Our Team

5th Grade
Laura Hook (ITL)
Cinnamon Curtis
Devon Sharp
Erica Valenstein
Breanne Shaw (Paraeducator)

GT
Jodi O'Connor
AJ Nath

RELATED SERVICES
Beth Singo
Shannon Jones
Annette Meyers
Jacqueline Meiklejohn
Alicia Hansen

Schedule

9:00-9:15	Arrival
9:15-9:30	SEL
9:30-10:30	Related Arts
10:30-11:45	Math
11:45-12:45	Content
12:45-1:15	Lunch
1:15-1:45	Recess
1:45-3:40	Language Arts
3:40-3:45	Pack Up
	Dismissal

Procedures for 5th Grade

▷ **Take Home Folder**
  ○ **School/PTA information**

▷ **Students bring Math binder (GT folder) and Math journal to and from school**

▷ **Homework**
  ○ **Read each night- no logs**
  ○ **Math varies by content and class**

▷ **Student Planners**
  ○ **Starting in September**

Organization for 5th Grade

Binders

▷ **2 Binders**
  ○ ELA and Math
  ○ Dividers for each
  ○ Organized in class
▷ **6 Journals**
  ○ All subjects

Other Materials

▷ **Folders**
  ○ Content and Graded assignments
▷ **Refresh supplies throughout the year**

Canvas: What to Expect

Course Homepage:
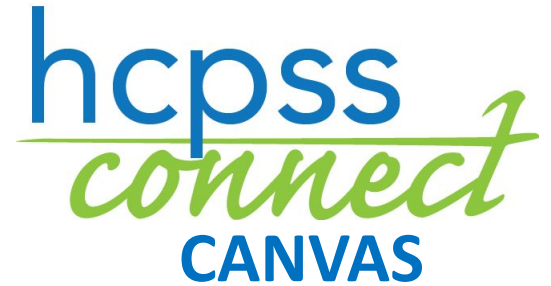
   Overview

   Student privacy information

   Resources

Calendar dates/events

Assignments and Gradebook

Announcements

Direct Messaging (Inbox)

hcpss connect **CANVAS**

Canvas courses for preK-8 students have a more simplified interface than high school. When selecting a child, you will see the same layout as that child sees in Canvas.

Have Canvas Questions? Click the **Canvas Student & Parent Orientation** link under the Help icon on the Canvas homepage

Help

Standards-Based Instruction and Reporting SBIR
Grades 3 - 5
2024-2025

What is Standards Based Instruction and Reporting?

1. Outlines consistent standards to be taught, is focused on learning goals, and sets purpose.

2. Reports student achievement *in reference to the standards they are taught* with consistent scoring practices.

3. Supports all students in reaching the standards.

4. Progress is reported compared to a standard - not compared to other students.

5. Is equitable.

(Feldman, 2017; Brookhart 1994; Guskey, 2011; Guskey and Brookhart, 2019)

What Do Academic Grades Look Like?

Progress toward meeting grade level standards will be reported based on multiple measures including, but not limited to, teacher observation, formal and informal assessments, classwork, and projects.

A - *Consistently* meets expectations (90% or higher)

B - *Frequently* meets expectations (89% - 80%)

C - *Making sufficient progress* toward expectations (79% - 70%)

D - *Making insufficient progress* toward expectations (69% - 40%)

E - *Limited / No progress* toward expectations (39% or below)

Academic Reporting Codes

How often are grades reported for each subject?

Subject Areas are reported QUARTERLY
Related Arts are reported SEMESTERLY.

Student performance - For grades 3-5 within curriculum standards is indicated by a teacher assessment of the evidence noting the following
A – Consistently meets expectations (90% or higher)
B – Frequently meets expectations (89% - 80%)
C – Making sufficient progress toward expectations (79% - 70%)
D – Making insufficient progress toward expectations (69% - 40%)
E – Limited/No progress towards expectations (39% or below)
Learning Behaviors - Indicates student demonstration of learning
1 - Meets Expectation
2 - Making Progress Towards Expectation
3 - Limited/No Progress Towards Expectation

