

# COFFEE WITH THE PRINCIPAL

1.13.22



Southeast Elementary



# COMMON ASSESSMENT BEST PRACTICES

## **The Night Before:**

- Make sure your child goes to sleep early
- Talk to your child about doing her/his best and reaffirm that you believe in them.

# COMMON ASSESSMENT BEST PRACTICES

- **THE MORNING OF:**
  - MAKE SURE YOUR CHILD EATS A GOOD BREAKFAST OR ARRIVES TO SCHOOL AT 7:15 AM TO EAT BREAKFAST AT SCHOOL.
  - WAKE UP A LITTLE BIT EARLIER SO THAT YOUR CHILD DOES NOT FEEL RUSH AND HAS TIME TO ARRIVE TO SCHOOL AT THE LATEST BY 7:30 AM
  - UNLESS YOUR CHILD IS ILL, MAKE SURE YOUR CHILD IS AT SCHOOL FOR THE WHOLE DAY, SOME CHILDREN ARE ELIGIBLE FOR EXTRA TIME AND WE WANT TO MAKE SURE THEY GET IT. THE TEST IS SCHEDULED TO LAST AT LEAST UNTIL 12:30 PM AND THEN LUNCH. LUNCH WILL BE SERVED FROM 12:40 TO 1:10 PM

# COMMON ASSESSMENT BEST PRACTICES

## **After the test:**

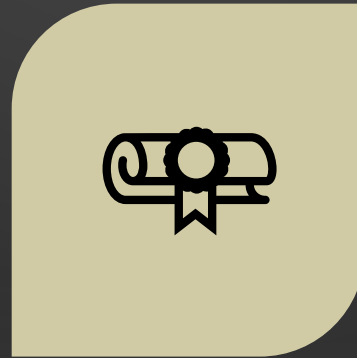
- Be on the look out for an invite from our AP Mr. Lewis to see the test results and learn about next steps on how to support your child based on CA data.
  - Tentative dates: 2/1 Evening, 2/2 morning and 2/4 after early dismissal.
  - Place: School cafeteria
- Reach out to your teacher if you need support on learning strategies to support your child's academic success at home.



# FAMILY SURVEY HIGHLIGHTS



CLASSROOM  
CLIMATE 91%



STUDENT  
EXPERIENCE 90%



COMMUNICATION  
74%

# ABC's of Behavior



A → B → C  
(Antecedent) (Behaviour) (Consequence)

**Antecedent:** The situation that occurs before the behavior. Can be any object, person, or event.

**Behavior:** What occurs as a result of the situation

**Consequence:** What happens immediately after the behavior.

Unpleasant/Punishing: the behavior occurs less often

Pleasant/Rewarding: the behavior occurs more often

# ABC's of Behavior Example- Reactive



During class discussions Sammy likes to participate and shouts out the answers. The teacher reminds him quickly of behavior expectations and gives him a check on the behavior chart for shouting out.

A → B → C  
(Antecedent) (Behaviour) (Consequence)

Sammy wants to participate and shouts out his answers.

