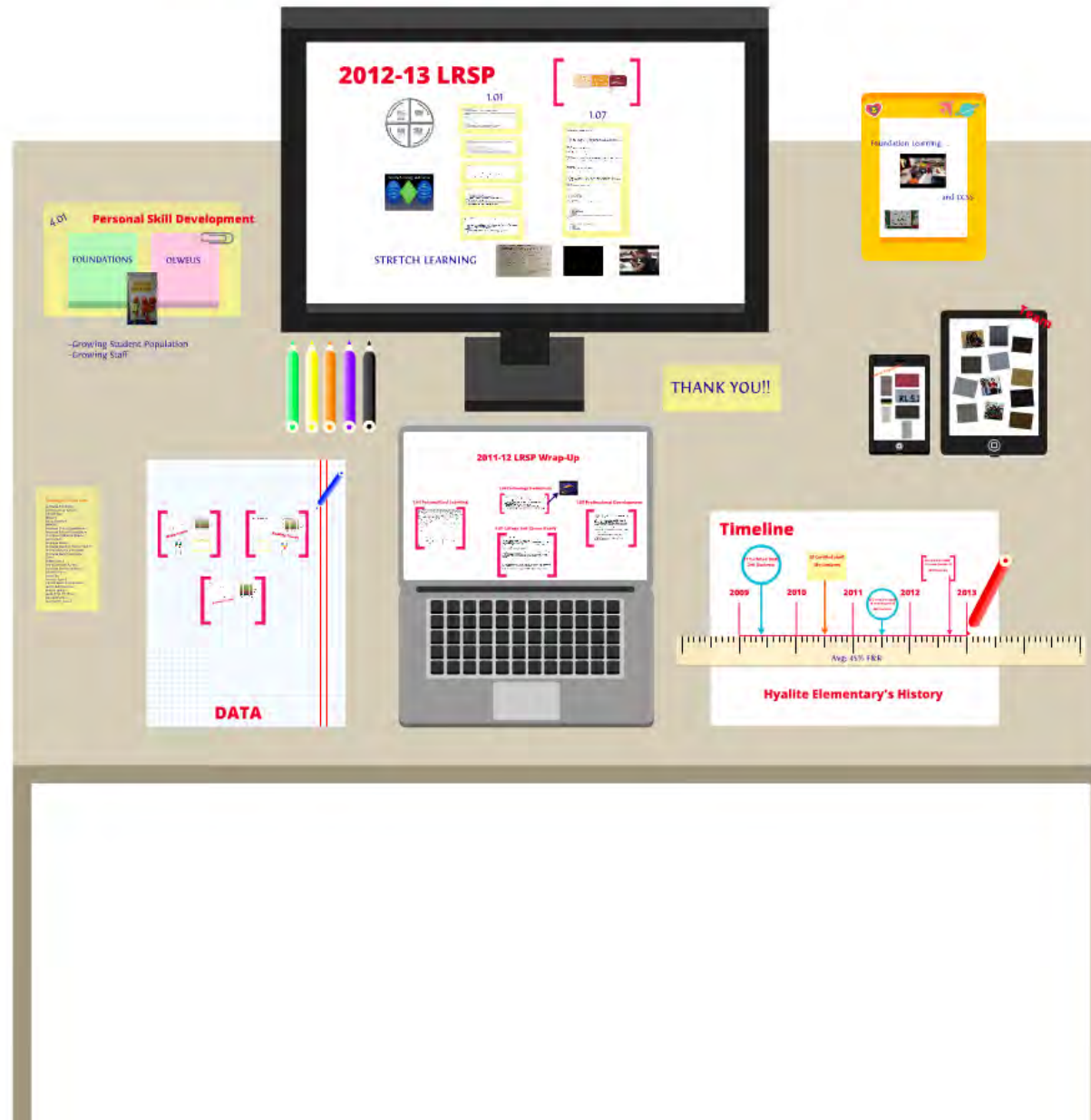


Hyalite Elementary



Hyalite Elementary

2012-13 LRSP

1.01

1.07

STRETCH LEARNING

Foundation Learning ...

... and CCSS

4.01 **Personal Skill Development**

2011-12 LRSP Wrap-Up

1.04 Technology Productivity

Action step evidence includes:

1. Surveys were created and distributed to teaching staff to gather information about the level of technology implementation throughout the classrooms at Hyalite.
2. Information collected in the surveys helped to determine the professional development provided to the staff by our tech mentors and instructional coach.

Short tutorial videos were created for teachers to access on their timeline for simple professional development needs.

3. A grant writing committee has not been created at this time.

4. A simple school-wide technology inventory was created for teachers to access.

5. Technology needs for the 2012-13 school year were determined with the...



1.05 Profo

1.01 Personalized Learning

3. Kindergarten: All students surpassed the goal of learning six additional letters above what they came into kindergarten knowing. Formal and informal interventions were used throughout the school year. On an average, kindergarten students showed a 77% growth in learning letters. As a team the teachers decided to set a more challenging goal for the 2012-13 school year.

1st Grade: Book level growth - all intensive students began either at book level "AA" or "A". Based on reaching instructional level "I" by the end of first grade, all students reached "E" or above which shows 50% growth in leveled reading, on an average our targeted group showed 2.36% growth on the Dibels Nonsense Word Fluency (ranging from 0% growth to 6.37% growth), and on average showed a 1.6% growth on the Dibels ORF assessment (ranging from .625% growth to 3% growth).