MATHEMATICS	1	2	3	4
Demonstrates understanding of number, fraction, and decimal concepts				
Demonstrates understanding of addition and subtraction of different number types				
Demonstrates understanding of multiplication and division of different number types				
Demonstrates understanding of algebraic thinking, expressions, and equations				
Demonstrates understanding of geometry concepts				
Demonstrates understanding of measurement, data, and statistics				
SCIENCE	1	2	3	4
Demonstrates use of science and engineering practices to build				

HEALTH EDUCATION

	1	2	3	4
Demonstrates knowledge and skills for social and emotional health				
Demonstrates knowledge and skills for violence prevention				
Demonstrates knowledge and skills for personal health.				
Demonstrates knowledge and skills for disease prevention.				

| Demonstrates speaking and listening skills to productively participate in conversations | | | | |

Reporting Period: Each reporting period stands independent; the fourth marking period is not cumulative

LEARNING BEHAVIORS	LANGUAGE ARTS				MATH				SCIENCE				SOCIAL STUDIES				HEALTH EDUCATION			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Demonstrates Interpersonal Skills																				
Demonstrates Responsibility																				
Demonstrates Perseverance																				
Demonstrates Collaboration																				
Demonstrates Initiative																				

Understanding the report card: A gray box above indicates the score is not reported during the reporting period. N/A means "not available;" see report card comments for more information. The report card is one means of communicating your student's progress within Howard County Public School System's curriculum for each quarter. Parents are encouraged to maintain communication with school staff throughout the year.

For more information about grading and reporting, please visit https://www.hcpss.org/report-cards

Learning Behaviors

- Number grades 1, 2, 3 for learning behaviors

- Two pages

- Quarterly grades on first page, related arts grades and teacher comments on the second page

- Multiple measurement topics for each content area

- ***All students in a grade get the same report card***

Learning Behaviors

LEARNING BEHAVIORS	1	2	3	4
Demonstrates Interpersonal Skills				
Demonstrates Responsibility				
Demonstrates Perseverance				
Demonstrates Collaboration				
Demonstrates Initiative				

DIVISION
ACADEM

	REPORTING PERIOD	
ART	2	4
Generates and reflects on a variety of ideas to develop personal solutions		
Uses design strategies, reflects on and refines work to ensure quality		
INSTRUCTIONAL TECHNOLOGY		
Employs digital citizenship, computational thinking skills and transfers knowledge to explore emerging technologies		
Demonstrates proficient use of technology operations and computing systems		
LIBRARY MEDIA		
Demonstrates new knowledge through inquiry, critical thinking, and problem solving		
Demonstrates an appreciation of literature in a variety of topics, genres, and formats		

	REPORTING PERIOD	
MUSIC	2	4
Demonstrates skills and strategies to inform and develop performance		
Generates, communicates and evaluates musical ideas for refinement		
PHYSICAL EDUCATION		
Demonstrates fundamental motor skills		
Demonstrates knowledge and skills related to fitness and movement concepts		
INSTRUMENTAL ENSEMBLE		
Demonstrates skills and strategies to inform and develop performance		
Generates, communicates and evaluates musical ideas for refinement		
VOCAL ENSEMBLE		
Demonstrates skills and strategies to inform and develop performance		
Generates, communicates and evaluates musical ideas for refinement		

Principal

Academic grades and learning behaviors for these content areas are reported semesterly.

	ART		INST TECH	
LEARNING BEHAVIORS	2	4	2	4
Demonstrates Interpersonal Skills				
Demonstrates Responsibility				
Demonstrates Perseverance				
Demonstrates Collaboration				
Demonstrates Initiative				

#Error

Related Arts grades

Learning Behaviors for RA

Comment Box

Report Card Comments

All report cards include a section for written narrative comments, which will include a comment:

- Highlighting a student strength.
- Stating if a student is working on standards beyond their current grade level, if applicable.
- Providing clarification on what a student should continue to work on for any measurement topics marked "D or E"
- Providing clarification on what a student should continue to work on for any learning behaviors marked "3."
- Providing clarification on any not applicable (N/A), if applicable.

More Information on SBIR

Access the QR code to view standards based instruction and reporting parent resources.

