

Traphagen Elementary School
Second Quarterly Superintendent Report
for November 2018-January 2019 Activities
Ms. Carol Quinones, Principal
Ms. Jacqueline Green, Assistant Principal

Professional Development

Teachers and staff will be provided professional development in order for students, at all levels, to have access to instruction in order to ensure student achievement; to develop educators' instructional practices; and to provide structures for students to feel physically and mentally safe in school.

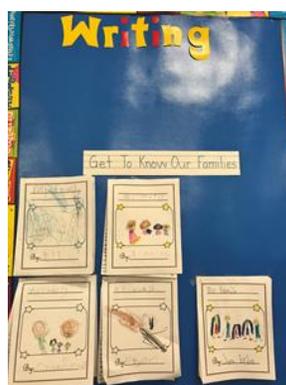
- Discovery Education Support representative Libby Galster visited Traphagen School on November 30th. She stated she was impressed with all of the amazing things we do and was truly touched by the sense of community and welcome she felt while she was here. After her visit, Ms. Galster followed up with an email to give the teachers ideas of who may be able to assist other teachers in a specific area, and/or where they can direct their colleagues if they have a question regarding something that she have noted. Lastly, Ms. Galster provided various resources that she may have discussed with one member of the team that may also be helpful for another member.
- Ipad Pilot Apps training took place on December 11th, the Kindergarten teachers received Ipad training with new apps planned to be used during ELA instruction.
- Half-Day Superintendent's Professional Development Day took place on December 5th. The administrators received the third and final mandated-training for special education. The teachers continued their year-long series on a particular topic in their pedagogy which included: guided reading, STEM with Discovery, classroom management, and phonics instruction.
- REACH Consultant Dr. Monica George-Fields conducted an all-day coaching session with the second and fourth grade teachers in January. Dr. George-Fields demonstrated a guided reading lesson, followed by a debriefing session, and culminated with a guided reading lesson they planned together.
- In January, Voyager Sopris conducted a follow-up PD session for the Language Live program used by the reading specialists and ENL teachers servicing the upper elementary grades. The teachers and administrators reviewed the lessons, assessments, reports, and dashboard used by the students to monitor their progress.

Evidence of Student Learning and Achievement

Teachers and support staff plan, implement and facilitate challenging and rigorous instructional programs based on Common Core Standards that embed high levels of critical thinking skills and provide various points of instructional access with the goal of student achievement and proficiency on qualitative and quantitative assessments.

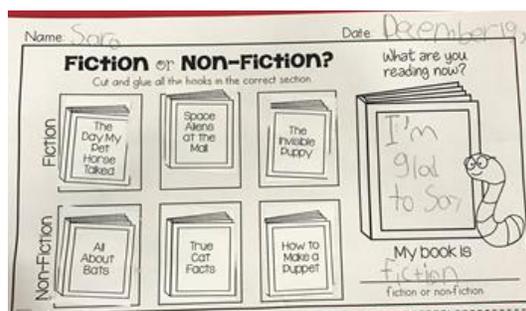
- **Pre-Kindergarten:**

In ELA, our Pre-Kindergarten scholars learned the letters Bb, Kk, Dd, and Ff. For each letter, the students were introduced to a new letter person (DIG curriculum) for the corresponding letter. Their letter friends helped the scholars to explore letter/sound relationships, and they practiced writing each letter. In addition, Pre-K made an art project to help the students further identify with the letters and their sounds. As part of a shared writing activity, the scholars created class books on the current themes explored.



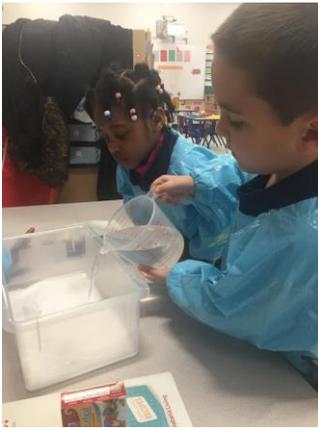
The following are additional skills our scholars have practiced:

- Story elements
- Fiction vs Non-Fiction books
- Conventions of writing
- Writing (about themselves and their family)



Last month in mathematics, the Pre-K scholars worked on comparing measurable attributes. They explored, measured, and compared items according to its attribute (heavy/light, tall/short). One of the students' favorite activities was measuring their bodies with blocks. Also, the students sorted various items by various attributes.

In the area of science, the students participated in various cooking projects including making cranberry sauce for Thanksgiving Day. While working on the letter D, they made dinosaur eggs out of a mixture baking soda and water. Then they placed a plastic dinosaur inside. After the eggs dried, the Pre-K scientists experimented on how to "hatch" their egg with various materials. Some opted to spray their egg with vinegar to see what would happen!



