



Durham Elementary School

Our mission is to provide an environment that nurtures active, open-minded, and balanced life-long learners who value and respect themselves and others, empowering them to be compassionate competent leaders in a diverse global society.



PLC/Vertical/ Faculty Meetings



- We agree to be on time
- We agree not to schedule conferences, appointments or meetings during this time
- We agree to a minimum of 8 hours per month on horizontal & vertical planning
- We agree to focus on relevant issues that we can control and/or change
- We agree to adhere to the agenda
- We agree maintain a positive attitude and to treat each other with respect



Student Portfolios



- We agree the portfolios will include:
 - One student item to show growth by subject:
 - One project—photo instead of actual project
 - 2 summative assessments from PYP planners
 - 1 art (self-portrait?) and 1 Mandarin each year
 - One student selection (can be project)
 - IB-PYP/Learner Profile Journal
 - Focus: PK-LPs; ;Kinder-Attitudes; reversing back and forth with each consecutive grade level
- We agree to maintain the portfolios:
 - Use legal-size, flat-bottom hanging folders with 2 crates to pass on from one grade level to the next
 - Manila envelopes for each grade level so they don't fall out of the legal folders
- We agree that 5th grade teachers will pass out portfolios at the end of the year awards ceremony in the envelope



Teaching English to Non-Native Speakers

- We agree to ensure the success of our non-native English speakers by using ESL strategies that do not include code switching
- We agree to teach English through science and social studies content.
- We agree to teach English phonics, spelling and reading fluency directly by using Neuhaus and REACH curriculums
- We agree to prepare our students to transition to successfully reading and writing in English by the end of 3rd grade



Vertical Alignment of Teaching Writing

- We agree that students who exit our Pre-Kinder classes will be able to:
 - Write their first name
 - Identify all letters in their name
 - Use a correct pencil grip
 - Correct form all letters with a guide
 - Identify at least 20 letters
 - Identify at least 15 phonemes
 - Name and perform the first step of the writing cycle (pre-write)
- We agree that students who exit our Kinder grade classes will be able to:
 - Form upper and lower case letters legibly
 - Capitalize the first letter in a sentence
 - Use punctuation at the end of a sentence
 - Use letter sounds correspondence to spell CVC words
 - Writer their own first and last name
 - Name and perform the first two steps of the writing cycle (pre-write & draft) with narrative stories at least 3 sentences in length.
- We agree that students who exit our 1st grade classes will be able to:
 - Understand how to use verbs, adjectives and nouns
 - Write in complete sentences using capitalization, punctuation and subject/verb agreement
 - Correctly grade level spell high frequency words
 - Spell CVCC words
 - Name and perform the first three steps of the writing cycle (pre-write, draft, edit) with narrative stories of at least 1 paragraph in length.



Vertical Alignment for Writing

- We agree that students who exit our second classes will be able to:
 - Correctly spell all high frequency words
 - Correctly spell base words with inflectional ending (ing, ed)
 - Understand the parts of speech including noun and verb
 - Write sentences that show subjective verb agreement
 - Demonstrate an understanding of declarative and interrogative sentences
 - Write stories that have a beginning, middle, and end using the complete writing cycle (pre-write, draft, edit, revise and publish)
 - Compose brief composition about of interest using the complete writing cycle (pre-write, draft, edit, revise and publish)
 - Write personal letters that detail events in chronological order
- We agree that students who exit our third grade classes will be able to:
 - Use and understand the function of the following parts of the speech in the context of reading, writing, and speaking: verbs (past, present, and future); nouns (singular/plural/common/proper); adjectives; prepositions; possessive pronouns and coordinating conjunctions
 - Use a complete subject and the complete predicate in the sentence
 - Write about their own experiences in the form of personal narratives using the complete writing cycle (pre-write, draft, edit, revise and publish)



Vertical Alignment for Writing

We agree that students who exit our fourth classes will be able to:

- Use and understand the function of the following parts of the speech in the context of reading, writing, and speaking: verbs (past, present, and future); nouns (singular/plural/common/proper); adjectives; adverbs; prepositions; possessive pronouns and coordinating conjunctions
- Use a complete subject and the complete predicate in the sentence
- Revise drafts for coherence, organization, use of simple and compound sentences, and audience.
- Write about their own experiences in the form of personal narratives using the complete writing cycle
- Write expository text that relays information in a clear and concise manner

• We agree that students who exit our fifth grade classes will be able to:

- Be able to work through the writing process independently
- Know the editor's marks for editing text
- Know and use academic language for writing (e.g. Nouns, verbs, adjectives, adverbs, coordinate conjunctions, paragraph, sentence structure, ect.)
- Apply the rules of capitalization: proper nouns, abbreviations, organizations, pronoun I, book titles
- Apply the comma rules for compound sentences, items in a series, dates and states
- Know how to use a dictionary/thesaurus to determine and check correct spellings and meanings
- Understand the difference between roots and affixes and how to use the dictionary to locate the root words



Vertical Alignment for Reading

Coming soon...



Vertical Alignment for Mathematics

Coming soon...



Vertical Alignment of Vocabulary Development

Coming soon...



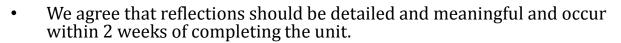
Communicating with Parents



- Every student will go home with their Tuesday folder on Tuesday. The folder will contain the following items:
 - Class newsletter that provides parents with information about what their child is learning
 - Graded work
 - Communication flyers and newsletters provided by the office
- At least once a month we will inform parents of their child's current reading level.
- We will enter grades in to Grade Speed weekly so that parents can view the grades and provide assistance, as needed.
- We will maintain close lines of communication with parents when students are struggling, but we will refrain from solely calling parents when there is trouble.
- We will do everything in our power to support and grow our relationships with parents!



Reflecting on Unit Planners



- We agree to provide evidence of the students' understanding of the inquiry (Box 6)
- We agree to provide evidence that the students made connections between the central idea and the transdisciplinary theme (Box 6)
- We agree to provide evidence that we have been reflective about the efficacy of the assessment tasks (Box 6)
- We agree to list and reflect on the learning experiences that helped the students use the selected key concepts (Box 7)
- We agree to list and reflect on the learning experiences that helped the students use the selected transdisciplinary skills (Box 7)
- We agree to list and reflect on the learning experiences that helped the students develop particular attributes of the learner profile and attitudes (Box 7)
- We agree to provide evidence of the student-initiated inquiries that were incorporated into the teaching and learning during the unit by keeping a list of student questions (Box 8)
- We agree to list and reflect on the teacher questions and provocations that were most effective in driving the inquiries (Box 8)
- We agree to continue discussing and developing an understanding of what action is, remembering that small acts count as well (Box 8)
- We agree to provide evidence of student-initiated actions taken by individuals or groups that shows their ability to reflect, to choose, and to act (Box 8)
- We agree to reflect on the unit planner in a way that is helpful and useful to our grade level (Box 9)
- We agree to add additional notes and reflections, including specialists' reflections—if not included in earlier reflection boxes (Box 9)