



ELIZABETH IDE SCHOOL

Curriculum Night 2017

Welcome Parents!

Introductions

- Second Grade Team

- Janet Oliver
- Debbie Walega
- Karen Onorato
- Missy Holtrup
- Janet Schultz

- First Grade Team

- Jen Tracy
- Steve Mandru
- Ali Beseth
- Becky Hull
- Betsy Russo
- Jennifer Finn

- KDG Grade Team

- Dana Arnold (Substitute Teacher = Heather Lopez)
- Jamie Martinez (Substitute Teacher = Shannon Machacek)
- Jamie Lesniak
- Chelsea Schlagbaum
- Peter Pitassi

- Additional Staff

- Brian Kukulski (PE - Specials)
- Carey Crows (Music - Specials)
- Terri Smeltzer (Art - Specials)
- Heather Tran (Special Educator)
- Betsy Spizzirri (Special Educator)
- Caroline Carbray (Special Educator)
- Meg Will (Social Worker)
- Gina Hendron (IMC-Library)
- Kayla Stenstrom (Student Teacher)
- Gina Nessling (Interventionist)
- Elaine Riadi (Interventionist)

Recognitions

- Parent Teacher Organization (PTO)

- Jamie Free & Keri Roegner - Co-President
- Mia Culver - Vice President
- Lenore Vidal - Treasurer
- Maria Cristina - Secretary

- Team 66 (Education Foundation)

- Brandi Will - President
- Jena Warren - Vice President of Development
- Bryan Wozny - Vice President of Programs
- Nicole Heavrin - Vice President of Communications
- Joy David - Vice President of Finance & Governance
- Lora Lafin - Secretary

- YOU....our parents!

Staying Informed (Communication)

- District webpage (ongoing)
- School Webpage (ongoing)
- Teacher Webpage (ongoing)
- School Weekly At A Glance (emailed)
- School Monthly Newsletters (posted)
- School Messenger (eblasts)
- Remind101 (text messages)



Taking Aim

Tailoring Instruction for Every Child

*Elizabeth Ide School
Curriculum Night 2017*

Assessments

- A continuous cycle of observing and collecting facts; analyzing and responding; evaluating and summarizing/ planning, and communicating to others
- **Standardized** - MAP, AIMSweb
- **Formative** - acts as a guide to monitor the progress of individuals and groups of students toward grade level targets; informs future instructional practices
- **Summative** - measures where students are at the end of an instructional period (i.e., common assessments)

****Teaching staff has developed and created their own curriculum and assessments that are aligned to Common Core State Standards (i.e., priority standards)*

Universal Screening

- Testing information that indicates a student's strengths and helps determine if students are meeting grade-level expectations
- Administered 3 times a year
 - Fall (September)
 - Winter (January)
 - Spring (May)
- Accomplished through a variety of assessments (i.e., MAP, AIMSweb, F&P)

MAP Assessment

- Measure of Academic Progress (**MAP**) testing is CCSD 66's universal screener
- A computerized adaptive **test** which helps teachers, parents, and administrators improve learning for all students and make informed decisions to promote a child's academic growth
- Teachers use this information, in conjunction with additional data, to help them guide instruction within the classroom
- For many of our students, this will be their first time “showing what they know” on a one-to-one device
- Results of MAP will be shared with parents shortly after each testing window (fall, winter, spring) to provide them with valuable information about their child's progress, strengths, and needs as a learner throughout the school year
- Testing schedule includes the following:
 - Reading (2 sessions)
 - Math (2 sessions)
 - 30 minutes per session

Fountas & Pinnell (F&P) Assessment

- An additional assessment tool that is blended within the daily instructional practices
- Teachers utilize this data to inform educational decisions when determine student's independent and instructional reading levels
- Teachers are able to observe...
 - student reading behaviors one-on-one
 - engage in comprehension conversations that go beyond retelling
 - make informed decisions that connect assessment to instruction
- Assesses five elements of reading:
 - Phonological awareness
 - Phonics
 - Vocabulary
 - Fluency
 - Comprehension
- Teachers are also able to gather a student's motivation and interest in reading

Formative Assessments - Overview

- First step in the assessment process is to learn about your child while creating an environment for our student to feel comfortable and confident in rising to the challenge of “showing what they know”
- Process provides information needed to adjust teaching and learning while they are still happening; informing future instruction
- Examples:
 - Teacher observations
 - Exit slips
 - Whiteboard work
 - <http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html>

Formative Assessments - Snapshots

- Reading
 - Teacher observations
 - Small guided reading groups - daily focus child, running records, process to analyze student's reading progress along the lines of meaning, structure, and visualization
- Writing
 - 1:1 conferencing - student works with teacher on own writing, informs teacher of student's application of mini-lessons, goal setting
 - Narrative writing elements, organization, supporting evidence, details, conventions
- Math
 - Teacher observations
 - To gather evidence of student application of concepts taught
 - Informs teacher of need for reteaching and/or differentiating
 - Small guided math groups
 - Whole group guided practice
 - Partner practice
 - independent practice

Summative Assessments - Overview

- Customized by the teacher
- Common across grade level
- Aligned to daily instruction
- Provides teacher evidence of student performance on standards taught during time frame
- Informs the need for differentiation/reteaching
- Priority standards focused, in addition to reporting standards (CCSS)

Summative Assessments - Snapshots

- Reading
 - Fluency
 - Phrasing, monitoring of self-corrections, problem solving unknown words, accuracy
 - Comprehension
 - Previewing, retelling sequence of events, retelling characters and details, making connections
 - Writing
 - Prompt given for narrative, opinion, and/or expository (how to) writing (priority standard)
 - Rubric created by teachers using standards in writing and language
 - Provides baseline for student writing
 - Informs teacher of a child's understanding of the stages of writing
- Math
 - Number sense
 - Fact fluency
 - Measurement and data

Thank you!

- Questions

- Let's transition to the classrooms and meet your child's teacher!