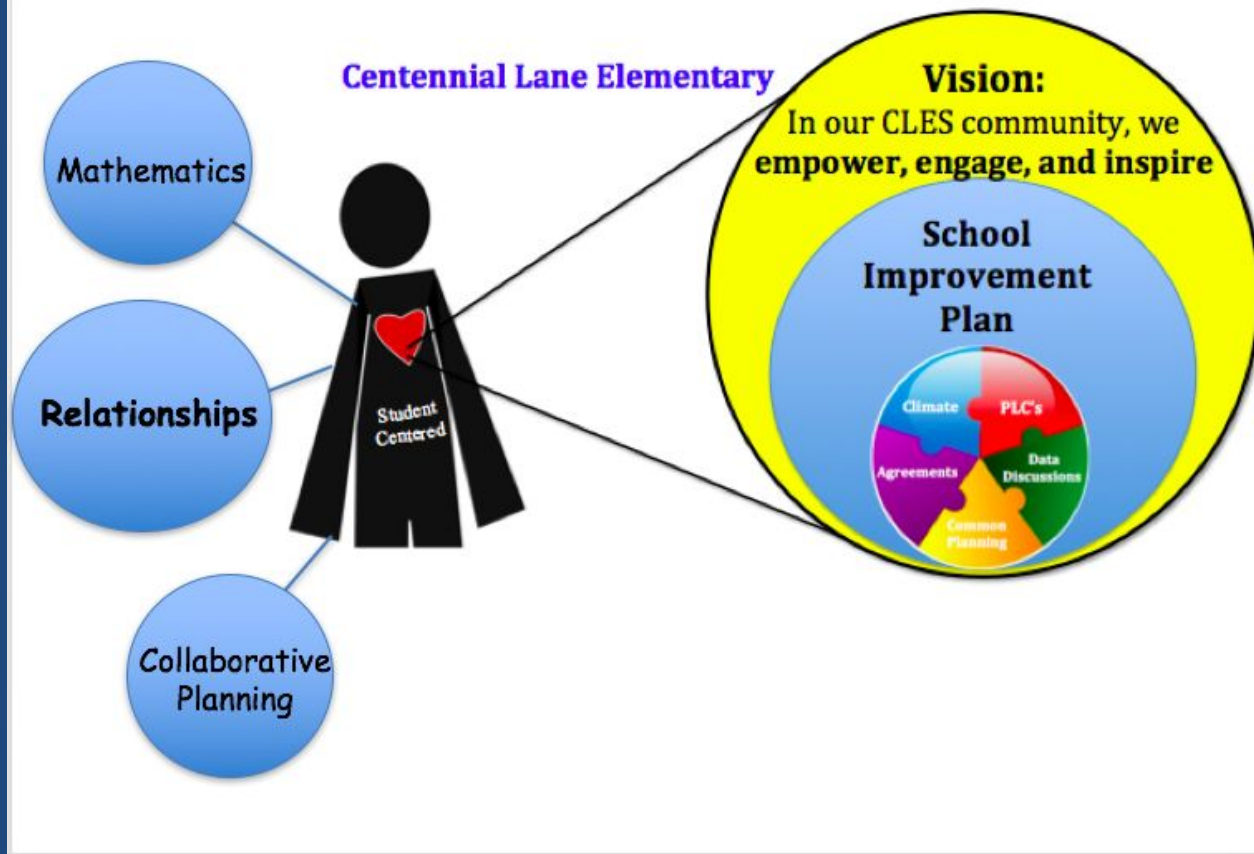




Back to School Night
Centennial Lane Elementary School

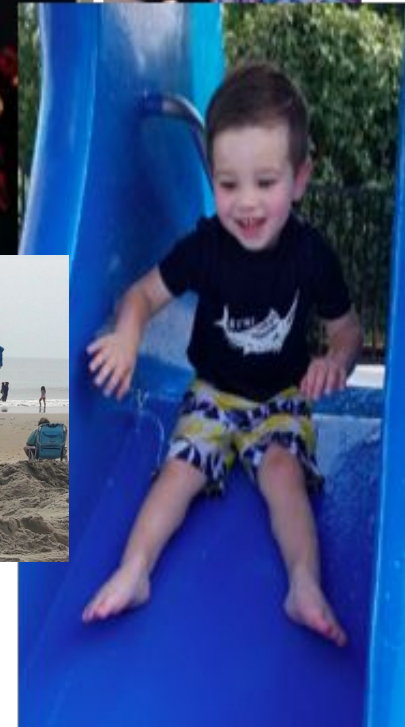
Centennial Lane Focus SY 17-18

School Year 2017-18



A little bit about me....

