



Parent Information Meeting

February 2, 2023



Agenda

- Grades & Attendance
- Spring Behavior Contracts
- 8th Grade Events
- Saturday School
- Spring Testing
- Cyber Safety
- What's Next?

Thank You!

Back to School Breakfast
Panda Camp/Days
School Store
Wraparound Needs
Family Movie Night
Partnership with Trees for Houston (38 trees planted)
Grounds maintenance
Garden renovations
Homecoming Dance, Tailgate, Pep Rally
New Football Uniforms
New Dance Uniforms
New Volleyball Uniforms
Surprise treats for students
Angel Tree
Book Fair
Spaghetti Supper
Zoned & Magnet Tours



Thank You!

Teacher Grants

- Band: Instrument reeds, mouth pieces
- Theatre: One Act Play set pieces, drill
- Choir: Sight Reading subscriptions, black outfits
- Podium for Speech class
- Mirrorless camera
- Tactile sandpaper letters
- Materials for historical dioramas
- Headphones
- Poster materials
- Class pet, hydroponic plant system
- Pool storage
- Hurdles for track





PANDAS

Grades

- Cycle 4 Ends March 1st
- Student Accountability
- Teacher Accountability
- Promotion Standards

Promotion Standards

- Overall yearly average of 70 or above and an average of 70 or above in three of the four core
- Sufficient Attendance



Our current ADA is 93.9%, which is a loss of \$208,162 or 3 ½ teacher positions

Attendance

- TEA Code 25.092 requires students to be in attendance 90% of class meetings for the award of course credit.
- Students who accumulate more than 10% absences, EXCUSED OR UNEXCUSED, will lose credit unless Attendance Committee grants credit because the absences are due to extenuating circumstances. Asterisks will begin to print in the cycle where the absence limit is exceeded.
- Attendance Appeal Letters went home ONLY for students enrolled in High School credit courses.



BEHAVIOR CONTRACTS

- Student behavior will determine participation in spring events. They must also return a signed copy of the Behavior Contract to be eligible for any end of year activities.
- If students receive two Saturday detentions, one ISS or one OSS, you will not be able to participate in Spring activities.
- Behavior Contract will reset on February 13, 2023 for end-of-year events.



Spring Behavior Contracts

8th Grade Activities

8th Grade Behavior Contracts for all 8th Grade activities will be distributed on February 13th and will be due back by February 20th.

