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
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
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.

Our current ADA is 93.9%, which is a loss of $208,162 or 3 ½ teacher positions.
Spring Behavior Contracts

**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.
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.
Saturday School
An intimate & supportive learning environment for all students
BENEFITS

- Intimate class sizes
- Taught by Pershing teachers
- Receive homework support
- Earn HB4545 hours
- STAAR Preparation
- Breakfast & snack provided
- No Sign Up, Just Show Up
Saturday School Dates

- January 21st
- January 28th
- February 4th
- February 11th
- February 25th
- March 4th
- March 25th
- April 15th
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:55 AM</td>
<td>Session I</td>
</tr>
<tr>
<td>9:00-10:00</td>
<td>Session II</td>
</tr>
<tr>
<td>10:05 AM</td>
<td>Dismissal for Break</td>
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<tr>
<td>10:10-10:25 AM</td>
<td>15-Minute Break</td>
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<tr>
<td>10:30 AM-11:25 AM</td>
<td>Session III</td>
</tr>
<tr>
<td>11:30 AM-12:30 PM</td>
<td>Session IV</td>
</tr>
</tbody>
</table>
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 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.
• 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

<table>
<thead>
<tr>
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<th>Beginning</th>
<th>Intermediate</th>
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<tr>
<td><strong>Beginning English learners (ELs)</strong></td>
<td>have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing tasks</td>
<td>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</td>
<td>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</td>
<td>are able to use the English language, with minimal second language acquisition support, to address grade-appropriate writing tasks with minimal second language acquisition support</td>
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<td>lack the necessary to develop or demonstrate elements of grade-appropriate writing (e.g., focus and coherence, conventions, organization, voice, and development of ideas) in English</td>
<td>are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are familiar and concrete, and require simple, high-frequency English</td>
<td>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</td>
<td>know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English</td>
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<td><strong>Typical writing features at this level:</strong></td>
<td>ability to label, list, and copy</td>
<td>simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English</td>
<td>grasp of basic verbs, tenses, grammar features, and sentence patterns; minimal grasp of more complex verbs, tenses, grammar features, and sentence patterns</td>
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<td>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</td>
<td>high-frequency vocabulary; academic writing often has an oral tone</td>
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<td>loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning</td>
<td>use of a variety of common cohesive devices, although some redundancy may occur</td>
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<td>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</td>
<td>repetition of ideas due to lack of vocabulary and language structures</td>
<td>emergence of grade-appropriate vocabulary; academic writing has a more academic tone</td>
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## ELPs-TELPAS Proficiency Level Descriptors
### Grades K–12 Speaking

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<td><strong>Beginning</strong></td>
<td>Beginning English learners (ELs) have little or no ability to speak English in academic and social settings.</td>
<td>Intermediate ELs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.</td>
<td>Advanced ELs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.</td>
<td>Advanced high ELs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.</td>
</tr>
<tr>
<td><strong>These students:</strong></td>
<td>• 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</td>
<td>• 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</td>
<td>• 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</td>
<td>• are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses</td>
</tr>
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<td></td>
<td>• 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</td>
<td>• speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail</td>
<td>• communicate effectively using abstract and context-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</td>
<td>• can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers</td>
</tr>
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<td>• exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material</td>
<td>• exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense</td>
<td>• make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions</td>
<td>• make few second language acquisition errors that interfere with normal communication</td>
</tr>
<tr>
<td></td>
<td>• typically use pronunciation that significantly inhibits communication</td>
<td>• exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English</td>
<td>• may mispronounce words, but rarely use pronunciation that interferes with overall communication</td>
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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.
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 like to meet. Then explain:

• why you want to meet this character
• what you would ask this character
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.
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.

1. Tell who the people are, where they went, what they did, and what they saw.
2. Explain what the people saw, what they said, and how they felt.
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.
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.)
• 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)
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
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

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

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

<table>
<thead>
<tr>
<th>Detail from the Story</th>
<th>Include in a Summary</th>
<th>Do Not Include in a Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grandpa decides to make pasta with pesto sauce for Anthony.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Grandpa says that when Anthony’s mom was a kid, she liked pesto sauce from a jar.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Anthony and Grandpa spend the day gathering ingredients and preparing the pesto and the pasta.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Anthony tells Grandpa that he loves the pasta with pesto sauce, even though it tastes awful.</td>
<td>□</td>
<td>□</td>
</tr>
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</table>
STAAR 2.0 (CONSTRUCTED RESPONSE)

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.
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 $\underline{\text{equivalent}}$ because their $\underline{\text{denominators}}$ are twice their $\underline{\text{numerators}}$.
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.
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/staar/staar-resources)

• [https://tea.texas.gov/student-assessment/testing/telpas/telpas-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