

# BOE FEBRUARY NEWSLETTER

## OVERBROOK ATTENDANCE CENTER



## PRINCIPAL - MRS. LORLE BOLT

### A MESSAGE FROM OUR PRINCIPAL

Dear Charger Families,

Recently, there have been many questions regarding our new attendance letters. Please understand these are awareness letters regarding your child's attendance. These letters support our building goal to maintain or improve our quarterly attendance of 95% by the end of the 2022-2023 school year.

During the January SITE council meeting there were several questions regarding curriculum. Patrons inquired specially about the switch from reading levels to a focus on phonics instruction and how students incorporate spelling practices throughout their day. Below you will find some information in regards to the science of reading drafted by our curriculum and instruction coordinator, Carrie Mugridge.



## Science of Reading Parent Information

We know more about how the brain learns to read than ever before and we are beginning to implement these practices into our classroom instruction here in Santa Fe Trail USD 434. The "science of reading" refers to two related concepts: the study of how the brain learns to read and methods for teaching reading that high-quality scientific studies have shown to be effective. In your scholar's elementary classroom, you may have noticed that your teachers are moving away from traditional reading levels (reading level assignments) to direct teaching focused on skills-based instruction. This skills-based instruction includes the following:

- Phonological awareness - the acrobats of language manipulation
  - skills such as rhyming, alliteration, identifying syllables and blending syllables (things students can do with their eyes closed)
- Explicit & Systematic phonics - teaching children sounds (44 phonemes) to letters (graphemes). In English, there are often multiple ways to spell phonemes - for example, the /k/ sound can be spelled -c, -k, or -ck. Our teachers use S.P.I.R.E. phonics instruction in all grade levels. Systematic phonics is also a piece of the Kansas Law, Every Child Can Read under the Dyslexia Legislation
  - Students complete spelling dictation and sentence dictation to practice spelling and phonics skills.
- Students are learning to read with accuracy and expression - their ability to read fluently. When students have the basis of Phonological Awareness and Phonics, decoding becomes more and more automatic.
- Vocabulary and Comprehension are ongoing and taught in the classroom as decoding becomes more and more fluent.

## WAYS TO HELP YOUR CHILD AT HOME WITH READING

How can you support your child's reading at home?

1. Read with your student at home and encourage him or her to sound out words, and help them to sound out unknown words. Encourage your child to look at the letters or known word parts of the word (not the picture), say each sound, and blend to make a word.
2. Talk to your child - a lot!! Drown your children in language and expose them to vocabulary. Exposing your child to a variety of words helps develop literacy skills.
3. Read to your scholar. Read literature, fiction and nonfiction, that is above their reading level to expose them to content and build knowledge.
4. Practice phonemic awareness at home! Play language games with your child at home - say a word and then change one sound (went - change /w/ to /s/ and make sent!).
5. Review letter names and sounds.
6. Listen to your child read - if it doesn't sound fluent, have them reread it, focusing on fluency and accuracy.
7. Promote writing and encourage your child to write lists, stories, cards, and letters.
8. Ask questions when your child reads - retell the story and explain facts from a nonfiction text.

9. Make reading a regular activity at home!

Here are more resources to continue learning about the Science of Reading.

[Reading 101: A Guide for Parents](#)

[11 Ways Parents Can Help Their Child Read](#)

[How the Science of Reading helps kids learn to read](#)

[Science of Reading - YouTube Video](#)

[How Do Kids Learn to Read? What the Science Says](#)

## UPCOMING DATES:

2/3: 100's Day

2/6-2/10: Love-Grams for Sale

2/14: Valentine's Day

2/15: 2nd and 3rd Grade Concert @ the SFTHS Auditorium in the evening  
2nd (6pm) & 3rd Grade (7pm)

2/17: No School

2/20: No School

# 2023 OAC MUSIC CONCERTS



Dear OAC Families,

Please mark your calendars for the upcoming elementary music performances. Each grade level will have a performance, so if you have children multiple grade levels, please take note of each performance!

Please plan to have your child at SFTHS **at least 20 minutes prior** to the start of the performance.

Wednesday February 15th at 6:00PM - 2nd Grade  
Wednesday February 15th at 7:00PM - 3rd Grade  
Thursday, April 13th at 6:00PM - Kindergarten  
Thursday, April 13th at 7:00PM - 1st Grade

For more information about where to drop your student off, concert attire, and other frequently asked questions, see the reverse side of this letter.

