

**RIVERLAND
ELEMENTARY
SUCCESS NIGHT**

NOVEMBER 29, 2017

FLORIDA STANDARDS

- The Florida Standards are the content standards that identify the expectations for what students enrolled in Florida schools need to know and be able to do. The Florida Standards in English Language Arts (ELA) and Mathematics were approved by the Florida State Board of Education (SBOE) in February 2014 and were fully implemented in grades K-12 in the 2014-2015 school year.

INTERIM REPORTS AND REPORT CARDS

The purpose of interim reports and report cards are to provide information midway through each quarter and at the conclusion of each quarter regarding student's academic performance, conduct, behavior and attendance.

Quarter	Interim Reports	Report Cards
2	November 20th	February 1st
3	February 13th	April 2nd
4	May 2nd	June 6th

REPORT CARD

- Kindergarten - 2nd Grades Standards-based Report Card
- Grading Scale

Grade	Definition
1	Has Mastered Skill (Independently)
2	Is Learning Skill (With Assistance)
3	Area of Concern
NA	Not Applicable (Not assessed during the reporting period)

The School Board of Broward County

Kindergarten Report Card



Name: _____

School: _____

Teacher: _____

Year: **2017-2018**

Principal: _____

Key	Reporting Period			
	1	2	3	4
1	Has Mastered Skill(s) Independently			
2	Is Learning Skills with Assistance			
3	Areas of Concern			
N/A	Not Applicable (not assessed this reporting period)			
English Language Arts				
Foundational Skills				
Demonstrates how print works (top to bottom, left to right, letters, words, etc.)				
Recognizes upper and lower case letter names				
Recognizes upper and lower case letter sounds				
Demonstrates phonemic awareness (rhyming, blending, and segmenting sounds)				
Applies grade level phonics and word analysis skills in decoding words in isolation and within text				
Applies grade level phonics, word analysis skills, and spelling strategies in written work				
Reading Literature and Informational Text				
Demonstrates understanding of key ideas and details				
Recognizes different types of texts				
Actively engages in group reading with purpose and understanding				
Makes connections within texts and across multiple texts				
Writing				
Writes different types of texts, including opinion, informative, and narrative				
Applies the writing process to produce a variety of written work, including shared research				
Speaking and Listening				
Expresses ideas orally				
Listens and interprets ideas and information				
Language				
Applies conventions of standard English				
Applies vocabulary strategies to determine the meaning of unknown words and make connections between words				
Social Studies				
American History				
Geography				
Economics				
Civics and Government				

Mathematics				
	Reporting Period			
	1	2	3	4
Counting Cardinality				
Knows number names and the count sequence				
Counts to tell the number of objects				
Compares numbers				
Operations and Algebraic Thinking				
Recognizes addition as putting together and adding to, and understands subtraction as taking apart and taking from				
Number and Operations in Base Ten				
Works with numbers 11-19 to gain foundation for place value				
Measurement and Data				
Describes and compares measurable attributes				
Classifies objects and counts the number of objects in each category				
Geometry				
Identifies and describes shapes				
Analyzes, compares, creates, and composes shapes				
Science				
Big Idea 1 The Practice of Science				
Big Idea 5 Earth in Space and Time				
Big Idea 8 Properties of Matter				
Big Idea 9 Changes in Matter				
Big Idea 10 Forms of Energy				
Big Idea 12 Motion of Objects				
Big Idea 13 Forces and Changes in Motion				
Big Idea 14 Organization and Development of Living Organisms				
Related Arts				
MUSIC	Wilkes, Janice			
FOREIGN LANGUAGE (OPTIONAL)	Gomez, Catherine			

Characteristics of a Successful Learner				
	Reporting Period			
	1	2	3	4
Participates in discussions and activities				
Works cooperatively				
Works independently				
Follows rules and directions in a variety of settings				
Respects others				
Resolves conflicts appropriately				
Completes assignments on time				
Completes and returns homework				
Uses time constructively				
Demonstrates self-control				
Uses technology appropriately				
Shows effort				
Respects authority				

Additional Information (X)				
	Reporting Period			
	1	2	3	4
Receiving ESOL Services				
Teacher Comment on attachment				
Conference Requested				
Not Meeting Criteria for Promotion				

(X) Student has a Progress Monitoring Plan in:	
Reading	
Mathematics	

Attendance					
Marking Period	1	2	3	4	Total
Days Present	0.0	0.0	0.0	0.0	0.0
Days Absent	0.0	0.0	0.0	0.0	0.0
Days Tardy	0.0	0.0	0.0	0.0	0.0

A student must be in attendance in Broward County Schools 25 days within the marking period to receive a complete report.

