

#4

January 2016

GOLD STAR

**Kudos****2**

Our students have tremendous talents – read about some of their accomplishments.

G.E.**3**

Model school promotes self-esteem, self-discipline, and character.

Adult Learner**4**

FREE enrollment improves future for high school dropouts.

505 Now: Discussion & Action

Notes from the January 11, 2016 BOE meeting:

- Appointed Craig Sanders to District 2 seat for a term to expire December 31, 2017;
- Reviewed military leave policy and past practice to reach a consensus that employee should be charged leave when absent on military duty;
- Discussed possibility of joining other districts in a vocational technology center cooperative;
- Moved the regular March meeting to Wednesday, March 9 in St. Paul;
- Adopted the 2016-2017 calendar, available on the district website;
- Set drivers' education tuition at \$100 for USD 505 students and \$200 for students who do not attend USD 505;
- Discussed hosting remediation and credit recovery summer school at Chetopa for middle and high school students;
- Accepted the Healthy Habits for Life grant from Blue Cross and Blue Shield for Chetopa after school and summer school program
- Approved Shawn Martin, substitute teacher; Jill Blackledge, Chetopa High School head volleyball coach for the 2016 season;
- Extended superintendent's contract to June 2018

Go Math! FIX

During homework, help your child apply mathematical practices by asking these questions:

1. Make sense of problems and persevere in solving them.
 - What problem are you asked to solve?
 - Have you solved similar problems?
 - What is your plan for solving the problem?
 - Did you use a different method to check your answer?
2. Reason abstractly and quantitatively.
 - Can you think of a number sentence (equation) to match the story (situation)?
 - What do the numbers in the number sentence mean?
 - How are the facts in the problem related to one another?
3. Construct viable arguments and critique the reasoning of others.
 - What does your answer mean?
 - How can you be sure that your answer is correct?
4. Model with mathematics.
 - What number sentence (equation) describes this problem?
 - What numbers will you use to solve the problem?
 - How are the numbers in the problem connected?
 - Is your answer reasonable?
 - What does your solution represent?
5. Use appropriate tools strategically.
 - What tools can help you solve this problem?
 - Which tool is the most useful for this problem? Why is that your choice?
 - Did you begin by estimating the solution?
6. Attend to precision.
 - What do the symbols that you used mean?
 - What units of measure are you using?
 - Explain what [term from the lesson] means?
7. Look for and make use of structure.
 - What do you notice about the solutions you've just completed?
8. Look for and express regularity in repeated reasoning.
 - Are there shortcuts for solving similar problems?



Pictured above: St. Paul first graders made bird feeders; pictured counter-clockwise: St. Paul kindergarteners were scientists at the Greenbush Science Center where they learned about living things and the food chain; St. Paul first graders did a variety of activities about winter fun; Chetopa fifth graders made dioramas as a reinforcement activity for the novel My Side of the Mountain.



BUZZ & BEAT



St. Paul 1st Grade: Mrs. Rose's first grade class completed a winter fun unit. The children learned about the season and its activities. They enjoyed listening to winter stories and completing related literary activities. The children brainstormed winter themed nouns, action verbs, and describing words. They wrote informatively, wrote an opinion piece, and wrote a narrative about playing in the snow. The children enjoyed playing winter math games and made a bird feeder so they can enjoy winter bird watching.

Chetopa 7th Grade: Students are writing, performing, and filming skits on the eight GE principles (see related story p. 3). They will share these with other classes.

Chetopa FAST: Family and School Together begins Monday, Jan. 18. Call Phyllis Ross for more information.

Chetopa Elementary: Grades K-3 mid-year testing shows tremendous growth in reading. Students have shown a 21.3% growth in reading at grade level from fall to winter. Kudos to the team effort: students, staff, Kansas Reading Roadmap, and parents!

St. Paul Art: The SPHS art department is looking for donations of old white sheets, wooden chairs (that can be painted) - could be dining room chairs, small kids chairs, small rockers, stool, - could even be a small end table if they can't round up enough chairs.