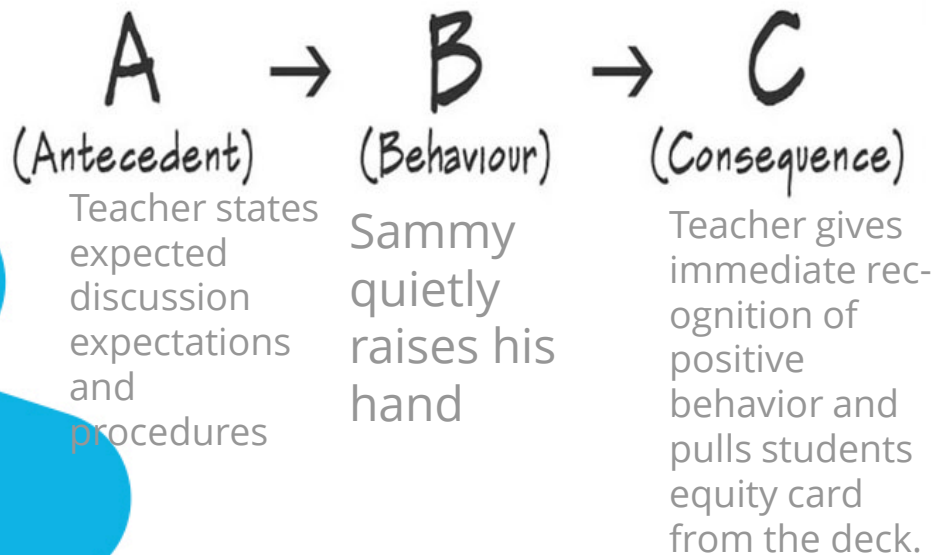
Sammy shouts out the answers

Teacher ignores and gives positive praise to other students showing expected behavior

Type of consequence: unpleasant

Prediction: behavior will occur less frequently.

# ABC's of Behavior Example- Proactive



During class discussions Sammy likes to participate and shouts out the answers. The teacher reminds him quickly of behavior expectations and gives him a check on the behavior chart for shouting out.

Proactive steps: Before beginning the discussion, the teacher states discussion expectations and shows the equity deck that she will be using. Teacher stacks the deck to have Sammy's card ready to immediately reinforce Sammy showing the expected behavior. Sammy raises his hand, and the teacher pulls his card from the equity deck and allows him to share, providing positive praise for showing expectations.

Type of consequence: pleasant

Prediction: behavior will occur less frequently.



# Proactive vs Reactive

## Discipline: Reactive

- In-school suspension
- Sending misbehaving students to the office/administration
- Contacting parents
- Using demerit/check system
- Removing privileges

## Management: Proactive

- Emphasizing rules and reteaching throughout the year
- Planning for smooth transitions
- Continuously scanning whole group-awareness
- Giving clear and concise instructions
- Pacing activities effectively and organizing in advance
- Established and reinforced structures

# Reinforcement

Social Activity	Concrete Activity	Rewarding Statement	Token System
<ul style="list-style-type: none"><li>• Air hugs/high fives</li><li>• Smile</li><li>• Helping the teacher</li><li>• Positive notes to parents</li><li>• Clapping/giving snaps</li></ul>	<ul style="list-style-type: none"><li>• Fidgets/toys</li><li>• Stickers</li><li>• Badge of honor</li></ul>	<ul style="list-style-type: none"><li>• "Good, you followed directions."</li><li>• "Thank you for cleaning up your area."</li></ul>	<ul style="list-style-type: none"><li>• Dojo points</li><li>• Checkmarks</li><li>• Stars</li><li>• Stickers</li><li>• SPARKS Bucks</li></ul>

## 5-STEP SELF-REGULATION PROCESS

1

**I AM  
triggered.**

2

**I CALM  
down my  
system.**

3

**I FEEL  
an  
emotion.**

4

**I CHOOSE  
to turn on  
my thinking  
brain.**

5

**I SOLVE  
my problem  
with my  
teacher and  
new skill.**

**2**

**I CALM DOWN MY SYSTEM WITH 5 DEEP BREATHES.**

**3**

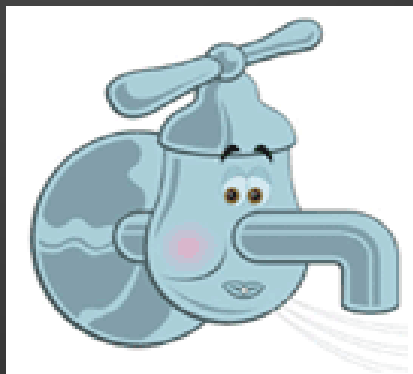


**Smile**

**Take a deep breath**

**And**

**Relax (slow exhale)**



**Breathe in and tighten  
shoulders and reach out arms  
with fists.**

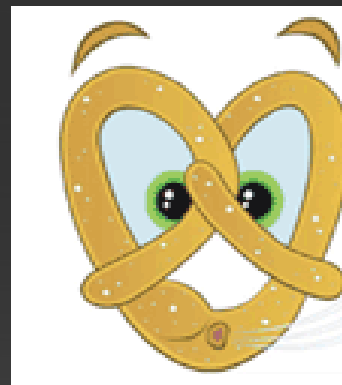
**Breath out with shhhh sound  
and loosen hands and arms.**