Placement for School Year **2018-2019** is Grade _____

REPORT CARD

- 3rd – 5th Grades Report Card
- Grading Scale

Grade	Definition	Numerical Score
A	Superior Progress	90-100%
B	Above Average Progress	80-89%
C	Average Progress	70-79%
D	Below Average Progress	60-69%
F	Failure	59% Or Below

Broward County Progress Report

Grade 5

Name: _____

Principal: _____ Year: _____

Teacher: _____

School: _____

GRADE CODE			
A = 90 - 100	Superior Progress	D = 60 - 69	Below Average Progress
B = 80 - 89	Above Average	F = 59 or below	Failure
C = 70 - 79	Progress		

A circle indicates assessment reported by exceptional education teacher

KEY
1 = Has mastered skill(s) independently
2 = Is learning skill(s) with assistance
3 = Areas of Concern
NA = Not Applicable

RELATED ARTS/ FOREIGN LANGUAGE

Understands appropriate concepts and processes skills as described in curriculum for:

MUSIC

FOREIGN LANGUAGE (OPTIONAL)

Marking Period				
1	2	3	4	

Marking Period				
1	2	3	4	

Receiving ESOL Services (X)

Student has a progress monitoring plan for:

- Reading
 Mathematics

Marking Period				
Teacher Comment on attachment (X)				
Conference Requested (X)				

Marking Period				
NOT MEETING CRITERIA FOR PROMOTION				

Placement for School Year 2018-2019 is Grade _____

 Teacher Signature (Fourth marking period only)

SOCIAL GROWTH

	Marking Period			
	1	2	3	4
Attempts new tasks				
Demonstrates self-control				
Respects individual differences				
Works cooperatively				
Uses appropriate behavior in a variety of situations				
Respects authority				
Shows respect for property and rights of others				

STUDY SKILLS

	Marking Period			
	1	2	3	4
Uses appropriate technology effectively				
Applies information in making decisions and solving problems				
Completes assignments/activities on time				
Thinks and works independently				
Selects appropriate materials for learning tasks				
Shows effort				
Brings appropriate materials to class				
Stays on task				
Completes and returns homework assignments on time				
Follows directions				

Attendance

Marking Period	1	2	3	4	Total
*Days Present	0.0	0.0	0.0	0.0	0.0
Days Absent	0.0	0.0	0.0	0.0	0.0
Days Tardy	0.0	0.0	0.0	0.0	0.0

A student must be in attendance in Broward County Schools 25 days within the marking period to receive a complete report.

* Days present includes days tardy.

READING

	Marking Period			
	1	2	3	4
At/Above Grade Level (Indicate instructional level)				
Below Grade Level (Indicate instructional level)				
Grade				

LANGUAGE ARTS

	Marking Period			
	1	2	3	4
At/Above Grade Level (Indicate instructional level)				
Below Grade Level (Indicate instructional level)				
Grade				

MATHEMATICS

	Marking Period			
	1	2	3	4
At/Above Grade Level (Indicate instructional level)				
Below Grade Level (Indicate instructional level)				
Grade				

SCIENCE/HEALTH/SOCIAL STUDIES

	Marking Period			
	1	2	3	4
SCIENCE/HEALTH				
SOCIAL STUDIES				

The School Board of Broward County, Florida
Conference/Interim - Grade Four

Student: _____

Grade: _____

Date: _____

School: Riverland Elementary

Teacher: _____

A (-) indicates instructional level

Marking Period	1	2	3	4
At/Above Grade Level	✓	✓		
Below Grade Level				

READING

- Uses strategies to comprehend a variety of text
- Uses strategies to identify unknown words and their meaning
- Reads and organizes information for a variety of purposes
- Makes and justifies inferences based on text
- Reads fluently