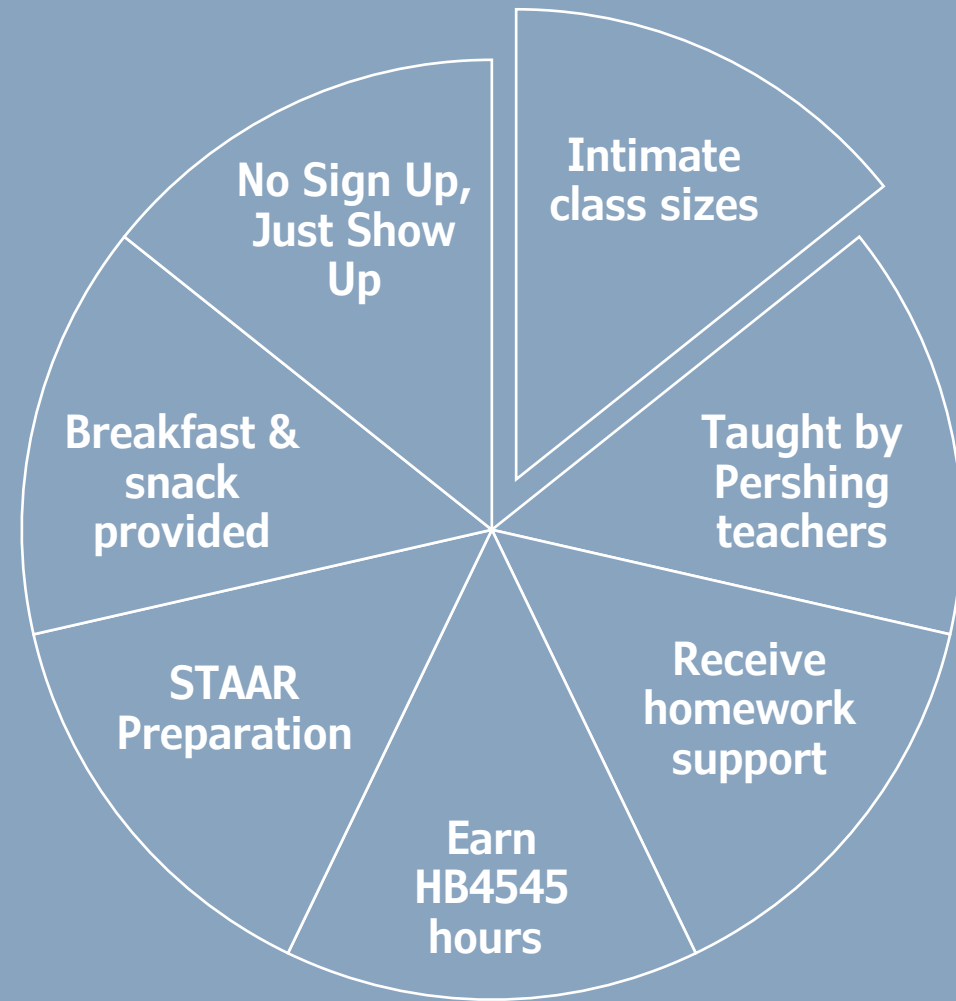


Save the Dates Pershing Middle School Class of 2023

<p>Cost - \$30</p> <p>Panoramic Picture</p> <p>April 17, 2023</p> <p>8:30am</p> <p>Everyone Included</p>	<p>Cost - \$10</p> <p>8th Grade Dance</p> <p>May 19th</p> <p>6:30-9:00</p> <p>Food Served Behavior Contract</p>
<p>Cost - \$40</p> <p>Schlitterbahn</p> <p>May 26, 2023</p> <p>8:30am-3:00pm</p> <p>Lunch & Snacks Behavior Contract</p>	
<p>Free</p> <p>Class Picnic</p> <p>May 30, 2023</p> <p>Time TBD</p> <p>Lunch Behavior Contract</p>	<p>Free Ticketed Event</p> <p>Promotion Ceremony</p> <p>(Butler Fieldhouse)</p> <p>May 31, 2023</p> <p>10:00am</p>

An intimate & supportive learning environment for all students

BENEFITS



Saturday School Dates

- January 21st
- January 28th
- February 4th
- February 11th
- February 25th
- March 4th
- March 25th
- April 15th

Saturday School Rotation Schedule

8:00-8:55 AM	Session I
9:00-10:00	Session II
10:05 AM	Dismissal for Break
10:10-10:25 AM	15-Minute Break
10:30 AM-11:25 AM	Session III
11:30 AM-12:30 PM	Session IV

What to Bring?

A charged laptop and a positive attitude



Saturday Detention

Must be on campus by 8 AM or
will be rescheduled

Ends at 11 AM

Encouraged to attend Saturday
School from 11 AM until 12:30
PM

Must bring their charged laptop



Spring Testing

TELPAS OVERVIEW

- TELPAS annually assesses the progress that emergent bilingual (EB) students make in learning the English language.
- All K–12 students classified as emergent bilingual EB/EL in the Public Education Information Management System (PEIMS) are required to participate in TELPAS, including those who have parents who have declined bilingual/English as a Second Language (ESL) program services

- TELPAS Listening and Speaking (online assessment)
- TELPAS Reading and Writing- (New online assessment combining both the Reading and Writing together)
- Testing Dates:
 - Beginning/ Intermediate Level Students – February 27- 28, 2023
 - Advanced/ Advanced-High Level Students – March 1- 8, 2023
 - Makeups Testing will be provided to ensure 100% participation.