What Your Child Will Learn Guides

On Canvas via
HCPSS Connect
www.hcpss.org/connect

Curriculum content
overview for each
- Grade (PreK – 5)
- Subject area

Math

~Flexible Grouping~

Grade 5

▷ Place Value and Decimals

▷ Fractions

▷ Division with Fractions

▷ Measurement

▷ Geometry

▷ Numerical Expressions and Patterns

Grade 6

NEW

▷ Area/Surface Area

▷ Ratios/Unit Rates/Percents

▷ Dividing Fractions

▷ Decimals

▷ Expressions and Equations

▷ Rational Numbers

▷ Data Set and Distributions

Language Arts

NEW: *Into Reading*

- ▷ **Foundational Skills**
- ▷ **Vocabulary**
- ▷ **Spelling**
- ▷ **Whole Group Reading**
- ▷ **Small Group Reading**
- ▷ **Fluency**
- ▷ **Independent Daily Reading (IDR)**

Writing

- ▷ **Narrative**
- ▷ **Informative**
- ▷ **Opinion**
- ▷ **Speech**
- ▷ **Poetry**

ELA Extras

- ▷ **Flexible grouping**
- ▷ **Increased text complexity**
- ▷ **Text dependent questions with written responses**
- ▷ **Multi-paragraph essays**

Social Studies

Quarter 1

The U.S. Constitution

▷ How does the U.S. Constitution balance the powers of government?

Quarter 2

Our Changing Nation

▷ How did our government meet the challenges of a changing nation?

Quarter 3

Defending Freedom

▷ How did people work to advance civil rights for all?

Quarter 4

We the People Today

▷ How is the government evolving to explain the meaning of "We the People"?

Simulated Congressional Hearing (SCH)

Science

Quarter 1
Earth Systems

Quarter 2
Patterns in Space

Quarter 3
Structure and Properties of Matter

Quarter 4
Matter and Energy in Ecosystems

Health

Social and Emotional Health	Violence Prevention	Puberty Education	Substance Abuse Prevention

Contents
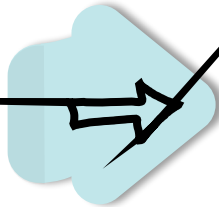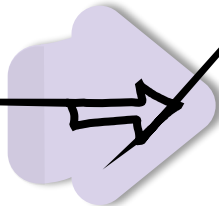
What is PBIS?

ROAR Expectations & Celebrations
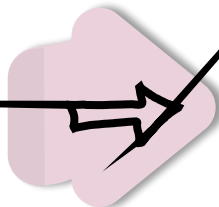
Social Emotional Learning

What is PBIS?

PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum through defining, teaching, and acknowledging behavioral expectations.

PBIS = Positive Behavioral Interventions & Supports

By reinforcing positive behaviors, schools find that teachers spend more time teaching, as class disruptions, office referrals and suspensions are reduced.

HCPSS has been involved with PBIS since 1999.

PBIS supports the success of ALL students

More information at:
http://www.pbismaryland.org/

ROAR

RESPECTFUL:

- Take turns talking
- Listen politely
- Treat others' ideas, feelings, and property with kindness and courtesy
- Use encouraging, polite, and kind words
- Respect others and yourself

ROAR

Organized:

- Make sure you are prepared and have all necessary materials
- Keep materials in the appropriate places
- Help clean up materials that have been used

ROAR

Always Safe:

- Keep hands and feet to self
- Stay in assigned seats and areas
- Use furniture and supplies appropriately
- Follow safety procedures

ROAR Behavior Hierarchy
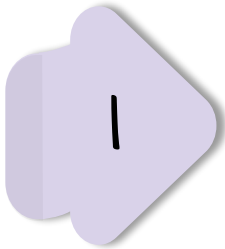
1 ROARing Positive Behavior
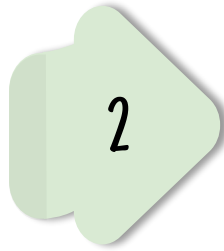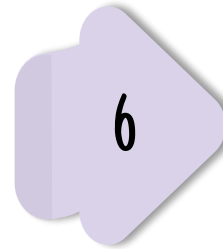
2 Verbal Warning
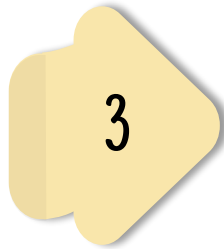
3 Reset #1
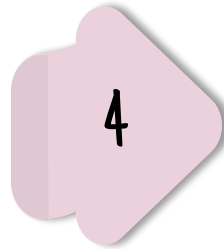
4 Suggest Break Space
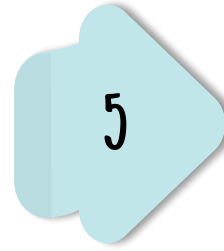
5 Self Check (not a consequence)