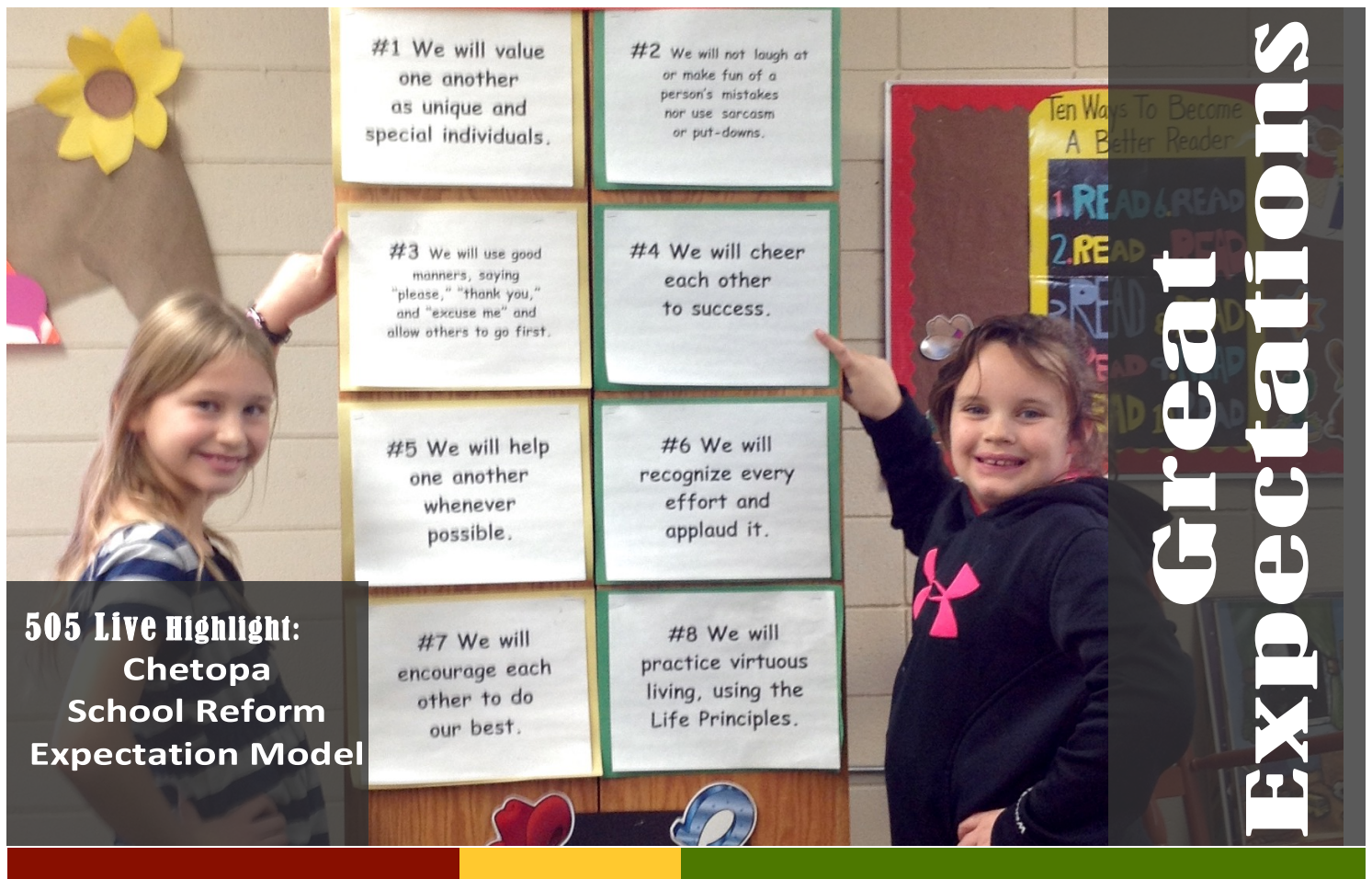
Chetopa 5th Grade: Mrs. Jarrett's MTSS group created dioramas as they read the novel *My Side of the Mountain*. The project replicated the main character's life in the wild. The students presented their completed projects to their classmates.

Student

Travel: Students in grades 6-12 have the opportunity to enroll in educational travel experiences through Education First with Dr. Williams as the group leaders. Students will be traveling to Washington, DC in March 2016, New York City and Boston in March 2017, and Capitals of the British Isles (four countries) in June 2017. Students are responsible for raising their own funds for travel expenses. Informational meetings will be held in late January with the opportunity for parents to discuss fundraising if they wish.