TELPAS ASSESSMENT 2022-2023

PROFICIENCY LEVEL DESCRIPTORS

- Key Features of Each Proficiency Level
 - **Beginning** • Little or no English ability
 - **Intermediate** • Limited ability, simple language structures, high-frequency vocabulary, routine contexts
 - **Advanced** • Grade appropriate, with second language acquisition support
 - **Advanced High** • Grade appropriate, with minimal second language acquisition

GOAL: All Emergent Bilingual Students to move at least one proficiency in each domain of Listening, Speaking, Reading and Writing

**ELPS-TELPAS Proficiency Level Descriptors
Grades 2–12 Writing**

Beginning	Intermediate	Advanced	Advanced High
Beginning English learners (ELs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.	Intermediate ELs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.	Advanced ELs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed.	Advanced high ELs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support.
<p>These students:</p> <ul style="list-style-type: none"> have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction lack the English necessary to develop or demonstrate elements of grade-appropriate writing (e.g., focus and coherence, conventions, organization, voice, and development of ideas) in English <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> ability to label, list, and copy high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate present tense used primarily frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELs 	<p>These students:</p> <ul style="list-style-type: none"> have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English high-frequency vocabulary; academic writing often has an oral tone loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning repetition of ideas due to lack of vocabulary and language structures present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies descriptions, explanations, and narrations lacking detail; difficulty expressing abstract ideas primary language features and errors associated with second language acquisition may be frequent some writing may be understood only by individuals accustomed to the writing of ELs; parts of the writing may be hard to understand even for individuals accustomed to the writing of ELs 	<p>These students:</p> <ul style="list-style-type: none"> are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns emerging grade-appropriate vocabulary; academic writing has a more academic tone use of a variety of common cohesive devices, although some redundancy may occur narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required occasional second language acquisition errors communications are usually understood by individuals not accustomed to the writing of ELs 	<p>These students:</p> <ul style="list-style-type: none"> are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary occasional difficulty with naturalness of phrasing and expression errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication

ELPS-TELPAS Proficiency Level Descriptors Grades K–12 Speaking

Beginning	Intermediate	Advanced	Advanced High
Beginning English learners (ELs) have little or no ability to speak English in academic and social settings.	Intermediate ELs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.	Advanced ELs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.	Advanced high ELs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.
<p>These students:</p> <ul style="list-style-type: none"> mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material typically use pronunciation that significantly inhibits communication 	<p>These students:</p> <ul style="list-style-type: none"> are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English use pronunciation that can usually be understood by people accustomed to interacting with ELs 	<p>These students:</p> <ul style="list-style-type: none"> are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELs 	<p>These students:</p> <ul style="list-style-type: none"> are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers make few second language acquisition errors that interfere with overall communication may mispronounce words, but rarely use pronunciation that interferes with overall communication

TELPAS ONLINE ASSESSMENTS

2-12 TELPAS Online Listening and Speaking Tests



Listening and speaking test grade clusters include 2-3, 4-5, 6-8, and 9-12.



Listening test questions include passage-based and non-passage-based questions, picture-based questions, and drag-and-drop questions, among others.



The speaking test questions include a variety of picture-, passage-, and text-based speaking prompts.



The variety of question types gives EB students the opportunity to show their comprehension and communication skills in various ways.

TELPAS ONLINE ASSESSMENTS

2-12 Online Reading and Writing Tests

- Reading and writing tests grade-clusters include 2, 3, 4-5, 6-7, 8-9, and 10-12.
- Writing items are interspersed within the reading tests.
- Text-to-speech (TTS) feature is provided for writing direction lines and for the writing prompts for constructed responses.
- TTS is available for all students, not based on eligibility, and **does not** need to be noted in TIDE.
- If a student is eligible for speech-to-text (STT), this attribute **does** need to be noted in TIDE.



SAMPLE TELPAS LISTENING AND SPEAKING QUESTION FROM 2020

18

GUEST, GUEST

Read the directions below. When you are ready to speak, tell as much as you can.

Think about the characters in books you have read or shows you have watched. Tell the name of the character you would most like to meet. Then explain:

- why you want to meet this character
- what you would ask this character

TELPAS QUESTION FOR THE 2020 LISTENING AND SPEAKING ASSESSMENT


26

GUEST, GUEST


Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.

