Erin Reed
5th/6th Grade Reading Board Report
March, 2017

1. **Multi-cultural Aspect:**
   - Discuss word origins
   - Make text-to-world connections
   - Read stories and passages with multi-cultural subject material
   - Analyze multi-cultural passages and write responsive essays
   - Connect to social studies curriculum

2. **What do we want students to learn?**
   - Standards based
   - Reading Street curriculum
   - World History Herald newspapers
   - Text Based Writing program
   - In-depth studies of, discussions on, and application of comprehension, vocabulary, and fluency skills and strategies
   - Real-life application of learned skills and strategies

3. **How do we know students are learning?**
   - Reading Street weekly and unit assessments
   - STAR testing results
   - MAP testing results
   - C4L testing results
   - NeSA testing results
   - L to J
   - Accelerated Reader tests
   - Guided Reading group discussions
   - Whole group discussions
   - In-class skill and strategy practice and teacher observation
   - Text Dependent Analysis practice essay

4. **How do we respond when students are not learning?**
   - Mini lessons
   - Re-teach
   - L to J study packets
   - Guided Reading rotations
   - Interventions
   - Lunch Bunch for more practice

5. **How do we extend or enrich the learning for students who exceed proficiency?**
   - Leveled Guided Readers
   - Language Arts IXL
   - Challenging essay prompts
   - Accelerated Reading goals
   - L to J friendly competitions
   - Genius Hour

6. **Other Information**

5K	**Q1**	**Q2**	**Q3**
A	6	3	3
B	9	8	11
C	4	9	6
D	2	3	2
F	3	0	0

6R	**Q1**	**Q2**	**Q3**
A	2	1	1
B	13	13	11
C	9	10	11
D	0	0	1
F	0	0	0

5th STAR	*5th MAP*
56% Met Standard	61% Met Standard
44% Below Standard	39% Below Standard
87% Improved	74% Improved
5.7 Average (5.0 Goal)	210 Average (209 Goal)

6th STAR	*6th MAP*
54% Met Standard	75% Met Standard
46% Below Standard	25% Below Standard
83% Improved	71% Improved
6.8 Average (6.0 Goal)	220 Average (214 Goal)

Erin Reed and Jake Eckhardt
6th Grade Language Board Report
March, 2017

1. **Multi-cultural Aspect:**
   - Discuss word origins in spelling
   - Ask students to draw from a variety of aspects of their lives for essay topics

2. **What do we want students to learn?**
   - Standards based
   - Scholastic Traits Writing program
   - More in-depth studies of and discussions surrounding grammar application
   - Application of more technology in mini lessons and publishing works
   - Application of what we've learned – How does it affect our lives and what life lesson should we learn from our studies?

3. **How do we know students are learning?**
   - Grammar L to J
   - Spelling activities
   - Observation and conferencing
   - Grammar and spelling mini lessons
   - Discussions
   - Writing Matrix
   - 6 Traits rubrics
   - Write's Notebook completion

4. **How do we respond when students are not learning?**
   - Mini lessons
   - Re-teach
   - L to J study packets
   - Conference
   - Intervention activities
   - Lunch Bunch for more practice

5. **How do we extend or enrich the learning for students who exceed proficiency?**
   - L to J friendly competitions
   - Writing Matrix with alternative options
   - Genius Hour
   - Challenging essay prompts
   - HAL spelling program

6. **Other Information**

6R	Q1	Q2	Q3
A	3	9	9
B	16	13	10
C	5	2	4
D	0	0	1
F	0	0	0

6E	Q1	Q2	Q3
A	4	8	8
B	12	11	9
C	4	2	3
D	1	0	1
F	0	0	0

Erin Reed
5th/6th Grade Social Studies Board Report
March, 2017

1. **Multi-cultural Aspect:**

5th

- Native American tribes in each region and their remaining influence
- European and Asian influences on exploration
- English, French, Dutch, and Spanish cultures and influences in the New World
- History of slavery and African culture in America
- Different roles multicultural groups played in the Revolution
- The influence of groups in the formation of our new nation
- Affect of westward expansion on Native Americans
- Lands gained by the United States and their accompanying cultures