**Rock on, OAC!**  
Jen Slaght  
Music Teacher

## STUDENT LIGHTHOUSE FUNDRAISER

The student lighthouse will be selling Love-Grams Feb. 6-10th. Students will have the opportunity to purchase a treat for their friends which will be delivered on Valentine's Day. The lighthouse team is raising money to help support our other leadership clubs such as: care club, birthday squad and the voice.



# LOVE-GRAMS FOR SALE

**FEBRUARY 6-10TH  
7:30-8:00AM  
OAC FOYER**

**ITEMS DELIVERED FEB. 14TH  
COST: .50 CENTS PER ORDER  
ITEM: BAG OF FRUIT SNACKS**

**(IF FRUIT SNACKS RUN OUT A SUCKER WILL BE SUBSTITUTED)**

Proceeds support Student Lighthouse

## COUNSELOR'S CORNER

This month we will be working on Empathy. Empathy is understanding how someone else is feeling. This is very hard for our kids because of where they are developmentally. I always ask kids in different situations that may require some empathetic understanding, "How do you think they feel? How would you feel if this happened to you?" This is great to use at home as well to help kids work on those skills. Another piece of this is understanding differences. Everyone is different and has different needs, beliefs, interests. We will also be working on this as we talk about empathy.

## MORNING ARRIVAL

At morning drop off if you happen to notice the small bus behind you I ask that you please pull forward and park to unload your child. This will allow the bus to pull forward and properly unload out students. This will allow our bus driver to maintain his schedule and limit the wait time of our students on the bus.


## FEBRUARY HABIT: SYNERGIZE

Habit 6, Synergize, means when two or more people work together to create a better solution that either would have thought of alone. It's not your way or my way, but a better way. Synergy is taking good ideas and making them better by working together.



Habit #6  
**Synergize**  
Together is better.

- . I get along well with other people and work well in groups.
- . I value the strengths of others and allow myself to learn from them.
- . I know that by working together as a team we can get more done and come up with better solutions than we could alone.



## KINDERGARTEN PARENTS: MARK YOUR CALENDARS

**K Parents Only:** There will be no school for kindergarten students on April 14, 2023.

This allows the incoming preschoolers who will be kindergarten students in the 2023-2024 to experience kindergarten round-up! All other students (1st - 3rd) will have school that day as regularly scheduled.

# COLLABORATION MINUTES

<b>Meeting Details:</b>	<p>Date: 1/26/23            Time: 7:15-7:45am            Location: OAC Library            Attendance: Sign in Sheet            Materials to Bring: Computer</p>
<b>Roles &amp; Responsibilities</b>	<p>Facilitator: Mrs. Bolt            Timekeeper: Ms. O            Recorder: Ms. Portlock            Data Focus: Ms. Thompson</p>
<b>Goal(s) of Meeting:</b>	Data Analysis
<b>Critical Questions:</b>	<p><u>Academic and SEL</u>            What do we want all students to know and be able to do?            How will they learn it?            How will we respond when some students do not learn?            How will we extend the learning for students who are already proficient?</p>
<b>Reminders</b>	<p>Begin working on setting up field trips and dates , date to the office and Madison for lunch. She will also need a sack lunch count 2-3 weeks prior to you attending a field trip to order supplies.</p>
<b>Topic(s) for Discussion and minutes</b>	<p>Review LIM survey information            Fastbridge Math Data            Fastbridge Data Recording Sheet</p> <ol style="list-style-type: none"> <li>Go to 22.23 Drive/Folder Fastbridge data</li> <li>Clear out previous math data, ensure you highlight or change all information from Fall to Winter</li> </ol> <p>Where to find data - login to fastbridge, reports, individual skills report for K-1, select your test Early Math, look at each subtest. Star I some risk and II at risk. For grades 2-3, group screening report, select your test aMath, and star college and career ready, nothing green, I some risk, II at risk</p> <p>Ensure they you have addressed what instructional practices you will put in place to assist in areas of need (work with your teams for idea)</p>
<b>Outcome(s) of Meeting:</b>	<p>Update on SEL            Review Individual Teacher Data and Record T1, T2, and T3 data along with interventions to put in place</p>
<b>Next Meeting</b>	

