

R.O.A.R Report

Visit us at: <http://rimrock.mesa.k12.co.us/>
Old editions will be archived on our website.



Mission Statement: *Is to be a school community where all learners (students, staff and parents) are valued and continuously strive to achieve our personal best. Si usted necesita una traducción en español favor de llamar al 254-5339. Estamos para servirles.*

October 22, 2014

Upcoming Dates

No School – Thursday, October 23 (conferences) and Friday, October 24 (Comp Day)

3rd Grade Music Program – Tuesday (Roberts and Williams), November 4 and Wednesday (Moon and Eatwell), November 5 – 6:30 pm

PTO Meeting – November 6, 2014 – 4:00 - Library

No School – Friday, November 7 – Teacher Plan Day

Focus on Learning:

School Advisory Council (SAC)

We held our second quarter SAC meeting on Thursday, October 16. Mr. Lee Carleton joined us from the District Accountability Committee to review our 2014-2015 Unified Improvement Plan. Our goal for this school year is: Every staff member is actively engaged in Responsive Instruction with all students.



Part of our action plan includes providing targeted support for learners before, after and during the school day. We are using a program called I-ready to monitor students' progress. In addition, we have been using a math screener to monitor and track our primary students. Classroom teachers can/will share specific information with you during conferences. In addition, we have created data walls for each grade level as well as goals for proficiency. Each week grade level teams meet to discuss goals and student progress toward these proficiencies.

Our third quarter meeting will be Thursday, February 12 at 4:30 pm in our conference room. All interested parents/guardians are welcome to attend.

Focus on Safety:

Drills

On Monday, September 29 we held our first Shelter-in-Place drill. Shelter-in-Place goes into effect when you have a danger in the surrounding community; for example, a bear on the premises. The goal is to pull everyone in the building and secure all doors so that no one enters or leaves the building unattended. I am glad to report that all of the law enforcement agents and our district safety coordinator in



attendance praised our staff, students and parent volunteers on our efficiency, attention to detail and overall organization.

We also had our monthly fire drill on Friday, October 17. Per Board Policy, we will have a lock down drill during the second, third and fourth quarters, as well as a fire drill monthly.

We appreciate your support in discussing the importance of these drills with your child(ren) and your cooperation if/when you are on campus during one of the drills.

We know that if children do not feel safe, they cannot learn, and learning is what we are all about.

Safety and Flow of Traffic in Our Parking Lot - update

I ran the article printed below in the first ROAR Report (if you missed it, please take time to review). I am happy to report that overall, the flow of traffic has improved. We are still having a few cars park behind/in front of parked cars blocking them in their slots. In addition, some students are still running between cars out into the parking lot. Our ultimate goal is safety and efficiency – we do believe that if we follow the outlined items below we can achieve both.



Repeat part from September ROAR Report:

I have spent the past few weeks watching our parking lot and talking with parents, staff and Officer Bomar about safety and the flow of traffic in our parking lot. To keep students safe, help with the flow and prevent staff and parents from being blocked in, we would like to implement the following expectations:

- Stay in your car if you stop along the curb. The curb is for PICK UP / DROP OFF ONLY.
- Avoid stopping in the areas marked in red or outlined with cones.
- If you are going into the building, **please** park in a parking space or along the road – not behind parked cars or along the curb.
- For Safety reasons children are instructed to remain on the sidewalk until escorted by an adult to cars out

in our parking lot. Please help us reinforce this procedure by discussing with your child.

I realize there are not enough spots for our families to park in our lot and that parking out on the street can be an inconvenience; however, we have had parents and staff members unable to get out due to cars parked behind them in our lot or in areas marked red or with cones. For the safety of our children, please follow the above procedures before, during and after school.

As a reminder, we do have two staff members serving as cross walk guards to assist students/families in crossing the street. Many families utilize these guards and stop along the curb to let children out to cross at the cross walks. We also have a large number of bike and scooter riders that support the flow of our traffic—rain and snow will add to the number of vehicles – keep this in mind.

