



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
 - Write 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 that reflections should be detailed and meaningful and occur within 2 weeks of completing the unit.
- 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)