Please look closely for patterns of strengths and weaknesses.

What patterns of strengths and weaknesses emerge from the grade level or subject benchmark data? OBSERVATIONS and CONCLUSIONS

Strengths: MA3G3.3 (2 dimensional shapes)
MA3G5.2 (fractions - identify ¼, ½)

Weaknesses: MA3A1.3 (mult/division as inverse op.)
MA3S7.1 (graphs) MA3G5.1 (Perimeter)

What is the next learning target(s)? Which Benchmark(s)?	How will we instruct to get different result? Type of Intervention(s)?	How will we monitor and measure results?
Interim Assessment (october) MA3A13 (x, ÷) MA3G5.1 (perimeter) MA3S7.1 (graphs)	Small group Peer tutoring Intervention Successmaker- Math	Daily assignments Weekly assessments Successmaker Data

Additional support and resources needed: (Math Liaison, Science Liaison, SPED Chair, Reading Leader, Administrator, Counselor)

None needed at this time

▶ Standards by Student
▶ Standards by Test, Student
▶ Students by Domain
▶ Students by Standard
▶ Subgroups by Standard
—— With Page Break ——
▶ Standards by Student
▶ Standards by Test, Student

- Third Grade
  - Reading

    - **LAFS.3.L.3.4.b :** 73.12%
      Determine the meaning of the new word formed when a know
      comfortable/uncomfortable, care/careless, heat/preheat).
      - 18 Students are of concern
        - Benjamin Andrew : 0.00%
        - o, Michael Anthony : 33.33%
        - na, Horacio : 33.33%
        - s, Jomal : 33.33%
        - Mathew Leonardo : 33.33%
        - ny Caridad : 33.33%
        - d, Amiyah Enietria : 66.67%
        - Rachel : 66.67%
        - Gianna Andrea : 66.67%
        - o, Shawn Anthony : 66.67%
        - Marisol : 66.67%
        - ia, Santi Robert : 66.67%
        - Haseeb Ahmed : 66.67%
        - Nathaniel Durand : 66.67%
        - Daniel : 66.67%
        - las, Daniel : 66.67%
        - Daniel Alejandro : 66.67%
        - 2, Christian : 66.67%

    - **LAFS.3.L.3.4.d :** 64.52%
      Use glossaries or beginning dictionaries, both print and digi
      and phrases.
      - 11 Students are of concern
        - Benjamin Andrew : 0.00%
        - d, Amiyah Enietria : 0.00%
        - na, Horacio : 0.00%
        - s, Jomal : 0.00%
        - ny Caridad : 0.00%
        - Bryan Y : 0.00%
        - Marisol : 0.00%
        - Haseeb Ahmed : 0.00%
        - randon : 0.00%
        - Trinity Elizabeth : 0.00%
        - Daniel Alejandro : 0.00%

    - **LAFS.3.RF.3.3.a :** 74.19%
      Identify and know the meaning of the most common prefixes

Thinkgate
Use to set up
guided reading
groups

— Actions —
▶Word
▶Print
— View —
Standards by Student
▶Standards by Test, Student
▶Students by Domain
▶Students by Standard
▶Subgroups by Standard
— With Page Break —
▶Standards by Student
▶Standards by Test, Student

Thinkgate
Use to individualize instruction

At Risk Standards by Student
School=2151 - Jack D. Gordon Elementary

- Alvarez, Benjamin Andrew
  ◦ 16 Standards are of concern
    ▪ LAFS.3.L.3.4.b : 0.00%
    Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
    ▪ LAFS.3.L.3.4.d : 0.00%
    Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
    ▪ LAFS.3.RI.2.4 : 0.00%
    Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
    ▪ LAFS.3.RL.1.2 : 0.00%
    Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
    ▪ LAFS.3.RL.2.6 : 0.00%
    Distinguish their own point of view from that of the narrator or those of the characters.
    ▪ LAFS.3.RL.3.7 : 0.00%
    Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
    ▪ LAFS.3.RL.3.9 : 0.00%
    Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
    ▪ LAFS.3.RL.2.4 : 25.00%
    Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
    ▪ LAFS.3.RI.1.2 : 33.33%
    Determine the main idea of a text; recount the key details and explain how they support the main idea.
    ▪ LAFS.3.RI.3.8 : 33.33%
    Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
    ▪ LAFS.3.RL.1.1 : 33.33%
    Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
    ▪ LAFS.3.RL.1.3 : 33.33%
    Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
    ▪ LAFS.3.RI.3.7 : 50.00%
    Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