We are always thinking of ways to keep your children safe and we appreciate your patience as well as your support in following these guidelines.

Parents Corner

New Standards – Supporting Your Child(ren)

I will be sharing different pieces throughout the year regarding our new standards and our new testing. Here is a piece from Just Ask sharing information around literacy and ways to support your children at home:

In English Language Arts (ELA) and through literacy across the curriculum students must...

Read complex texts to grow vocabulary and language.

In order to be ready for college and career, students need to be able to navigate texts that are complex. Therefore, the standards build a staircase of complexity, where students are closely reading texts of increasing difficulty. The standards also require students to expand their academic vocabulary, or words that appear in different content areas such as science, social studies, and history. Through reading, writing, listening, and speaking, students build a repertoire of words, phrases, and conventions that enhance their learning in all curricular areas.

Read, write, and speak using evidence from both literary and nonfiction texts.

In the past, students may have been asked to answer questions that relied solely on their prior knowledge or experiences. Now, with the **Common Core**, students are required to answer questions that depend on their careful reading of texts. For instance, students are asked “text dependent” questions that expect them to infer, analyze, and apply information from what they have read. In both reading and writing, it is essential that students substantiate their claims using relevant text-based

Same Topic Text Set with Increasing Complexity

evidence. With the shift to **Common Core**, students are still writing narratives, however the emphasis lies on argumentation, persuasion, and informational writing.

Build background knowledge through the reading of nonfiction.

An important idea embedded in the **Common Core** is that students should be knee deep in learning about their world through the reading of content-rich nonfiction. In grades K-5, the **Common Core** expects that during students' educational experiences there should be a 50/50 balance between nonfiction and literary reading, where in grades 6-12, there would be an 80/20 balance between nonfiction and literary reading. The standards maintain a clear focus on the study of literature and also explicitly state that students should be engaged in gaining background knowledge in history/social studies, science, and technical subjects through access to content-rich nonfiction.

Examples of evidence-based reading/writing tasks from [NYC Department of Education](#)

Sample ELA Grade 2 Task

Students independently write an informational piece on a community of their choice after reading and responding to informational texts about rural, suburban, and urban communities. The students will be supported in charting information from shared and independently read texts and will be involved in guided and interactive practices on how to organize their writing.

Sample ELA Grade 9 Task

Students write an argumentative essay in which they make a case for the speaker who they think makes the strongest argument to promote racial equality. Students consider each speaker's use of claim, counterclaims, evidence, and methods when making their determination.

Clayton, Heather. "Making Parents Your Common Core Partners." *Making the Common Core Come Alive! Volume III, Issue VI, 2014*. Available at www.justaskpublications.com. Reproduced with permission of Just ASK Publications & Professional Development (Just ASK). ©2014 by Just ASK. All rights reserved.

Quick Tips for Supporting Learning at Home

Focus on evidence

- Have your child reference the text in discussions about texts he has read. Expect evidence in everyday discussions and/or disagreements
Frequently use evidence-based language like...
 - For example...
 - For instance...
 - Because...
 - Based on what I read...
 - The author stated...
 - According to the text...
 - On page ____, it said...
 - From the reading I know that...

Balance your child's reading diet by including acclaimed age-appropriate literary works, various genres, and nonfiction text

- Encourage and model reading for pleasure, insight, and information
- Engage your child in reading functional text like directions for games or product assembly, recipes, or maps
- Provide exposure to a variety of books so that your child can develop skillfulness in choosing classic literature and books from different genres that she wants to read, for pleasure, insight, or information
- When your child is reading nonfiction, point out and ask questions about the different ways nonfiction text is organized and the different features that help readers (subheadings, bold print, captions, maps, charts, tables, graphs, etc.)
- Introduce books that your child might not select on their own

Ask the right questions

When supporting your child with homework, focus on asking questions to promote reflection rather than showing your child how to do the work. This is especially important in mathematics, where if you teach a concept incorrectly or too soon, it could solidify misconceptions for years to come.