- First describe at least two ways these pictures are similar.
- Next describe at least two ways these pictures are different.

1

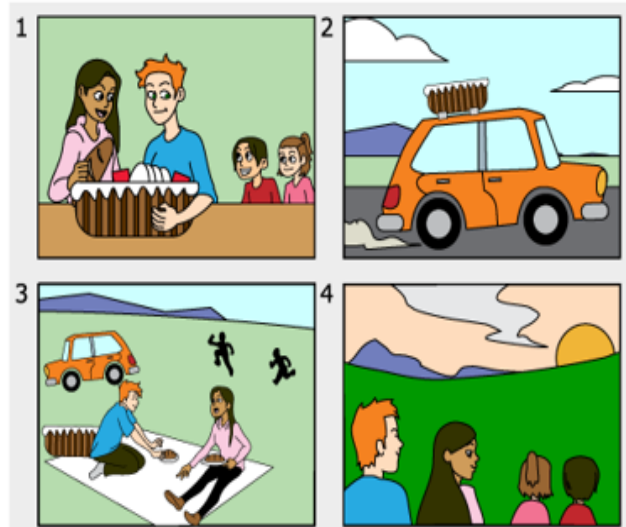


2



SAMPLE TELPAS WRITING QUESTION FOR THE 2022 ASSESSMENT

Look at the pictures. Use the pictures to write a story. Your story should have a beginning, a middle, and an end. Write about each picture in order. Include as many details as you can.

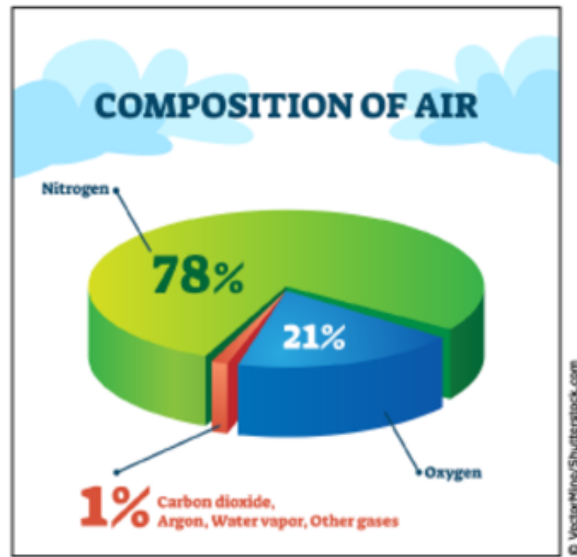


- Tell who the people are, where they went, what they did, and what they saw.
- Explain what the people saw, what they said, and how they felt.

B *I* U *I*_x

SAMPLE TELPAS WRITING QUESTION FROM 2022 ASSESSMENT

In science class, students are looking at elements present in normal dry air.



- Describe this graph. What can you learn from this graph?
- Based on the graph, what can you conclude about the composition of air?
- Explain why the information in this graph is important to know.

A writing area with a toolbar at the top containing icons for Bold (B), Italic (I), Underline (U), Strikethrough (ABC), Bulleted List, Numbered List, Indent, Outdent, Undo, Redo, and a text color picker. The main area is a large, empty white box with a light gray border, intended for the student's response.

PARENT TIPS

Create an environment rich in literature. Have a lot of books, magazines and newspapers about a variety of topics available. A food menu or store sale flyers can also be part of an environment rich in literature. Do not forget about poetry and words to songs. Visit the local library or bookstore to find more resources.

Read together or independently. Make time to read together or independently and then talk or write about what you have read. Choose different types of books like chapter books, novels or non-fiction books or articles. You can also use picture books with no words to start conversations about the storyline, details in the pictures and to help your child expand his/her thoughts and vocabulary. Talk about punctuation and how punctuation adds meaning to the event or theme.

MORE PARENT TIPS

- **Read non-fiction books and/or informative articles.** Some strategies that help with comprehension of non-fiction or informative books and/or articles include reviewing the title, the subtitles of different sections, the art or graphics like maps, photos or tables with information before reading. You can also write down unknown words and make notes while reading. Write down questions or facts on adhesive note pads and stick them near the section that they correspond with.