MTSS time provides for student-specific skill development. Here, a Chetopa student works on multi-syllabic words.



**505 Live Highlight:
Chetopa
School Reform
Expectation Model**

Great Expectations, a research-based school reform model, is based on a core belief that a climate of mutual respect and high expectations provides a foundation to increase learner involvement and build self-esteem so all students learn.

Chetopa Elementary School has held the distinction of Model School for the last nine years, the only Kansas school to hold the honor. Model schools must consistently demonstrate the six tenets and 17 practices of GE.

The six tenets of Great Expectations provide a framework and 17 practices provide detail and are the guiding principles behind daily implementation:

- High Expectations
- Teacher Attitude and Responsibility
- All Children Can Learn
- Building Self-Esteem
- Climate of Mutual Respect
- Teacher Knowledge and Skill

A Great Expectations school uses Life Principles to

help teach good character traits. Throughout the school year, Chetopa Elementary focuses on one trait per month, such as honesty, effort, integrity, respect, fortitude, and compassion.

A Great Expectations school uses Eight Expectations for Living that replace rules in the classroom and school. These are posted in all classrooms and other areas throughout the building and referenced often to help students develop self-discipline and to learn from mistakes.

Teachers and administrators are required to be trained in Great Expectations methodology. GE assigns a mentor who works with teachers for continuous improvement and implementation so it becomes imbedded in regular instruction instead of a separate program. Administration is working toward moving the GE into the middle and high school classes at Chetopa.

GE gives teacher and student the tools they need to meet high expectations and be a person of good character.

Adult Learners: Resolve to Call, Commit, Don't Quit

At USD 505, you may earn your high school diploma at no charge to you, and our staff will give you the guidance and support you need to be successful.

To learn more . . .

In Chetopa contact:

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In St. Paul contact:

Kim Bartelli
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A high school dropout has the odds stacked against him but it is never too late to change the future.

USD 505 offers a FREE virtual learning program to allow adult learners to earn their high school diplomas. Although adults are allowed to work on their own time, they still have the support and guidance of the USD 505 staff to help foster their success.

Adult learners in USD 505 Virtual Learning Center earn an actual high school diploma, not a GED that has less value to potential employers. A high school diploma is essential in today's job market.

National unemployment rate for high school dropouts is 4% higher than peers with a high school

diploma. On average, a high school dropout's yearly income will be \$10,000 less than a high school graduate's and \$36,000 less than a peer who's earned a post

secondary degree or certificate.

The new year calls for a new future. Call today to take the first step to the new you!

So . . . what are you doing with 30 extra minutes on a 4-day week to make sure my child is still learning?

. . . a summary of Dr. Williams' notes

It seems counter-intuitive that a shorten school week would improve academic achievement but that is exactly the conclusion of a study by D. Mark Anderson (Montana State University) and Mary Beth Walker (Georgia State University). The two-year study, which followed 14 Colorado schools on a four-day week, used fourth and fifth grade test scores and found that math scores actually increased on a shortened week; reading scores were not affected.

So, why does this happen and how will it impact USD 505 students? Although nothing definite can be determined, Walker made three speculations:

1. The additional time gives teachers the opportunity to use different instructional processes. USD 505 teachers have already provided examples of how they are providing additional enrichment and remediation activities for their student which help reinforce learning. These opportunities would not have been possible without the additional time in the regular day.
2. The shortened week reduces absenteeism. Although it is too early to determine the impact on attendance, the USD 505 administrative team will be closely monitoring both student and staff attendance and providing a monthly report to the Board. The expectation is that whenever possible, personal appointments will be made on days when school is not in session; additionally, policy changes for students and staff will reflect that expectation.
3. Enthusiasm for a four-day week makes everyone perform better. "My own personal hypothesis," says Walker, "is teachers liked it so much—they were so enthusiastic about the four-day week—they did a better job. There's some evidence in other labor studies that four-day work weeks enhance productivity."

In modern educational times, four-day school weeks have been around since the 1930s and the movement is now catching fire nation wide. In Colorado, one-third of the state's schools are on a shortened week, all smaller rural schools. Additionally, at least 17 states have schools using a shortened school week.

Source: Education Finance and Policy, Summer 2015