reading plus

Jack Gordon Elementary School
Go To Teacher Dashboard

My Profile | Log Out | Help

Reports

Home | Actions | Assignments

Student Offline Skills Report
Miami-Dade County Public Schools | Jack Gordon Elementary School
Class :
Student : SABREENA

Classes | Students

SABREENA

Offline Skills

Anchor	Sub Skill	Skill %	Worksheets Downloads
Main Idea/Themes Anchor #2	Analyzing Relative Importance	42% (5/12)	Determining Relative Importance (D1) Determining Relative Importance (E1)
Interaction of Ideas Anchor #3	Analyzing Plot/Character	45% (27/60)	Analyzing Setting Plot And Character (D1) Analyzing Setting Plot And Character (D2) Analyzing Setting Plot And Character (E1) Analyzing Setting Plot And Character (E2)
Structure Anchor #5	Examining Sequence	45% (9/20)	Examining Sequence Of Ideas And Events (D1) Examining Sequence Of Ideas And Events (E1)

PDF printouts that can be used for remediation

Print

21

Useful data for Response to Intervention or to determine Differentiated Instruction.

Teachers can analyze data just using Microsoft Excel!

Distractor analysis

School wide data presented at faculty meeting. Start with looking at the big picture and narrow the focus from there.

2151-JACK D. GORDON ELEMENTARY

Reading - Grade 3

Assessment	Enroll-ment	% Tested	Avg. % Correct	% Perf.	Vocabulary			Reading Application			Literary Analysis Fiction/Non Fiction			Informational Text/ Research Process		
					Avg.% Correct	Pts. Max	% Perf.	Avg.% Correct	Pts. Max	% Perf.	Avg.% Correct	Pts. Max	% Perf.	Avg.% Correct	Pts. Max	% Perf.
FCAT 2014	183	100%	NA	80%	88%	8	NA	76%	17	NA	75%	12	NA	88%	8	NA
Winter IA	182	100%	70%	67%	79%	15	NA	69%	25	NA	64%	12	NA	64%	4	NA
Fall IA	179	99%	63%	69%	75%	16	NA	61%	24	NA	48%	12	NA	73%	4	NA
Baseline	179	99%	61%	39%	75%	6	58%	59%	17	32%	63%	6	38%	42%	2	16%
FCAT 2013	182	99%	NA	68%	75%	8	NA	75%	16	NA	77%	13	NA	75%	8	NA

R E M E D I A T I O N

- I-ready
- Performance Coach Books
- Wonderworks
- Reading Plus
- Reflex Math
- Computer lab time facilitates small group instruction

How to get from frustration to celebration!

Teachers keep records of remediation in order to keep track of skills taught and progress of the students.

School Wide Interventions

- Before school computer lab time
- After school tutoring
- Pull out during specials
- Pull out during Spanish
- Community School Enrichment Classes

Personal Responsibility

The greatest gifts you can give your children are the roots of responsibility and the wings of independence.
Denis Waitley

- Student Goal sheets
- Citizenship Honor Roll
- Academic Honor Roll
- Committed to Ongoing Respect & Effort (CORE)
- Grade level assemblies with Principal
- Behavior contracts when necessary
- Morning and afternoon announcements reinforcing CORE curriculum

Patience
Waiting until later for what you want now

Fall Interim Personal Reading Goal Sheet

Name: Amanda ___ Date: _____

OVERALL SCORE 61%

This is + or - compared to the previous assessment

	STRENGTHS		NEEDS IMPROVEMENT
1		1	Figurative launge
2		2	Text features
3		3	Text stucture

My reading goals are.......