6 Incident Report (admin tracks and reviews)

Break Space

Break Space Use

- A space to decompress or think about making better choices

- Available in each room

- <u>Not</u> a consequence

- Student or teacher initiated

- Timer

- All students visit during first 2 weeks of school

Self Check Form

Self Check Form

- Communication tool used for conversation, record keeping, & family notification.

- Not a consequence: used to guide discussions regarding behaviors.

- Provides students with a way to reflect on their behavior & how to intentionally change it.

Lisbon Elementary School
Student Self-Check Form
(primary grades)

Student Name: _____ Date: _____ Time: _____

This self-check form is a way for students to work with a staff member to improve and strengthen ROAR expectations in the school setting. It **IS NOT** a consequence. A self-check allows students to stop and think about choices as well as share with families at home areas we are working on at school. With our help and support, we can work together to help teach your student the expectations so that our student may learn in the school setting to his/her fullest potential. Your help and support is appreciated!

Dear Family,

☐ I used my RESET BUTTON and spoke to a staff member about the expectations.

☐ I am still having trouble showing (circle the expectations that apply):

Respectful   **Organized**   **Always safe**   **Responsible**

☐ This is why I responded the way I did:

I wanted someone's attention.	I was angry with _____.	I didn't want to do my work.	I wanted to get away from _____.
I wanted help with my work.	I wanted something that someone had.	I don't know why.	I wanted _____.

☐ Next time, I can_____
_____

☐ I spoke to _____ about my new plan.

Your student,

_____   _____
(write your name on the line)   Parent/Guardian: please sign & return to school

Distribution: Parent- white   Staff Member- yellow   LES PBIS: Self Check Form, primary grades/2022

Self Check Form

- Communication tool used for conversation, record keeping, & family notification.

- Not a consequence: used to guide discussions regarding behaviors.

- Provides students with a way to reflect on their behavior & how to intentionally change it.

Lisbon Elementary School
Student Self-Check Form
(intermediate grades)

Student Name: _____ Date: _____ Time: _____

This self-check form is a way for students to work with a staff member to improve and strengthen ROAR expectations in the school setting. It **IS NOT** a consequence. A self-check allows students to stop and think about choices as well as share with families at home areas we are working on at school. With our help and support, we can work together to help teach your student the expectations so that our student may learn in the school setting to his/her fullest potential. Your help and support is appreciated!

This is what happened:

Circle the school expectation involved *(circle all that apply)*:

Respectful   **O**rganized   **A**lways safe   **R**esponsible

Explain why you responded the way you did by finishing the sentence: **I wanted...**
- ☐ attention from an adult or another child
- ☐ to let_____ know I was angry.
- ☐ help with my work.
- ☐ to get away from_____.
- ☐ something that someone else had.
- ☐ to avoid doing my work.
- ☐ help doing my work.
- ☐ other (describe what you wanted): _____.

This is how I plan to make a better choice the next time I feel the same way:

Student Signature: Staff Member Signature:

Staff Interventions Attempted Before Self-Check Form *(to be completed by staff member)*
___Redirection   ___Verbal Warning   ___Other: _____

Staff Comments: _____
_____

Parent/Guardian Signature: _____ *(Please sign & return form to school)*

Distribution: Parent- white   Staff Member- yellow   LES PBIS: Self Check Form, intermediate grades/2022

Incident Report

- Staff completes with the student <u>AFTER</u> multiple resets, conversations, and a Self-Check form has been provided.