"Community" was the topic in social studies. Our scholars were exposed to various places, different kinds of people, saying a hello in various languages, and the importance of helping others in the world community. This social studies unit culminated with parents and community helpers' visitation to our classroom to share their job experiences with our students.



Our special activities include our Thanksgiving luncheon, and gingerbread house-making.



- **Kindergarten:**

During ELA, our scholars recognized sight words and blending sounds to read words. They used these skills to read sentences and stories together as a class, with a buddy, and independently. They are still choosing their favorite books to read from the classroom library. Also, they have been writing words and creating words with magnets in the writing center. At the beginning of the present unit, our scholars shared what they thought about farm life, and we created a class facts chart. As they read about farm life, the scholars confirmed some facts and learned new ones. They will use this information

- **First Grade:**

The first grade scholars studied ancient civilizations in ELA/social studies. They wrote an informational pieces about the Mayans. The students studied similar stories from different lands, and used VENN diagrams to assist with including the basic story elements (beginning-middle-end, etc.). In addition, the scholars continued to study diagraphs, building words, and sentences.

Our mathematicians added and subtracted using a ten-frame, counting on, number lines, added in any order (commutative property of addition), and used the inverse operation to solve addition and subtraction problems in addition, and learned fact families. Currently, the scholars are working with three addends and finding the missing number in an equation.

In science, the first grade students studied magnets, making observations using magnets, and conducted their own experiments. The students studied why we have day and night, and how our energy is given from the sun.

The first graders completed posters in social studies which displayed family life, school life, community life, and work from long ago. They used pictures and/or artifacts. The students learned various holidays and events, and why they are celebrated.

- **Second Grade:**

Our second grade students used text and graphic features to comprehend texts during ELA instruction. They also learned how to use contextual clues to determine the meaning of unfamiliar vocabulary. They used questioning analyzing and evaluating to help them become better readers. The students drew conclusions and discussed the story structure in fictional stories, as well as identified the main idea and details of an informational selection. In addition, the scholars wrote informational paragraphs.

The second graders learned 2-digit by 2-digit addition and subtraction with and without regrouping. They also learned place values.

In science, our scholarly students learned scientific forces and how sound varies.

- **Third Grade:**

The third grade students learned how to write extended responses. Their short - response writing has really improved.

January brought an exciting change to third grade. The scholars began Book 2 of the Pearson Math Program. This was really exciting because the scholars were able to see how much they have already learned.

As the third graders completed the social studies unit on Canada, they were so eager to do a project about the country, since they enjoyed doing their previous project about Mexico. They wanted to make sure they were able to do one on Canada as well! Although we are starting a unit on South Africa, the scholars are still finishing up their

research on Canada as they put together Canadian books with information about Canada.

- **Fourth Grade:**

The fourth grade students completed their first novel study in ELA instruction, Justin and The Best Biscuits in the World. In this novel, the students discussed the theme of the story. As a class, the students reread certain parts of the text while stopping to respond and discuss higher-order thinking questions. A variety of methods were used to support the structure of this model for the students such as: whole class discussions, think-pair-share, and independent written responses. Also during ELA instruction, the scholars continued to focus on the following strategies: fact and opinion, understanding characters, conclusions/generalizations, and authors purpose.

Presently, the fourth grade students used the following strategies and properties during math instruction to divide by 1-digit numbers: mental math to find the quotients, estimating quotients, interpreting remainders, diving with one digit numbers, and problem solving.

The fourth grade scientists worked hard on identifying the growth and development of animal and plant life from the beginning stages to the end. They focused on the life cycles of plants and animals, as well as human growth and development

- **Fifth Grade:**

In ELA, fifth grade scholars learned text features as well as vocabulary acquisition. The students used formal language in their writing as well as improved the author's purpose skill. They learned the craft and structure of various forms of literature, and enjoyed writing original pieces in their writing journals daily. Our students have taken the mid-year i-Ready diagnostic assessment and improvement is evident.

In the area of mathematics, our students learned fractions, exponents, multiplication, and division. The math activities have been student-centered and peer-tutoring has been established and fostered. In addition, students practiced their multiplications and division facts every chance they get and have made improvement.

Our scholars studied landforms of the United States, from coast to coast during social studies instruction. The students labeled and identified these landforms using teacher-created worksheets and maps.

Digital citizenship in a STEM unit entitled "To Share Or Not To Share." was the topic in science. They studied biomes and ecosystems and have created brochures advertising a biome of their choice.

Mrs. Altieri, the ENL teacher, pushed into classrooms to work with ENL students. She worked on a variety of academic skills that spanned across content areas in many ways. She was instrumental in assisting students with skills and strategies for academic achievement.