**Place hands on head with  
interlaced fingers.**

**Breathe in and “blow-up”  
balloon.**

**Release breath and deflate  
balloon with vibrating lips.**



**Assume Pretzel Position:  
Crossed legs, crossed arms,  
interlace fingers, bring hands to  
chest, tongue to roof of mouth.**








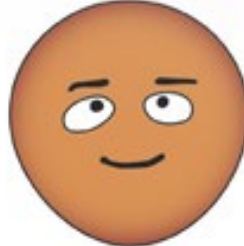
**Relax and breathe.**




3

## I FEEL AN EMOTION. (STUDENT IDENTIFIES)

**How do you feel?**

			
<b>Angry</b>	<b>Scared</b>	<b>Sad</b>	<b>Happy</b>
			
<b>Frustrated</b>	<b>Anxious</b>	<b>Disappointed</b>	<b>Calm</b>

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4

# I CHOOSE TO TURN ON MY THINKING BRAIN.



**Offer 6\* strategies that are readily available for student access.**

**\*Some require additional set-up**  
(Caring Connections and Friends and Family)

**\*Customize the options!**





**IF YOU HAVE ANY QUESTIONS  
OR WANT MORE  
INFORMATION, PLEASE  
REACH OUT TO MRS. RIOS OR  
MYSELF DANIELLE BROOKS:  
DANIELLE.BROOKS@YESPRE  
P.ORG**



# JANUARY 2022



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27 Winter Break No School	28 Winter Break No School	29 Winter Break No School	30 Winter Break No School	31 Winter Break No School	1
2	3 Staff Development No School for students	4 Staff Development No School for students	5  Q3 Begins	6	7  Spirit Shirt Friday	8
9	10	11	12	13 Coffee with the Principal 8:00 a.m. - 9:00 a.m	14 Q2 Awards Ceremony Spirit Shirt Friday	15
16	17 Holiday No School	18	19	20	21 I Have a Dream Parade	22
23	24 Spirit Week Pajama Day	25 Spirit Week Opposite/Twin Day	26 Spirit Week Crazy Hair/Crazy Hat Day	27 Spirit Week College Shirt Day	28 Spirit Week School Spirit Day	29 SEE Yourself at SEE Prospective Student Event
30	31	1	2	3	4	5

## JANUARY CALENDAR



# ENERO 2022

DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
26	27	28	29	30	31	1
	Vacaciones de invierno   No hay escuela					
2	3	4	5	6	7	8
	Desarrollo del personal No hay escuela para estudiantes		Q3 Empieza		Viernes de Camisa de espíritu escolar	
9	10	11	12	13	14	15
				Café con la Director de escuela 8:00 a.m. - 9:00 a.m	Ceremonia de entrega de premios Q2 Viernes de Camisa de espíritu escolar	
16	17	18	19	20	21	22
	Vacaciones No hay clases				Desfile "Tengo un Sueño"	
23	24	25	26	27	28	29
	Semana del Espíritu Día del pijama	Semana del Espíritu Día opuesto/gemelo	Semana del Espíritu Cabello Loco/Día del Sombrero Loco	Semana del Espíritu Día de la camiseta universitaria	Semana del Espíritu Día del espíritu escolar	"SEE Yourself at SEE" Evento para futuro estudiantes
30	31	1	2	3	4	5

CALENDARIO DE ENERO

# SEE YOURSELF AT S.E.E.

Mark your calendars for January 29 from 8 AM to 12 PM

New and Current Family Event to support families in enrolling their students and get access to community partners.

# IMPORTANT ASSESSMENTS THIS JANUARY

1

MAP 3<sup>rd</sup> Grade  
Window: January  
10 to January 28

2

3<sup>rd</sup> Grade  
Common  
Assessments  
January 18 and  
January 20

3

MAP K-2<sup>nd</sup>  
Window: January  
10 to January 21

4

Circle  
Assessment  
Window: January  
10 to January 31

# QUESTIONS AND ANSWERS