6th

- Cultural difference between regions of the U.S.
- Immigration and influences on industry and business, settling western lands, cities and cultural neighborhoods
- American influence in other countries of the world
- European differences that caused WWI and U.S. views on those issues
- Cultural differences in Europe that caused WWII and American's stance on those issues
- Influential individuals of minority groups and their affect on American culture
- Cultural differences in the world that cause tensions between the U.S. and other nations
- Civil Rights movements
- Competitions between the U.S. and other countries such as the Space Race
- U.S. involvement in foreign issues since becoming a super power
- Women's rights movements
- The unique diversity of our nation today

2. **What do we want students to learn?**
   - Standards based
   - More in-depth studies of and discussions surrounding economics
   - Real-life simulations (elections, business, etc.)
   - Application of more technology in projects for research and application
   - Application of what we've learned to today – How does it affect our lives and what life lesson should we learn from our studies?

3. **How do we know students are learning?**
   - L to J
   - Observation
   - In class activities with checklists
   - Partner and group work
   - Discussions
   - Study guide completion
   - Review games
   - Chapter assessments
   - Projects with rubrics
   - Readings and note packet completion from power points

4. **How do we respond when students are not learning?**

- Graphic organizers and other visuals and sketches in notes
- Check study guides for correct answers
- Eliminate test questions
- Circle main concept in a test question
- Quizlet – adds a visual to key concepts for studying
- Learning Lab study groups
- L to J study packets
- Learning Lab extension activities

5. **How do we extend or enrich the learning for students who exceed proficiency?**

- Projects
- Extension activities
- Guest speakers
- Debates
- Essays
- You Tube videos and other media connections
- Visuals and props in room
- Story book and novel connections
- Movie connections
- Plays and skits
- Tutoring opportunities to work with classmates
- Learning lab extension activities
- Genius Hour
- L to J friendly competitions

6. **Other Information:** *Projects that allow students to go above and beyond using a variety of mediums, skills, and knowledge*

5th

- Ancient artifacts
- Totem poles
- Buffalo products posters
- Explorer power points
- 13 Colonies brochures
- Colonial life models
- Branches of government trees
- Space Nation
- A Day in the Life of Lewis and Clark

6th

- Civil War trading cards
- Civil War quote collages
- Life in the West models
- Ellis Island project
- Yellow journalism headlines
- Assembly line
- WWI posters
- Advertisements
- Roaring Twenties biography Power Points
- Business
- History Museum

5K	Q1	Q2	Q3
A	9	6	10
B	9	7	6
C	2	4	3
D	1	3	0
F	3	3	3

6R	Q1	Q2	Q3
A	15	11	14
B	9	12	10
C	0	1	0
D	0	0	0
F	0	0	0

Jake Eckhardt
6th Math Board Report
March 2017

1. In math class throughout the year, we read books that relate to the different cultures incorporating mathematical terms and concepts. The books relate to students where math concepts originated and how to use the concepts.
   In 5th and 6th grade math there are no new changes in the curriculum, but we continue to enforce mastery of math facts. In order to reinforce basic math facts, 5th and 6th grade had daily practice of their math facts during the first quarter. All kids were required to pass their math facts 1-12 and 25s multiplication and division in under 11 minutes 30 seconds. We have had all but 1 pass their facts so far. The rest of the year has random check ups to insure the kids remember their facts.
2. All lessons and planning are based on the state standards. More computer based work is being done to ensure the students are proficient with computers because NeSA testing is done on the computers.
3. Throughout the year several types of assessment are used including: daily observation, daily homework, IXL math, tests, projects, STAR math testing, C4L, MAPS, and NeSA tests.

MAPS Test Scores	
Students meeting standard Winter 2016	26= 58.5%
Students below meeting standard in Winter 2016	19= 42.2%
Number of students who improved from fall to winter 2016	34= 75.5% improved
Average score in the fall Target score is a 217	219.5
Average score in the winter Target score is a 222	224.2

STARS Test Scores	
Students meeting standard Winter 2016	30= 66.7%
Students below meeting standard in Winter 2016	15= 33.3%
Number of students who improved from fall to winter 2016	30= 66.7% improved

To help students who struggle, we pull smalls groups for re-teaching in learning lab, give assistance to students who need individual help, have notes from in class for student to study from, have been practicing basic fact fluency, and give hands on learning when applicable.

