



# February 2018 Newsletter

## Principal's Message

Greetings. February was an exciting month. We celebrated the 100<sup>th</sup> day of school and Chinese New Year, honored the contributions of African Americans for African American History Month, recognized our 9<sup>th</sup> annual spelling bee finalists during our competition and at our trophy ceremony, and set fundraising records with our annual Community Fund Hearts Campaign. As we head into March, we are looking forward to our Unity Dance on March 3<sup>rd</sup>, Spring Break the week of March 26<sup>th</sup>, and family conferences the week of March 6<sup>th</sup>. We are incredibly grateful for how our community of educators and parents came together to support our students in their academic pursuits and Lisa and her team as they coordinated efforts to raise monies for staff and programs for the 2018-2019 school year. We are stronger together! Thanks.

Our teachers and I engaged in study around reading, writing, and mathematics with our partners at Growing Educators (GE) and the UCLA Mathematics Project. We planned units of study in writing and reading with Erin from GE and thought about ways to extend student thinking around their strategies for rich mathematics problems with Nick from UCLA. We also continued our study of ways to support students' connections to the books they read with Kylene Beers' and Robert Probst's Book, Head, Heart framework from the book *Disrupting Thinking*. Having students consider how a book changes their thinking or perspective of the world or how it changes them as people has been shown to increase interest in and a love for reading. We also want our students to be critical readers of non-fiction texts so that they can detect bias and misinformation. Finally, we are incredibly grateful to our room parents and teachers as we welcomed over 80 educators on Valentine's Day to observe CGI in action in our grades 3-5 classrooms. We realize that this work is bigger than us, and the impact we have reaches thousands of students across Los Angeles.

As we end our second reporting period, please take time to meet with your child's teacher during the week of March 6<sup>th</sup> so that you, your child, and your child's teacher can set meaningful goals for the remainder of the year. Feedback and reflection are critical, high-impact practices and help our students develop growth mindsets as they recognize that with effort, any goal can be achieved. We are excited for our upcoming Jogathon and Spring Fling so make sure to join us for our Booster Club meeting on March 7<sup>th</sup>. We need you! ❤️❤️❤️ *Principal Jenkins*

## Attendance

Our goal is for 76% or more of our students to be in attendance 96% of the time. Our school-wide attendance rate is 70%, which represents a 2.6% decrease from last month. **An attendance rate of 96% is no more than 7 absences in a year.** We look forward to improving our rates. Attendance is such a critical factor in our students' success. Thank you for supporting us in this effort. **Fourth and fifth grade win the extra PE class, and all the classes with the best attendance will get an extra 10 minutes of recess.** We will also be awarding students for perfect attendance each month with our very own CDA trading cards. Finally, **Ms. Block's class gets a Mad Science class for their attendance rate.** Bonus! Let's keep coming to school!

## Attendance Data for February 2018

The class with the best attendance wins a Mad Science class and all classes below get 10 minutes of extra recess.		The two grades, one with the best attendance and one with the most improved attendance, get a PE class with Coach Jordan.	
Percentage in Attendance by Class		% of Students with 96% Attendance	
Mackavoy	95.40%	Kindergarten	62.8 (+7.1)
Masi	94.72%	First Grade	69.1 (-3.4)
Ruttenberg	96.94%	Second Grade	67.5 (-11.4)
<b>Block</b>	<b>97.47%</b>	Third Grade	75.5 +8.4)
Saxton	95.52%	<b>Fourth Grade</b>	<b>79.2 (+8.1)</b>
Querrey	93.59%	<b>Fifth Grade</b>	<b>71.4 (+8.9)</b>

## Counting Collections

With our new approach to homework which focuses on providing time for your children to read at home and engaging them with books and other reading materials, there are additional activities that you could use to learn more about your child. Counting collections is one of them. From as early as 2 years old, we can start to collect objects: buttons, bottle caps, coins, shells, paper clips, and other objects that are attractive to a child and have them count them. Observing the ways in which children approach their count, how they organize their count, and when and how they start to group to make the counting more efficient will provide important windows into their thinking. As they get older, you can have them count groups of packaged objects with loose sets and see what strategies they use. You can also pose problems in the context of their count. Have fun!

## Disrupting Thinking

In their book, Kylene Beers and Robert Probst describe a framework that teachers can use to help students as they read fiction and non-fiction texts. They call it the *Book, Head, Heart* framework, and there are questions we can use to ask ourselves, "What did I notice?" (Book), "What did I wonder?" (Head), and "What did I take to heart?" (Heart) They argue that when we read texts, we need to consider what's in the text by asking questions like, "What's this about?" and what it makes us think by asking questions like, "What surprised me?"; but we also need to take into account what we took to heart by asking questions like, "What lessons did I learn?" either about life or about ourselves as people. In their words, "If we convince students that reading might sharpen our thinking and clarify our emotions, they might see the significant impact it could have on them. In short, we want students to ask themselves, 'How has this text changed me?'" Next time you read with your children or after they have read a book in which they've had a keen interest, ask them one of these questions to see what impact the text may have had on them. The more we help our students see that books can shape us and our perspectives, the more interest they may take in reading other books.

## Important Dates

03/01/18 Schools for Advanced Studies Application Opens	03/07-09/18 Minimum Days (8:05 AM – 12:35 PM)
03/01-02/18 Fifth Grade Outdoor Education	03/07/18 Booster Club Meeting
03/02/18 Ms. Masi's Class Field Trip	03/11/18 Daylight Savings Resumes
03/03/18 Unity Dance (5-8 PM)	03/15/18 Prospective Family Tour
03/04/18 Scripps Regional Spelling Bee	03/16/18 5 <sup>th</sup> Grade Fitness Exam Window Closes
03/05/18 Jogathon Kick-Off	03/19/18 Emergency Drills
03/05/18 Coffee & Tea with the Principal	03/21/18 Mad Science Session 2 Ends
03/05/18 GATE Parent Information Meeting	03/22/18 CGI Lab Day (GR. TK-2)
03/05/18 Shelter in Place Drill	03/22/18 SSC/ELAC Meeting