LANGUAGE ARTS

A (-) indicates instructional level

Marking Period	1	2	3	4
At/Above Grade Level	✓	✓		
Below Grade Level				

LANGUAGE ARTS

- Demonstrates listening skills
- Expresses ideas orally
- Uses the writing process to produce a variety of written work
- Applies rules for written communication
- Applies spelling skills in written work

MATHEMATICS

A (-) indicates instructional level

Marking Period	1	2	3	4
At/Above Grade Level	✓	✓		
Below Grade Level				

MATHEMATICS

- Big Idea One: Develops quick recall of multiplication facts, related division facts, and fluency with whole number multiplication
- Big Idea Two: Develops an understanding of decimals, including the connection between fractions and decimals
- Big Idea Three: Develops an understanding of area and determines the area of two-dimensional shapes
- Supporting Ideas: Algebra
- Supporting Ideas: Geometry and Measurement
- Supporting Ideas: Number and Operations

<input checked="" type="checkbox"/>	Indicates area addressed
<input type="checkbox"/>	Indicates area of concern
<input type="checkbox"/>	Indicates area not addressed

RELATED ARTS/FOREIGN LANGUAGE

Understands appropriate concepts and processes skills as described in curriculum for:

MUSIC

FOREIGN LANGUAGE

SCIENCE/SOCIAL STUDIES/HEALTH

Understands appropriate concepts and processes skills as described in curriculum for:

HEALTH

SCIENCE

SOCIAL STUDIES

SOCIAL GROWTH

- Attempts new tasks
- Demonstrates self-control
- Respects individual differences
- Works cooperatively
- Uses appropriate behavior in a variety of situations
- Respects authority
- Shows respect for property and rights of others

STUDY SKILLS

- Uses available technology
- Applies information in making decisions and solving problems
- Stays on task
- Follows directions
- Completes assignments/activities on time
- Thinks and works independently
- Shows effort
- Selects appropriate materials for learning tasks
- Completes homework assignments on time
- Brings appropriate materials to class

ATTENDANCE

Attends school regularly

Arrives at school on time

ADDITIONAL AREAS DISCUSSED

- Library folder
- ESOL strategies
- Health concerns
- Grade placement
- IEP

Student has a progress monitoring plan for:

- Reading
- Mathematics
- Writing
- Science

Marking Period	1	2	3	4
NOT MEETING CRITERIA FOR PROMOTION				

The School Board of Broward County, Florida
Conference/Interim - Grade Four

Student: _____ Grade: _____ Date: _____

School: Riverland Elementary Teacher: _____

A (-) indicates instructional level

Marking Period	1	2	3	4
At/Above Grade Level	✓	✓		
Below Grade Level				

READING

- Uses strategies to comprehend a variety of text
- Uses strategies to identify unknown words and their meaning
- Reads and organizes information for a variety of purposes
- Makes and justifies inferences based on text
- Reads fluently

A (-) indicates instructional level

Marking Period	1	2	3	4
At/Above Grade Level	✓	✓		
Below Grade Level				

LANGUAGE ARTS

- Demonstrates listening skills
- Expresses ideas orally
- Uses the writing process to produce a variety of written work
- Applies rules for written communication
- Applies spelling skills in written work

A (-) indicates instructional level

Marking Period	1	2	3	4
At/Above Grade Level	✓	✓		
Below Grade Level				

MATHEMATICS

- Big Idea One: Develops quick recall of multiplication facts, related division facts, and fluency with whole number multiplication
- Big Idea Two: Develops an understanding of decimals, including the connection between fractions and decimals
- Big Idea Three: Develops an understanding of area and determines the area of two-dimensional shapes
- Supporting Ideas: Algebra
- Supporting Ideas: Geometry and Measurement
- Supporting Ideas: Number and Operations

<input checked="" type="checkbox"/>	Indicates area addressed
<input checked="" type="checkbox"/>	Indicates area of concern
<input type="checkbox"/>	Indicates area not addressed