Sample questions to ask your child during reading/writing homework:

- What was confusing?
- What questions would you ask the author?
- What helped you to understand the reading?
- What connections can you make to your reading?
- What was the main idea of the text? (nonfiction)
- How was the text organized? (nonfiction)
- How did the character change in the story? (fiction)
- What kind of person is _____? Why? (fiction)
- Where did you find evidence to support your thinking? (writing)
- What evidence are you using to support your ideas? (writing)

Read, write, and speak using evidence from both literary and non-fiction texts.

In the past, students may have been asked to answer questions that relied solely on their prior knowledge or experiences. Now, with the **Common Core**, students are required to answer questions that depend on their careful reading of texts. For instance, students are asked "text dependent" questions that expect them to infer, analyze, and apply information from what they have read. In both reading and writing, it is essential that students substantiate their claims using relevant text-based evidence. With the shift to **Common Core**, students are still writing narratives, however the emphasis lies on argumentation, persuasion, and informational writing.

Build background knowledge through the reading of non-fiction.

The idea behind the **Common Core** is that students are knee deep in learning about their world through the reading of content-rich nonfiction. In grades K-5, the **Common Core** expects a 50/50 balance between nonfiction and literary reading, where in grades 6-12, there should be an 80/20 balance between nonfiction and literary reading. The standards still pay attention to literature, however the standards for literacy in history/social studies, science, and technical subjects ensure students are gaining background knowledge in these subjects.

The Counselor's Corner

October's character word is **self-control**. Self-control is showing power or control over one's own actions, words, and feelings. The class lessons I teach to K-4th grade will relate to the monthly character word. The lessons that go along with self-control are: how to show self-control over our words, actions, and feelings (especially anger), and tattling vs. telling. All 5th grade lessons this year are lessons provided by

the district called “Riding the Wave” which are lessons intended to get 5th graders ready for middle school.

To help with self-control, we talk about the steps **STOP-THINK-ACT**. When emotions are high you tell yourself to **STOP**. Then you **THINK** about you options: “Is it a good choice or bad choice?” Finally you **ACT** (take a deep breath, count to 10, walk away, talk it out, cool down, take a break, etc.) Ask your student to show you the movements to the song we learned about self-control.

I just stop.....
I know the drill.
I take a few deep breaths and tell myself to “chill”.
I say, “I can handle this like a pro.”
I’m overflowing with self-control.

In the tattling vs. telling lesson we decide what is a “tattle” and when it is appropriate to “tell” an adult right away. Tattling is talking to an adult to get someone into trouble (small problems students can solve on their own.) Telling is talking to an adult to get someone out of trouble (big problems, like when someone is hurt or in danger.

Stay tuned for the November character word.

Attention Parents and Friends of District 51 Students:

If you are looking for a way to support our school district and its students, consider becoming involved with the School District 51 Foundation (D51F). The Foundation was formed in 2010 and is growing and making an impact. This non-profit organization raises awareness about the district as well as money to supplement the state and federal funding, providing a needed boost to classrooms and teachers. Our goal is to support academic growth and achievement and promote outreach to benefit kids and community. The largest of our fundraisers is the White Iced Party which is held annually each February. In the past couple of years, D51F has been able to supply Nooks to the elementary schools and contributed to the Spring Break Intercession last year, which was to give extra support to middle school students in math. We also recognize outstanding educators for the work they do. In addition to its fundraising efforts, D51F offers a class called “*Explore D51*” to educate its participants in greater detail about the district and its schools. In a time when funds are scarce, District 51 Foundation helps fill the gaps. Parents and business leaders can help by becoming D51F Ambassadors. Find out more by visiting our website: <http://d51foundation.org/> and follow us on Facebook at www.facebook.com/d51foundation.