- *Born and raised in Ellicott City, MD
 - *Attended NES, DMS, WLHS
- *Mom and Dad both teachers growing up
- *1 Brother- Gabe- attended CHS
- *Undergrad UMD- College Park
 - *GO TERPS!
- *Master's Degree-Hood College
- *Taught 1st, 2nd, 4th
- *6th year as an administrator
- *Husband-Judah, Son- Luke
 - *We love the beach!



Amanda Wadsworth

- *Born and raised in Hatfield, PA
- *1 Sister - Kim and 1 Brother - Brad
- * Undergraduate - PSU "Go Lions"
- *Graduate - NC State and McDaniel
- *Co-taught every grade except K
- *Husband - Glenn, son - Parker (9yrs), daughter - Savannah (7yrs.)
- *10th year as an administrator



Relationships - Student Voice

SV Research

Impact on Academic Motivation



53% of students feel like they don't have a voice in decision making at school.



When students believe that they have a voice and that teachers are willing to listen and learn from them, they are 7x more academically motivated!



48% of students believe that their teachers don't care if they're absent from school.



When students have a sense of Self-Worth, and that teachers care about them, they are 5x more academically motivated!



43% of students think school is boring.



Students that are meaningfully Engaged and feel that what they are learning will benefit their future, are 16x more academically motivated!



34% of students believe that teachers know their hopes and dreams.



Students that have a sense of Purpose, believe they can be successful, and are supported by their teachers, are 18x more academically motivated!



76% of students feel that their teachers believe in them and expect them to be successful.



When students feel that they are encouraged to try their best and are supported by their teachers, they are 8x more academically motivated!



35% of students feel that students respect each other in their school.



When students feel that students in their school are supportive and respect each other, they are 4x more academically motivated!

What the research says....

It is teachers who have created positive teacher student relationships that are more likely to have the above average effects on student achievement.

John Hattie

In fact, the quality and nature of the relationships you have with your students has a larger effect on their results than socio-economic status, professional development or Reading Recovery programs¹. It is not that these things don't matter, but rather that your *relationships with students matter more*.

Relationships - Family Voice

Communication:

- “What I learned this week?”
- Teachers - Supplemental -- Twitter or Announcements weekly
- Canvas pages with monthly information on curriculum being taught (in addition to the weekly news)
- Dolphin Detail - Weekly
- Curriculum Corner - Monthly
- School Twitter
- Website.....and more!

Community Circles



Finally, we will be looking to have community circles with all members of our community. We want to hear from you any questions you have, barriers that you face or concerns that you would like to discuss. WE are working with the PTA and central office staff to develop a plan for these circles.....so stay tuned. Again we hope this will strengthen the relationships within our community, making us closer and a stronger support for our students.

Mathematics

- Renew our focus on the Standards for Mathematical Practice

“A deeper understanding of these 8 practices enables us to envision what it means for our students to be mathematically proficient and to select teaching practices that shift our teaching from a focus on content to a focus on application and understanding.”

--Putting the Practices into Action

Standards of Mathematical Practice

The curriculum and demands on our students require our students to be able to reason, apply, connect and truly understand math skills and concepts versus, how most of us were taught -- with memorization of facts and formulas with not all students understanding what they mean or how to authentically apply them. We will continue to support our staff with how to embed these standards daily and lift up when the students are using them.

Mathematics Practices	
Overarching habits of mind of a productive math thinker	1. Make sense of problems and persevere in solving them
	6. Attend to precision
Reasoning and Explaining	2. Reason abstractly and quantitatively
	3. Construct viable arguments and critique the reasoning of others

Mathematics Practices	
Modeling and Using Tools	4. Model with mathematics
	5. Use appropriate tools strategically
Seeing structure and generalizing	7. Look for and make use of structure
	8. Look for and express regularity in repeated reasoning

Family - School Connection Homework

- HCPSS Homework Guidelines

<http://www.hcpss.org/academics/home-work-guidelines/>

K – 2

- **Amount of Homework:** No more than 20 minutes of homework per night will be assigned. In Pre-K and Kindergarten there will be no assignments that must be submitted to the teacher.
- **Purpose of Homework:** Homework provides practice opportunities for skill development.
 - Families are encouraged to read to or with their children nightly.
 - Families are encouraged to practice grade appropriate math facts or related activities on a nightly basis.