RELATED ARTS/FOREIGN LANGUAGE

Understands appropriate concepts and processes skills as described in curriculum for:

MUSIC

FOREIGN LANGUAGE

READING

Below Grade Level

- Uses strategies to comprehend a variety of text
- Uses strategies to identify unknown words and their meaning
- Reads and organizes information for a variety of purposes
- Makes and justifies inferences based on text
- Reads fluently

- Works on task
- Follows directions
- Completes assignments/activities on time
- Thinks and works independently
- Shows effort
- Selects appropriate materials for learning tasks
- Completes homework assignments on time
- Brings appropriate materials to class

ATTENDANCE

Attends school regularly

Arrives at school on time

ADDITIONAL AREAS DISCUSSED

- Library folder
- ESOL strategies
- Health concerns
- Grade placement
- IEP

Student has a progress monitoring plan for:

- Reading
- Mathematics
- Writing
- Science

Marking Period	1	2	3	4
NOT MEETING CRITERIA FOR PROMOTION				

OCEANS AND SEAS

by Richard Green

- 1 Some people use the words ocean and sea interchangeably, but these words refer to different things. An ocean is an enormous body of salt water, such as the Pacific or the Atlantic. In contrast, a sea is a smaller body of salt water, such as the Mediterranean Sea between Africa and Europe. Oceans are so large that people view them as surrounding the continents. The opposite is true for seas: They are surrounded by other, larger geographic features. Some seas are entirely encircled by ocean: The Sargasso Sea in the Northern Atlantic is an example of this. Other seas, such as Hudson Bay in Canada, are enclosed on some sides by ocean and other sides by land. Finally, a few seas, such as the Caspian in Asia, are completely landlocked within continents. Despite their differences, however, all seas have two things in common: They are made of salt water, and they are smaller than the oceans.

Close Reader Habits

When you reread the articles, **underline** details that tell what each passage is about, and **circle** words and phrases that suggest the text structure.

Notes:

But = however, on the contrary, in contrast, different from

Oceans:

- Enormous body of salt water
- Ex: Pacific & Atlantic Ocean

Seas:

- Smaller body of salt water
- Ex.: Mediterranean

PROGRESS MONITORING PLAN (PMP)

- K-2 students who are not meeting standards for satisfactory performance in math and/or reading will receive an individualized PMP based on the district's PMP criteria.
- Students in grades 3-5 who score below proficiency on the state-wide standardized assessment, will receive a PMP, indicating appropriate remediation.
 - 3rd grade students who have not been administered the state-wide standardized assessments will be monitored using the Benchmark Assessment Systems (BAS).

Dear Parent/Guardian of:

Thank you for all that you do to support your child's education. We want to provide you with important information about your child's academic progress in the area of reading and/or mathematics in an effort to monitor your child's progress for the 2017-2018 school year.

Based on this quarter's assessment data in the two (2) academic areas of reading and mathematics, your child has been identified as not meeting reading and/or mathematics grade level expected proficiency. As a result, a Progress Monitoring Plan (PMP) has been developed by your child's teacher in the areas below. The PMP is designed to document the intervention assistance that will be provided to your child that focuses on the skills and concepts expected at his/her grade level.

Problem Area: Reading

Weakness:

▶ Comprehension; ▶ Vocabulary;

Assessment Used:

▶ Florida Standards Assessment (FSA); ▶ Other: iReady Diagnostic Assessment

Interventions Used:

▶ Journeys - Literacy Tool Kit; ▶ i-Ready;

Assessment used to monitor progress:

▶ Benchmark Assessment System (BAS); ▶ Other: iReady, Weekly standards assessment

READ-AT-HOME PLAN

- In accordance with House Bill 7069, the parent/guardian of any child who has been identified as a struggling reader must be issued a Read-at-Home Plan to provide parents/guardians with guidance on how to support literacy at home. The Elementary Learning Department developed a comprehensive Read- at-Home Plan to disseminate to parents of students who have been identified as struggling readers.