<b>Meeting Details:</b>	Date: 1/19/23 Time: 7:15-7:45am Location: OAC Library Attendance: Sign in Sheet Materials to Bring: Computer
<b>Roles &amp; Responsibilities</b>	Facilitator: Mrs. Bolt Timekeeper: Ms. O Recorder: Ms. Portlock Data Focus: Ms. Thompson
<b>Goal(s) of Meeting:</b>	Data Analysis
<b>Critical Questions:</b>	<u>Academic and SEL</u> What do we want all students to know and be able to do? How will they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?
<b>Topic(s) for Discussion and minutes</b>	First: LIM survey <a href="https://forms.gle/caboUYopDaLAd2NN7">https://forms.gle/caboUYopDaLAd2NN7</a> This survey discusses the possibility of moving from Leader In Me to a different Social Emotional Platform. Even if we switch curriculums as part of KESA we still need to work on Individual Plans of Study (leadership notebooks, WIGS, etc) That part stays. The leadership groups and building action teams will stay. It would be switching the content taught in the classroom only. Fastbridge Data Recording Sheet 3. Go to 22.23 Drive/Folder Fastbridge data 4. Make a copy of your Fastbridge data form/rename with Teacher
	Name/Grade/Winter/Student Achievement Plan a. Thompson K Winter Student Achievement Plan 5. Clear out previous data, ensure you highlight or change all information from Fall to Winter Where to find data - login to fastbridge, reports, group screening report, select your test (2nd/3rd a reading, CBM) (K/1 Early Reading) Star college and career ready, nothing green, I some risk, II at risk K/1 for subtest data use impact report, early reading + button, select subtest Use color code at bottom to help you know how is at risk, some risk Complete for Reading and Math: Set up Progress Monitoring in PLCs If time allows look at specific areas of need to help you set your lead measures for students to track on you their WIG sheets
<b>Outcome(s) of Meeting:</b>	Collect data from teacher feedback on SEL Platforms Review Individual Teacher Data and Record T1, T2, and T3 data along with interventions to put in place Identify Lead Measures for students as needed
<b>Next Meeting</b>	



<b>Meeting Details:</b>	Date: January 12, 2023 Time: 7:15-7:45 Location: Library Attendance: All Staff Materials to Bring: laptop
<b>Roles &amp; Responsibilities</b>	Facilitator: Reanna Crumpton & Amber Thompson Timekeeper: Lizzy Olorunfemi Recorder: Sabrina Grienke Data Focus: Amber Thompson
<b>Goal(s) of Meeting:</b>	Establish School Wide WIG for 2nd semester & Celebration
<b>Critical Questions:</b>	<u>Academic and SEL</u> What do we want all students to know and be able to do? How will they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?
<b>Topic(s) for Discussion and minutes</b>	FastBridge Reading WIG Goal tracking templates Data collection
<b>Outcome(s) of Meeting:</b>	Information will be shared with students at assembly. Teachers will work with students to set individual WIGS
<b>Next Meeting Plans:</b>	Fastbridge Progress Monitoring Groups Use data from these forms to establish action steps to practice

## BOE GOAL 1: COMMUNICATION

### Communication Goals

#### Goal 1:

**What:** Our goal is to strengthen authentic family partnerships by increasing positive communication. Families and school staff have regular and meaningful opportunities to build positive relationships to support students' social, emotional, and academic development. By the end of each quarter, 100% of teachers will make 2 positive contacts with parents/guardians of each student in their classroom (outside of normal school required contacts). PE, Music, Admin, STREAM, Counselor will make 35 positive contacts each quarter. SPED and Title will make 2 positive contacts with their assigned students per quarter.

**How:** 1 contact needs to be in person or by phone. 1 needs to be electronic, hand written or teacher selected mode.

#### **How will I measure what and/or how?**

Measure 1 Spreadsheet with student name, method and date.

Measure 2 PLC weekly check in with BLT leader in charge.

## **Goal 2:**

**What:** By the end of each week, 100% of teachers will communicate classroom instruction and activities, with parents, using teacher selected mode.

**How:** Teachers will choose which communication method they prefer.

### **How will I measure what and/or how?**

Measure 1 Lorle will be added to the digital mode or the office will be provided with a copy of the written form.

## **Goal 3:**

**What:** By the end of the 2022-2023 school year, a minimum of 4 surveys will be sent to parents, following a schoolwide event with a 50% return rate.

**How:** Teachers will send pre populated digital surveys the day following the event.

### **How will I measure what and/or how?**

Measure 1 Survey data will be reviewed in PLC and BLT meetings following the event to make adjustments to services/events provided to patrons.