Grades 3 – 5

- **Amount of Homework:** The benefits of homework increase as students age. For homework duration, approximately one to four hours of homework per week is suggested for each student in Grades 3 – 5, with no more than 30 minutes required per night in grade 3, 40 minutes in grade 4, and 50 minutes in grade 5.
- **Purpose of Homework:** Homework assignments usually reinforce previously taught skills and may prepare students for future lessons, promote creativity, and/or be a reflection on the student's day at school.

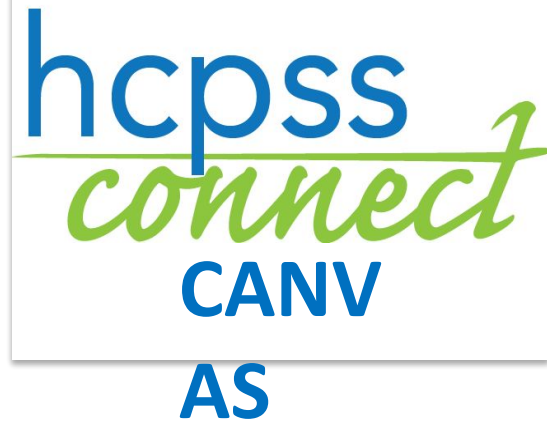
CLES Homework

- All grades will have nightly reading.
- Kindergarten – 2nd have access to an online reading program. In addition, 1st and 2nd will provide oral comprehension questions to ask during reading.
- 3rd – 5th will have written response homework two times over a two week time period. (1x week)
- 3rd – 5th will have a menu format for their reading/writing homework.
- All grades will be using a menu format for their math homework.

What if I want more practice?

- Go to the Parent Community Pages
 - K - <https://hcpss.instructure.com/courses/34447>
 - 1 - <https://hcpss.instructure.com/courses/32029>
 - 2 - <https://hcpss.instructure.com/courses/34428>
 - 3 - <https://hcpss.instructure.com/courses/34429>
 - 4 - <https://hcpss.instructure.com/courses/34430>
 - 5 - <https://hcpss.instructure.com/courses/34431>

What Your Child Will Learn Guides



What Your Child Will Learn guides provide an overview of the instructional program for your child's grade, as well as student goals and expectations. The guides include information to help parents monitor and support their child's progress during the school year.

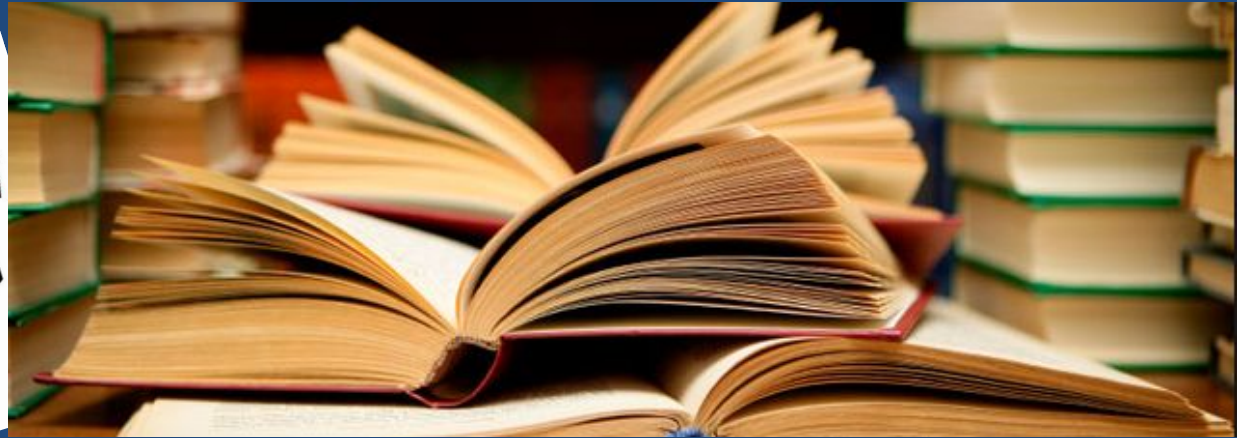
Individual guides are provided for each grade level. The guide identifies the content covered in each curriculum area, categorized by subject, e.g., Language Arts, Science, etc.

Find the guides online in Canvas.

The guides are available online only; print versions are no longer distributed. Specific sections may be printed from Canvas.

The guides provide general information about curriculum content. Specific student programs may differ, depending on instructional needs.

Collaborative Planning



Reading Support Teacher
Math Support Teacher

PTA