4. One of the main ways to improve high ability student learning is the use of IXL math. It allows students to receive questions at their ability. As more questions are answered correctly, the difficulty of the question goes up. This allows the students to challenge themselves to their highest level. Mrs. Jamison takes a group of sixth graders to prepare them for an advanced path through.
5. We have had many projects that involve surveying, recording and graphing data, and conveying this data in a way that is unique for each student. The students are also able to create floor plan of a house using the correct scale.

Science 6th Grade 2017 Board Report

Jake Eckhardt

Multi-cultural Aspect:

The science curriculum has multicultural aspects throughout the curriculum.

- Science books the stories include experiences of scientists/inventors from different countries, ethnic backgrounds and social structures
- Study how inventions from the past have made our lives easier
- Watch and discuss Channel 1 News

What do we want students to learn?

As a science teacher, I want to student learn through a many hands on labs to enjoy the discovery to the world around them. Through our FOSS curriculum the students have many opportunities to use, and interpret scientific ideas of the natural world, generate and evaluate scientific concepts, and create and use science data to make predictions.

New concepts or changes include:

- Use of existing and newest technologies
- Google Classroom

Additions to the Curriculum:

- C4L practice tests that are similar to the NeSA tests
- Address technology standards with guidance from ISTE web site

Essential Learning:

- Displaying daily learning objectives
- Weekly Vocabulary Tests (L to J)
- FOSS Science Curriculum
- C4L practice tests to guide what skills may need reteaching
- Cooperative grouping for hands on learning and application during science labs

How do we know students are learning?

Best practices implemented:

As professionals, we interpret data and scores to provide direction as we plan our unit lessons. The data we use include our practice C4L and previous year's NeSA tests. On a weekly basis, science objectives are assessed daily by using a 5 point rubric. The labs, reading and test are monitored in SIMS gradebook. We measure student growth by looking data collected and teach or reteach concepts with low scores.

Types of assessments used to gather data:

- Daily Grading
- Lab participation
- Informal observation
- Science Notebooks
- C4L Practice Tests
- I-Check and Unit Tests
- L to J Quizzes

How do we respond when students are not learning?

Implemented Best Practice Strategies:

A best practice is to provide students with a quiet work environment. We give opportunities in various places and times with the teacher before school, during recess or after school, and use of the Lunch Bunch program to improve work. Lastly, informing parents of areas that student needs extra practice.

Measurable Data that Indicates Improvement in Student Learning:

- C4L data
- L to J quiz
- Checklist of Learning
- I-check and Unit tests

Determining factors that show improvements:

- The quality of work turned in by student on daily assignments
- Student application of learned skills on project, for example; writing an essay answer on a science test using effective writing skills
- These are measured through rubrics and grading
- District and statewide assessment results

How do we extend or enrich the learning for students who exceed proficiency?

Implemented Best Practice Strategies:

Intervention time is shared reteaching block. This time is when the 5th/6th grade team of teachers make student groups based on needs of each student. The students have used the Intervention Time to review and preview skills and practice math/reading concepts.

Measurable Data that Indicates Improvement in Student Learning:

- C4L data
- L to J Quiz
- Lab grades in SIMS Gradebook

Other Information

Content that reflects the creative lessons/units that you are facilitating in your classes.

- Technology - Brain Pop, Show Me, Socrative, Google Classroom, FOSS Web
- Student Choice matrix
- Writing matrix

Special Projects (includes integrated/collaborative efforts)

- Digital Flashcards/

2016 NeSA Science	
Students exceeding standards >135	16 = 35.6%
Students meeting standards 85-134	25 = 55.5 %
Students below standards	4 = 8.8%

6th Grade Science Grades 2106-2017			
	Quarter 1	Quarter 2	Quarter 3
A's	10	8	8
B's	11	8	6
C's		5	5
D's			2
F's			