FLORIDA STANDARDS ASSESSMENT (FSA)

Date	Grade	Assessment
March 6	4th and 5th	Writing
April 10 –11	3rd	ELA
April 16 – May 11	3rd, 4th and 5th	ELA and Math
May 1 - 2	5th	Science

THIRD GRADE PROMOTION CRITERIA	
Criterion #1:	Scores Level 2 or greater on the Florida Standards Assessment (FSA) for English Language Arts.
GOOD CAUSE CRITERIA	
Criterion #2: Alternative Assessment	Scores acceptable level of performance on a state-approved achievement test in reading comprehension.
Criterion #3: Portfolio Assessment	Scores acceptable level of performance on the state-approved English Language Arts portfolio assessment.
Criterion #4: Summer Assessment/Alternative Assessment	Scores acceptable level of performance on the state-approved reading assessment (administered at the end of the Reading Academy for Third Grade Promotion in the summer following third grade retention).
Criterion #5: Mid-Year Assessment/Alternative Assessment	Scores acceptable level of performance on the Broward Standards Assessment (BSA) for English Language Arts (administered in September following third grade retention).
Criterion #6: Previous Retention	Student has received intensive reading intervention and was previously retained in K-3 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #7: ELL Program Participation	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #8: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #9: ESE Previous Retention	Student with a disability participating in statewide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-3.

DIGITAL CLASSROOMS

- Grades 3-5 have a one-to-one laptop ratio
- i-Ready- Remediation and Enrichment
 - Reading and math diagnostics administered three times throughout the year
 - Beginning
 - Mid-year
 - End of year
 - Results set students' pathways
 - Weekly goals- ELA and Math
 - 45 minutes per subject area
 - 75% pass rate

DIGITAL PARENT ORIENTATION

LAPTOP USE AND CARE

SBBC TECHNOLOGY AND USAGE 5306

- Laptops are to be used only by the assigned student.
- Laptops are for school-related use only.
- The laptop should only be used at school or home, not in public places.
- Laptops must be transported in student backpacks.

PLEASE BE SURE TO...

- Protect backpacks containing the student laptops by keeping them in a safe place at home and do not allow backpacks to be thrown/tossed or stepped on.
- Keep backpacks containing the student laptops under close supervision; never leave them unattended.
- Bring your fully charged laptop daily.

PARENTAL SUPPORT AND INVOLVEMENT

- Parents should monitor student use of laptops when at home to be sure that the device is only being used for school-related purposes.
- Parents should require that devices be used in a specified area at home.
- Parents should ask students to share what they are working on in class and at home to become involved in their child's learning.

SCHOOL-RELATED PURPOSES

- Canvas
- Broward Single Sign On (Broward SSO)
- Think Central
- i-Ready
- Approved research sites and videos to complete assignments and projects

EXAMPLES OF UNACCEPTABLE USAGE

- Play games such as Minecraft
- Shop Online
- Pay bills
- Surf the Web

YMCA AFTER SCHOOL PROCEDURES

- Students will keep backpacks containing student laptops in a designated locked area.
- Students may not allow other students to use their laptop in YMCA After School Program.

MONITORING OF DEVICES AND USE

- Laptops that are lost, stolen, or damaged must be reported to the student's teacher immediately.
- Teachers are able to monitor student use during class and device capabilities allow for monitoring device use outside of school.

WHEN WILL LAPTOPS GO HOME?

- Laptops will begin to be sent home on the week of December 4, 2017.
- Monday through Thursday only
- Not on weekends or long breaks such as Thanksgiving, Winter Break, and Spring Break

WHEN WILL LAPTOPS GO HOME?

- Laptops will begin to be sent home on the week of December 4, 2017.
- Monday through Thursday only
- Not on weekends or long breaks such as Thanksgiving, Winter Break, and Spring Break

REQUIRED FORMS

- Property Pass
- Off-Campus Use Agreement
- Home Use Opt-Out

DIGITAL PROGRAMS PROPERTY PASS



STUDENT NAME	DATE	LOCATION NUMBER/NAME
--------------	------	----------------------

The above-named person is authorized to remove from the location above, subject to the conditions established in Board Policy #5306, the tangible personal property described below.