MORE PARENT TIPS

Listen to audio books and talk about the theme, the characters, or the best parts of the book. Write down unknown words and look up the definitions in a dictionary. You can also write a brief summary or description of an important event.

Write letters, notes, invitations, or emails. Help or ask your child to write letters, notes or emails to friends and family. For example, your child can write invitations to a party or thank you notes for gifts received at parties. This activity can also start discussions about how writing can change depending on the purpose or the audience. For example, a letter to a legislator is very different than a letter for a friend or family member. **WRITE DAILY**

- **Talk daily.** Have conversations about school, news, books, favorite programs, life goals, family etc. Ask them questions and let them ask you questions also. (I encourage them to speak in complete sentences.)

MORE
PARENT TIPS

STAAR ADMINISTRATION TESTING DATES

- STAAR Reading
 - Grade 6 STAAR Reading, April 18
 - Grade 7 STAAR Reading, April 19
 - Grade 8 STAAR Reading, April 20
 - Makeups – April 21
- STAAR Math
 - Grade 6 STAAR Math – May 2
 - Grade 7 STAAR Math – May 3
 - Grade 8 STAAR Math/ Algebra EOC– May 4
 - Makeups- May 5

STAAR ADMINISTRATION

- STAAR Science / Biology- April 25 (Grade 8 Students ONLY)
- STAAR Social Studies – April 26 (Grade 8 Students ONLY)

STAAR READING

Secondary Example

Read this quotation from paragraph 2 of the excerpt from the article "Those Old Piano Blues."

Then a slow, downward sales arpeggio started.

What does the author's use of musical terminology convey in the quotation?

- A** How the popularity of the piano has shifted like notes in a song
- B** How piano dealers use musical language when they speak
- C** How piano tones affect the price of the instruments
- D** How piano music will persist despite its decrease in popularity

STAAR READING 2.0

How does the author's use of language in paragraph 36 emphasize a theme in the excerpt?

Select **TWO** correct answers.

- ☐ By showing why Mrs. Lapidus wants Gogol to pick a new name
- ☐ By suggesting that Gogol will adapt to kindergarten
- ☐ By specifying the importance of a classroom environment
- ☐ By exaggerating the power of nicknames in school
- ☐ By contrasting the schooling experiences of Gogol and his parents

STAAR

Eight Grade Example

STAAR

What is the best summary of the selection?

- A** Food forests are self-sustaining gardens that produce various fruits and vegetables. These public areas, which can be found in several cities across the country, are similar to community gardens but offer additional benefits to local residents. Two such food forests are Thorne-Rider Park in Wyoming and Coastal Roots Farm in California.
- B** Food forests are not a new concept, and many cities have taken advantage of these edible landscapes. However, critics warn that there are many drawbacks that should be considered, such as issues with funding, labor, and pests.
- C** The first food forest was founded in Asheville, North Carolina, in 1997. Since then, organizations across the country have taken note of the permaculture design and have implemented it into similar projects such as Coastal Roots Farm in Encinitas, California, and Thorne-Rider Park in Sheridan, Wyoming.
- D** Carol LeResche is a food forest coordinator who enjoys creating edible gardens so that local residents can have access to free vegetables such as zucchini and potatoes. She received a grant to begin a food forest at Thorne-Rider Park in Sheridan, Wyoming.

STAAR 2.0

STAAR 2.0

Determine whether each detail should be included in a summary of the story. Select the correct answer in each row.

Detail from the Story	Include in a Summary	Do Not Include in a Summary
Grandpa decides to make pasta with pesto sauce for Anthony.	<input type="checkbox"/>	<input type="checkbox"/>
Grandpa says that when Anthony's mom was a kid, she liked pesto sauce from a jar.	<input type="checkbox"/>	<input type="checkbox"/>
Anthony and Grandpa spend the day gathering ingredients and preparing the pesto and the pasta.	<input type="checkbox"/>	<input type="checkbox"/>
Anthony tells Grandpa that he loves the pasta with pesto sauce, even though it tastes awful.	<input type="checkbox"/>	<input type="checkbox"/>

STAAR 2.0 (CONSTRUCTED RESPONSE)

STAAR 2.0

Read the question carefully. Then enter your answer in the box provided.