My goal is to pass fcat and get. at least get 4 or a 5. I want to get a 80 insteated or a 61 on the internasment.

I will accomplish my goals by....

I want to accomplish my goals by reading 30 min-5 days a week.

Student Signature: Amanda

Parent Signature: ___

Teacher Signature: ___

MY CHILD'S 2013-2014 FCAT DATA BLUEPRINT

Student Name: _____   Student ID#: _____

		2012 SCORES		2013 SCORES		2014 GOAL	
	GRADE(S)	FCAT LEVEL	DSS SCORE	FCAT LEVEL	DSS SCORE	FCAT LEVEL	DSS SCORE
READING	3,4,5						
MATH	3,4,5						
SCIENCE	5						
WRITING	4			Narrative			

B. GOAL SETTING – READING

My child's goal for the 2014 READING FCAT is to reach a Level ____.
My child must increase his/her Reading DSS Score by _____ points to attain the goal

FCAT Reading Developmental Scale Scores (DSS SCORE)

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3	140-181	182-197	198-209	210-226	227-260
4	154-191	192-207	208-220	221-237	238-269
5	161-199	200-215	216-229	230-245	246-277

C. REPORTING CATEGORIES – READING

FCAT Reporting Categories	Vocabulary	Reading Application	Literary Analysis: Fiction and Non-Fiction	Informational Text and Research Process
Possible # of Points in Grade 3	8	16	13	8
Possible # of Points in Grade 4	9	16	12	8
Possible # of Points in Grade 5	10	15	11	9
Number of points earned on 2013 Reading FCAT:	?	?	?	?

D. GOAL SETTING - MATHEMATICS

My child's goal for the 2014 MATHEMATICS FCAT is to reach a Level ____.
My child must increase his/her MATHEMATICS DSS Score by _____ points to attain the goal

FCAT MATHEMATICS Developmental Scale Scores (DSS SCORE)

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3	140-182	183-197	198-213	214-228	229-260
4	155-196	197-209	210-223	224-239	240-271
5	163-204	205-219	220-233	234-246	247-279

E. REPORTING CATEGORIES – MATHEMATICS

FCAT Reporting Categories	Number: Operations, Problems, and Statistics	Number: Fractions	Geometry and Measurement	Number: Operations and Problems	Numbers: Base Ten and Fractions	Expressions, Equations, and Statistics	Number: Operations and Problems
Possible # of Points in Grade 3	21	10	13				
Possible # of Points in Grade 4			12	18	10		
Possible # of Points in Grade 5			14		22	10	
Number of points earned on 2013 MATH FCAT:			?	?	?		

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Incentives

"Call it what you will, incentives are what get people to work harder."
Nikita Khrushchev

- Honor Roll
- AR Goal Rewards
- WOW Writers
- Certificates for Reading and Math
- Chance Tickets
- Field Trips

Extra Curricular Activites

- Orchestra
- Chorus
- Recycling Club
- Science Club
- Dances
- Dress Up Days
- Geography Club
- Patrols
- Math Bowl
- Telescope Night
- Gardening
- Spelling Bee
- TV News Crew

Technology in the Classroom

"Technology is a useful servant but a dangerous master."
–Christian Lous Lange

- Wireless school wide
- All rooms, including special area and computer labs, have an interactive board
- 4 Computer labs
- Mini-labs between rooms
- 2 mobile labs with laptops
- Daily Computer Lab time for 30 minutes
  - 3 times per week for Reading
  - 2 times per week for Math

Professional Development

Entire Staff
- Primary Learning Communities
- Meet once a month
- Brainstorm by grade levels and subject levels
- Collaborative Dialogue
- Reflections
- Exit slips

Grade Levels
- Meet once a month
- Collaborative Dialogue
- Plan grade level activities
- Discuss issues and concerns
- Discuss results of Data within the grade level

Community Involvement

- PTA Events
- Practical Activities With Science
- Art Show
- Principal's Honor Roll Night
- Holiday Shows/ Concerts
- Book Fair
- Career Day