- **Sixth Grade:**

The sixth grade scholars finished their performance assessments where they had to take a stance on whether or not animals could use or learn language. These argumentative essays took about three weeks as they gathered evidence by reading a variety of sources, planned their essays, and finalized their essays following peer revisions and conferences with their teacher. Following their performance assessment, the scholars launched a novel study using Wringer by Jerry Spinelli. The sixth graders was able to apply skills acquired from the performance assessment by arguing whether or not they believed pigeon shoots should be banned. They gathered evidence using news articles online and watching video segments about pigeon shoots. Using Schoology, they presented this information and in an organized manner.

In math, the scholars were fully immersed in the world of algebraic expressions. Over the last two months they have done everything from writing algebraic expressions to using the Euclidean Algorithm to determine the greatest common factor of two numbers. Our students applied their knowledge to “real-world” situations and were asked to create multi-step problems of their own that their classmates were asked to solve. For example, if Ava brought r friend to a Cardi B concert and tickets cost \$79.50 each, what expression would represent the total cost of the night if she also bought herself a \$49 sweatshirt? Answer: $79.50r + 49$. They would then have to substitute a value for r to determine the cost for a range of friends.

The scholars continued the unit on cybersecurity in science and learned the intricacies of a padlock, which isn't just a hunk of metal! There are systems put in place to ensure that the padlock cannot be interfered with, just like the encryptions that encode our personal information that goes through cyberspace. The scholars also learned how militaries used ciphers to decode and encode messages so spies couldn't intercept valuable information. They enjoyed the creations of their own ciphers using the Caesar Shift, an encryption technique used by Julius Caesar, and had to decode messages their classmates sent to each other.

- **Literacy Dept.:**

Early Literacy Specialist/Reading Teacher

The following are the skills and strategies the ELS used with her students at the various grade levels.

Kindergarten:

- Identify, say and write the letter sounds for the letter/sounds d,c,u, g,e.
- Identify letter/sounds of all the letters of the alphabet using a picture chart; a is for apple, a for acorn.
- Segment and blend words (phonemic awareness).

- Identify the initial sounds in words.
- Letter formation; in the air, tracing, whiteboards, rainbow writing.
- Draw pictures to represent the initial sound words.
- Emergent writing to represent initial sound words.
- Record given letter sounds to sound out and read cvc words using the initial sound.

1st Grade:

- Identify and name correct letter/correspondence using the Alphabet Linking Tool.
- Tracking; point under the words as they are said.
- Solve unknown cvc words; sound out the word beginning, middle and end, check the first sound of the word, slide through the word, look at the picture, reread, 3 Cues System
- Solve unknown cvce words; magic and bossy e rules.
- Try a different vowel sound; short and long vowel sounds and word patterns.
- Use sight words to read words; preview and review, read in context, practice in fluency readings.
- Learn and describe character traits and feelings through what they say, do and think.
- Make connections; text to self, text to text, text to world.
- Identify the lesson learned.
- Identify cause and effect.
- Compare and contrast stories.
- Use new information in the text to learn new vocabulary.
- Recall and record important information from the text using transition words.

2nd Grade

- Use word parts and word patterns to solve unknown words; identify consonant clusters, double vowel combinations, adding endings; use suffixes such as -ing to show present participle of a verb, -ed, compound words.
- Build comprehension through using a RAN chart with nonfiction texts; consider information already known, misconceptions and confirmation of information that students thought they knew, identify new learning and record wonderings.
- Notice what characters say, think and do, and infer character feelings.
- Describe character actions.
- Use information in the texts to learn new vocabulary.
- Write summaries using transition words.
- Cite evidence from the text to support claims.
- Read fluently; re-readings of texts to practice, say the words the way the characters would say them, read the punctuation; Make your voice go down at

periods. Make your voice go up at question marks. Make your voice sound excited at exclamation marks. Read in groups of words.

- Intonation and phrasing. Read dialogue with expression. Make it sound like real talk.
- Monitor reading using the 3 Cues; does it look right, sound right, make sense? If not reread.

- **Music:**

Pre-Kindergarten/ Kindergarten/ 1st Grade HOW INSTRUMENTS MAKE SOUND

The students learned to categorize percussion instruments by their sound production: *skins* (drums) *wood*, (wood blocks, rhythm sticks, and claves), *metals* (triangles, bells). The scholars also focused on technique: how to hold and interact with a particular instrument.

2nd Grade – DRAMATIZING TRADITIONAL STORIES WITH MUSIC

Our second graders told traditional stories with classroom instruments by using simple rhythmic patterns. They created accompaniment for favorite stories they dramatized. The stories performed included *Goldilocks and the Three Bears*, *Brown, Bear, Brown, Bear*, *The Little Red Hen*, and others.