What is one key idea found in paragraphs 3 and 4 of the article?
Support your answer with evidence from the article.

B *I* U ~~I_x~~

Chars 0/475

STAAR MATH 2.0

Drag and Drop *drag object to different location*

Create a true statement about the fractions $\frac{5}{10}$ and $\frac{6}{12}$.

Move the correct word or phrase to each box. Not all answers will be used.

greater than 1

equal to 1

equivalent

denominators

numerators

These fractions are , because their are twice
their .

Hot Spot

Select 1 or more areas of an image

This map shows a part of the eastern United States.

Which location on the map was the site of a turning point in the Civil War?

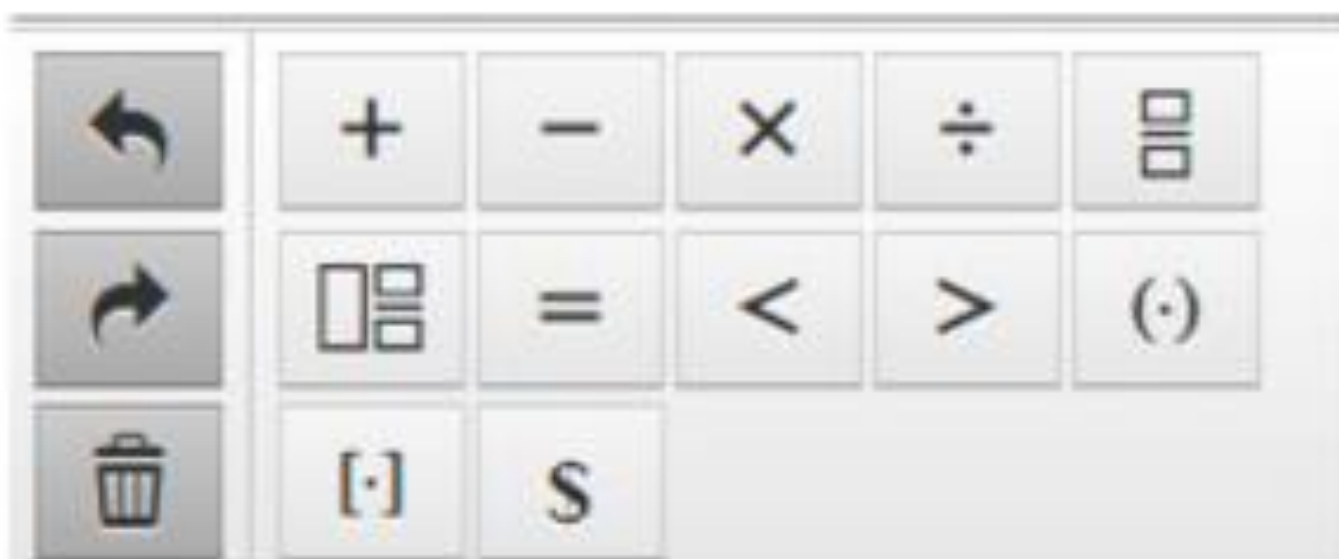
Select the correct answer.



Equation Editor

enter and equation, inequalities, or expression

Mark had 45 football cards. Josh had twice as many football cards as Mark. Josh then bought 5 more football cards. Write an equation that can be used to find f , the number of football cards Josh has now.



HOW TO ACCESS RESOURCES FOR STAAR/ TELPAS

- <https://tea.texas.gov/student-assessment/testing/staar/staar-resources>
- <https://tea.texas.gov/student-assessment/testing/telpas/telpas-resources>



What's Next?

- 2023-2024 Course Selection
- Algebra Readiness Testing
 - April/May
- Dual Language Track
 - Interested Incoming 6th Graders
- Summer School
 - June 6 – July 3 (Monday-Thursday)
 - 8:30 – 2:30
 - No School June 19
- APEX