- Families <u>will receive a phone call</u> from the teacher regarding the incident & the form will be sent home for a guardian's signature.

- While tracked by administration, this <u>does not</u> become part of the student's permanent record.

- If Administrator follow-up is requested by the teacher and your student's action is determined to be an Office Referral, administration will follow up with you. This <u>does</u> become a part of the student's permanent record.

Howard County Public School System — Incident Report/Staff Documentation

Date Entered:___/___/___

Student Name:_____ Grade:___ Date of Incident:___/___/_____ Time:_____

Referring Staff Member:_____ Class:_____ Location:_____

* If the student has an IEP, 504, BIP or receives Alternative Education services, staff should consult with the student's case manager.

Staff Action(s) prior to assigning an Incident Report

- ☐ Reminder(s)/Prompting
- ☐ Offer Help/Support
- ☐ Private Conversation
- ☐ Community Building
- ☐ Parent/Guardian Phone Call
- ☐ Consultation with SST Staff
- ☐ SEL Instruction
- ☐ Skill Building with SST Staff
- ☐ Other:_____

Observed Behavior

- ☐ Absent from Class without Permission
- ☐ Academic Dishonesty
- ☐ Alcohol Violation
- ☐ Arson/Fire Violation
- ☐ Attack on Staff
- ☐ Attack on Student
- ☐ Bullying, Cyberbullying, Harassment, Intimidation
- ☐ Destruction of Property
- ☐ Discrimination
- ☐ Disrespect: Adult or Peer
- ☐ Disruption
- ☐ Dress Code Violation
- ☐ Drugs - Controlled Substances
- ☐ Drugs - Inhalants
- ☐ Electronics - Inappropriate use
- ☐ Explosives
- ☐ Extortion
- ☐ False Alarms/Threats
- ☐ Fighting
- ☐ Gambling
- ☐ Gang Activity
- ☐ Leaving School Grounds without Permission
- ☐ Serious Bodily Injury
- ☐ Sexual Activity
- ☐ Sexual Attack
- ☐ Sexual Discrimination/ Harassment/Misconduct
- ☐ Stalking
- ☐ Tardiness
- ☐ Theft
- ☐ Threat to Adults
- ☐ Threat to Students
- ☐ Tobacco Violation
- ☐ Trespassing Violation
- ☐ Truancy
- ☐ Weapons - Other Guns
- ☐ Weapons - Other Weapons

Staff member's description of the incident in observable terms (please refrain from using other student names):
_____
_____

Referring Staff Member and Student Discussion

* Student has the option of speaking with an administrator or student services staff member

Student's description of the incident in their own words (staff may write for the student if the student requests):
_____

Discussion Summary (What do you need moving forward? How can staff support you? Is there anything you need to do to make things better?) _____

Discussed with:_____

☐ I decline to process the situation (written and/or verbal). Student Name/Signature:_____

Action(s) Taken: ☐ Phone Call   I spoke to:_____   I left a message for:_____

- ☐ Extended School Day:
  - ☐ Before ☐ Lunch ☐ After
  - ☐ Other:_____
- ☐ Loss of Privileges
  - Explain:_____
- ☐ School Community Service
- ☐ Parent/Guardian Formal Conference
- ☐ Other:_____

☐ Exclusion - Location:_____ Duration:_____ Minutes (cannot exceed 30 minutes)

☐ Referral to School Administration

Administrator Follow-Up (if applicable)   Administrator Name:_____

Action Taken:_____

Determined to be Office Disciplinary Report ☐ Yes ☐ No

Staff signature _____   ☐ Parent/guardian signature (if box is checked) _____   ___/___/___ Date

Distribution: White - Parent/Guardian   Yellow - School Use   Pink - Referring staff member   SA 4701-01-39502022

SLIDESMANIA.COM

ROAR Celebrations

ROAR Coupons

HOWARD COUNTY PUBLIC SCHOOL SYSTEM

☐ Respectful
☐ Organized

☐ Always Safe
☐ Responsible

LISBON ELEMENTARY

ROAR Store

- In class, non-tangible rewards

- Menu of prizes created by classroom/grade level; ideas include:
  - Bring a stuffie to school
  - HW pass
  - Use a pen for a day
  - Sit at the teacher's desk
  - Lunch bunch with teacher

Pride Awards

Quarterly Celebration

Acknowledging:

- ROARIng behaviors
- Honor roll
- Principal's honor roll

Students receive:

- Paw: No Incident Report forms
- Gold Pencil: Honor Roll
- Blue Pencil: Principal's Honor Roll

Celebrations

Happy Go Home Notes

Happy Go Home Note

Just a note to say...