3rd Grade – BEGINNING RECORDER CLASS

In the third grade, our beginning recorder musicians explored music literacy by sight reading pitch letter names, both rhythmic and melodic patterns through echo and partner games. The students developed hand/eye coordination and finger dexterity. Their skills were assessed by their the ability to position fingers over the accurate holes, using the tongue to produce clear pitches, and breath control.

4th Grade - CARNEGIE HALL REPERTOIRE (preliminary concepts)

Our fourth graders finished up a unit on intermediate level recorder. Their repertoire included *A Simple Melody*: a two-part duet with words about Carnegie Hall. The scholars began a 5-month preparation for Carnegie Hall Link Up program where the scholars prepare to perform with a professional orchestra at the renowned venue in May 2019. The repertoire they are learning for these five months includes works by: Beethoven (*Ode To Joy*), Bizet (*Carmen, the Opera*), Andre' Filho (*Cidade Maravilhosa*), Offenback (1819-1880 - *Barcarolle*), *The Blue Danube*, by Strauss, and other pieces.

5th / 6th Grade – LEARNING THE UKELELE!

Playing a string instrument for the first time was exciting for our fifth and sixth grade students. The concepts learned included pitches of each of 4 strings (G-C-E-A), strumming, R.H./L.H. coordination, following a chord chart, memorizing fingering for basic chords (C, A minor, F). These students can now play Bruno Mars' *Just the Way You Are!*

- **Art:**

Pre-Kindergarten & Kindergarten scholars read the book “And Bear Snores On” and talked about hibernation. The Pre-K scholars discussed about how the eyes would look when someone is sleeping. Then, they drew and painted bears sleeping in a cave and finished by gluing “snow” all around the cave.

First grade artists read the book “Ernest the Moose” and did observational drawings of moose with collaged tissue paper backgrounds.

In 2nd grade, the students created totem poles with oil pastels. They learned symmetry while drawing totem poles and discussed the symbolism of different animals used on totem poles.

Our third graders, in conjunction with their social studies unit on Canada, read the book “Ernest the Moose” and did observational drawings of moose, using Conte crayons.

Grades 4, 5, and 6 studied the Hudson River Painters and explored the use of atmospheric perspective by creating their own paintings on canvas boards with acrylic paints.

- **Physical Education:**

The second quarter has been very productive and challenging for our students in physical education. Our student athletes learned the skills required for soccer, football, throwing and receiving, as well as a variety of lessons from our PFA program. Now, in 2019, they are off to a strong start with students participating in the Cooper Institute Fitness-gram physical fitness assessment.

Family and Community Involvement

The district will ensure that parents and community residents are active supporters of educational systems and are provided with opportunities to engage in activities that support our schools and students.

- **PTA:**

The PTA has been very busy fundraising for events and activities for the school. During both lunch periods, healthy snacks are sold such as: popcorn, crackers, water, granola bars, Cheez-its (which are baked), etc.

A Holiday Bazar was held not only to fundraise for the school, but to provide an opportunity for students to purchase gifts for their loved-ones in December.

- **Parent Liaison:**

Ms. Jenkins, our fabulous parent liaison, has provided the following services for the students and families at Traphegan School:

- informed families of all events happening in the school district, school building and at PTA meetings
- increased Academic Power Hour attendance by contacting parents and having them sign a commitment form
- distributed flyers throughout the building to maintain communication with our families
- assisted the PTA in whatever and how they need her participation

Student Emotional Health and School Community Safety

The district will initiate, monitor and evaluate caring community initiatives to ensure students and adults work and learn in safe, secure environments.

- **Social Worker:**

From November through January, the social worker, Ms. Martino, conducted classroom push-ins where she discussed a variety of social emotional topics to support the scholars. The topics included: good touch and bad touch, how to be a better friend, sharing, recess and how to play appropriately.

Also, the Traphagen School family held a food drive to support families of our Traphagen scholars that are in need during the holiday season.

In addition, the student government distributed a survey to the students in order to gather information of what they would like to have happen in Traphagen School.

Junior Achievement came to Traphagen and the students had a wonderful time learning lessons from the high school students that day! New interest groups were created for the students including a hip-hop and lyric group. The aspiring artists will learn how to write lyrics and different styles of music.

A basketball tournament was created for the upper grades where they will have weekly games during recess and compete against each other.

- **School Safety Team:**

The safety team met with Mr. Paul Tobin of CLPS Consultants regarding an observation of our monthly safety team meeting, discussed an active shooter scenario, and planned future visits to observe additional safety team meetings and various safety drills.

- **Traphagen Tigers School Store:**

The students have the benefit of purchasing school supplies in the mornings during breakfast time. Our scholars not only shop at the school store, but they have the opportunity to work at the store as well. They organize the school supplies, set up the displays, and ring-up purchases which helped them practice their math and customer service skills.