TYPE OF EQUIPMENT	CART/DEVICE #	SERIAL NUMBER
-------------------	---------------	---------------

By signing below, the borrower or legal guardian of borrower agrees to the following stipulations:

- The property remains the property of The School Board of Broward County, Florida and must be returned by the expected date indicated below, in good condition.
- The property shall be used only in connection with borrower's student assignments.
- The borrower shall ensure the safety of the property while it is in his/her possession.
- The borrower has read, and understands, the provisions of Board Policy #5306.
- In case of loss or damage **due to repeated negligence or outside of the scope of normal use**, the borrower will replace equipment at original purchase price to The School Board of Broward County, FL.

EXPECTED RETURN DATE	PARENT/GUARDIAN SIGNATURE
----------------------	---------------------------

SIGNATURE OF AUTHORIZING PRINCIPAL

The return of the above-described property in good condition is hereby acknowledged.

DATE PROPERTY RETURNED	PRINCIPAL SIGNATURE
------------------------	---------------------

SCHOOL YEAR



DIGITAL PROGRAMS OFF-CAMPUS USE AGREEMENT



STUDENT NAME

DATE

SCHOOL/LOCATION NAME

The above-named person is authorized to remove from the location above, subject to the conditions established in Board Policy # 5306 and Florida Statute 274, the tangible personal property described below:

PROPERTY DESCRIPTION

SERIAL NUMBER

By signing below, I, the parent(s)/guardian(s) of _____ agree to the following conditions for my child to be allowed to bring home a laptop computer owned by The School Board of Broward County, Florida, hereafter referred to as SBBC laptop. I, the parent(s)/guardian(s) will:

- Ensure that the SBBC laptop is not sold, traded, or pawned and understand that the SBBC laptop is asset tagged internally so that it can be tracked by the police.
- Agree that the SBBC laptop remains the property of The School Board of Broward County, Florida, and must be returned by the expected return date indicated below in good, working condition.
- If the student leaves to go to another school, including a school within Broward County Public Schools, a private school, or any school outside of Broward County, the laptop must be returned to the school before final transfer papers are sent to the new school.
- Assume total responsibility for the SBBC laptop from the time it leaves the school until it returns to the school. Make arrangements for the safe transport to and from school of the SBBC laptop and that the SBBC laptop will always be transported, both at school and to and from school, in a backpack or computer case.
- Ensure that the SBBC laptop will be used only for school assignments and school work.
- Ensure that the SBBC laptop is not connected to the internet while away from the school site without school permission.
- Ensure that no software will be loaded on the SBBC laptop while away from the school.
- Ensure that there will be no tampering with the format of the SBBC laptop either at home or at school.
- Provide parental supervision in the use of the SBBC laptop for educational purposes and ensure its proper care.
- Ensure that my child returns the SBBC laptop, fully charged, to school each day.
- Ensure that my child does not lend the SBBC laptop to others.

I, the parent(s)/guardian(s), have read the Technology Use Policy contained in The Code of Student Conduct and will enforce its provisions while the SBBC laptop is in use by my child. Please print:

Parent Name(s)	_____
Student Name	_____
Student Number	_____

EXPECTED RETURN DATE

SIGNATURE OF PARENT/GUARDIAN

SIGNATURE OF PRINCIPAL/DIRECTOR

DATE PROPERTY RETURNED

SIGNATURE OF PRINCIPAL/DIRECTOR

Attachments: The Code of Student Conduct (p. 9, 10, 11, 18, 27); Policy 5306 can be found at the following web site: <http://www.broward.k12.fl.us/education/5306>
All events for school participation for all events at the discretion of the school site.

DIGITAL PROGRAMS HOME USE OPT-OUT FORM



partnering for personal and learning

SCHOOL NAME

I, _____, the parent/legal guardian of
_____, understand the Digital Programs
Laptop Take-Home Program and have **opted NOT to have my student bring their device home.**

I understand the device will be available for my student to use at the above referenced school during the school day. As the year progresses, if I change my decision, I will contact my student's teacher to sign the appropriate paperwork.

PARENT/GUARDIAN SIGNATURE

PARENT/GUARDIAN NAME (PLEASE PRINT)

DATE

STUDENT NAME

STUDENT ID#

SCHOOL YEAR

ADDITIONAL QUESTIONS OR CONCERNS