_____ had an
outstanding day!

Behavior:

0 Demonstrated Morning Meeting Topic of the Week

0 Listened Attentively   0 Followed Directions
0 Hands and Feet to Self   0 Shared With Others
0 Took Turns   0 Quiet at Work Time
0 Helped a Friend   0 Quiet in the Hall
0 Cleaned Up Area   0 Used Kind Words
0 Used Materials Safely   0 Tried Hard to Learn
0 Worked Neatly   0 Showed Respect
0 Showed Responsibility   0 Showed Safety

Comments:

_____
_____
_____
_____

Teacher: _____

Birthday Announcements

- Announced during the morning announcements
- Pencil/Sticker from teacher
- Summer birthdays:
  - <u>August</u> birthdays will be announced during the first week of school in 2024
  - <u>late June/ July</u> birthdays will be announced during the last week of school in 2025

More Celebrations

Golden Lion

- Only Golden coupons will be used
- Day focuses on specific desired behavior
- Random winners chosen from class and grade level baskets
- 1 Ultimate Lion + 4 Golden Lions, per grade, per day
- Tentative Dates:
  - Week 1: mid-December
  - Week 2: mid-March
  - Pop Up Days

Lion Day

- Celebration at the end of each quarter
- Activities may include:
  - Grade level celebration
  - Team building activity
  - Cross-age buddy activities
  - Development & presentation of individual awards

Social Emotional Learning (SEL)

SEL

Allows the class to greet one another and work on common goals

Focuses on social-emotional development

Offers student voice

Allows for the opportunity to further develop empathy and belonging in the classroom

Occurs daily to discuss classroom goals and to work on social problem solving skills

Related Arts

All Related Arts schedule will be on a rainbow schedule.

September 2024

Sunday	Monday	Tuesday	Wednesday		Friday	Saturday
1	2 Labor Day Schools & Offices Closed	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	21 Professional Work & Wellness Day Schools close 3 hours early	19	20	21
22	23	24	25	26	27	28

Related Arts Team

Art
Mrs. Giro

Experience all different kinds of art mediums and art styles.

Media
Mrs. Hastings

Integrated lessons; radical researching; engineer design; sharing a love of literature

Physical Education
Mrs. Lindauere & Mrs. Wasson

Participation in Fundamental Movement, Creative Movement and Skill-Themed Activities.

Related Arts Team

Instrumental Music
Mr. Carter

STRINGS - Open to all 3rd, 4th & 5th students.

BAND - Open to all 4th & 5th students.

Technology
Mrs. Bennett

Google Docs, Coding Robots, Breakout Boxes engineering challenges and more!

Music
Mrs. Trueblood

K-5 singing, dancing, and playing classroom instruments!

CHORUS * BAND * ORCHESTRA

Chorus Director: Mrs. Fineblood

Band and Orchestra Director: Mr. Carter

CHORUS

Available to all 4th and 5th grade students

BAND

Available to all 4th and 5th grade students

ORCHESTRA

Available to all 3rd, 4th and 5th grade students

Registration information will be sent home the first week of school.

Donations

Sticky notes, glue sticks, index cards and tissues are very much appreciated throughout the year

- Recyclable materials for science, end-of-the year celebration, and/or craft supplies will be advertised by Canvas or email.

Questions/Concerns

▷ **Phone calls**
   ○ **8:30-8:50am or 3:55-4:05pm**
▷ **Canvas**
   ○ **Announcements**
   ○ **Inbox**
   ○ **Calendar Events**
▷ **Email**
   ○ cinnamon_curtis@hcpss.org
   ○ laura_b_hook@hcpss.org
   ○ devon_sharp@hcpss.org
   ○ erica_valenstein@hcpss.org