Note: Words Their Way was a measure we originally included as another data set and indication of skills to help place students in specific reading skill groups for walk to read. While it is a helpful skill piece it is not necessarily an indicator of reading growth therefore; the scores are not included therein.

3. Kindergarten: All students surpassed the goal of learning six additional letters above what they came into kindergarten knowing. Formal and informal interventions were used throughout the school year. On an average, kindergarten students showed a 77% growth in learning letters. As a team the teachers decided to set a more challenging goal for the 2012-13 school year.

1st Grade: Book level growth - all intensive students began either at book level "AA" or "A". Based on reaching instructional level "I" by the end of first grade, all students reached "E" or above which shows 50% growth in leveled reading, on an average our targeted group showed 2.36% growth on the Dibels Nonsense Word Fluency (ranging from 0% growth to 6.37% growth), and on average showed a 1.6% growth on the Dibels ORF assessment (ranging from .625% growth to 3% growth).

Note: Words Their Way was a measure we originally included as another data set and indication of skills to help place students in specific reading skill groups for walk to read. While it is a helpful skill piece it is not necessarily an indicator of reading growth therefore; the scores are not included therein.

2nd Grade: All targeted students showed, on an average, an increase of three or more book levels (average of 14% growth) and an increase in benchmark Dibels ORF of 17% (ranging from -25% growth to 54% growth).

3rd Grade: All targeted students showed, on average, a 22% growth from the mid- to end-of-year math assessments, 13% growth on the CRT assessments, and a 27% growth on the EasyCBM assessment.

4th Grade: All targeted students showed, on an average, 16% growth on the EasyCBM math assessments (ranging from 0% growth to 62% growth) and 33% growth on the 4th grade BOY and EOY assessment (ranging from 14% growth to 65% growth).

5th Grade: All target students showed, on an average, 11% growth on the EasyCBM math assessments (ranging from 4% growth to 30% growth), 24% growth on the 4th grade BOY and EOY assessment (ranging from -11% growth to 40% growth), and 12% growth on the basic math facts assessments (ranging from -4.55 growth to 20% growth). It is believed that our lowest performing student in this target group was not motivated and made a conscience decision to do poorly on the EOY assessments.

2. Information collected in the surveys helped to determine the professional development provided to the staff by our tech mentors and instructional coach.

Short tutorial videos were created for teachers to access on their timeline for simple professional development needs.

3. A grant writing committee has not been created at this time.

4. A simple school-wide technology inventory was created for teachers to access.

5. Technology purchases for the 2012-13 school year provides every classroom with the same basic technology components (teacher computer, document camera, sound system, and LCD projector).

1.07 College and Career Ready

Action step evidence includes:

1. Grade levels 2-5 worked with our instructional coach to develop an Indian Education for All lesson using the Understanding by Design principles.

Kindergarten and 1st grade teachers collaborated as grade levels to determine the essential learning points for specific content areas.

First grade teachers designed their first math unit for the 2012-2013 year following the Understanding by Design model and incorporating the Common Core State standards in math and the Common Core mathematical practices.

2. A 4th grade teacher participated in the district math leadership meetings, and a 2nd grade teacher participated in the district english language arts leadership meetings, both emphasizing Quadrant D instruction for students.

Several teachers attended the workshop facilitated by Sue Gendron which emphasized Rigorous and Relevant learning experiences for students to understand Common Core state

Action step evidence includes:

1. Grade levels 2-5 worked with our instructional coach to develop an Indian Education for All lesson using the Understanding by Design principles.

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Several teachers attended the workshop facilitated by Sue Gendron which emphasized Rigorous and Relevant learning experiences for students to understand Common Core state standards.

3. Development of the 2012-13 school schedule will increase the time grade level teachers will have to collaborate with each other and with intervention and resource teachers.

4. New patnerships with MSU, Bozeman Food Coop, Montana Imports Group, Gallatin Valley Food Bank, and Montana FoodCorps were developed during the 2011-12 school year.

5. All classroom teachers provided evidence of student participation in the three text type writings as outlined in the Montana CCSS and implemented Writer's Workshop.



1.05 Professional Development

Action step evidence includes:

1. All certified staff attended and participated in the two district professional development days that focused on CCSS for writing
2. All certified staff completed and successfully reported on their individual professional development plans that included activities like attending the NMEA conference in the fall, learning the CHAMPS positive behavior support system, participating in the Yellowstone Writing Project, and being a mentor to new teachers in our building
3. Certified staff attended monthly grade-level Response to Intervention meetings to discuss and disaggregate student data, discuss student progress, and discuss effectiveness of prescribed intervention plans
Eight to ten certified staff were a part of the Hylite RtI Leadership Team, who attended state-wide training and examined the fidelity of our RtI process
4. Teachers used sample lessons from the International Center for Leadership in Education to help design rigorous and relevant lessons in all content areas.
Information was shared at the staff meetings to all staff members about Rigor and

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Eight to ten certified staff were a part of the Hylite RtI Leadership Team, who attended state-wide training and examined the fidelity of our RtI process

4. Teachers used sample lessons from the International Center for Leadership in Education to help design rigorous and relevant lessons in all content areas.

Information was shared at the staff meetings to all staff members about Rigor and Relevance, Quadrant D, and CCSS for writing

5. First grade teachers designed their first math unit for the 2012-2013 year following the Understanding by Design model and incorporating the Common Core State standards in math and the Common Core mathematical practices

All Hyalite teachers grades K-5 used the Rigor and Relevance self-assessment rubric to analyze the quality of their instruction and plan instruction that emphasized more rigor, relevance and positive relationships with students

1.04 Technology Productivity

Action step evidence includes:

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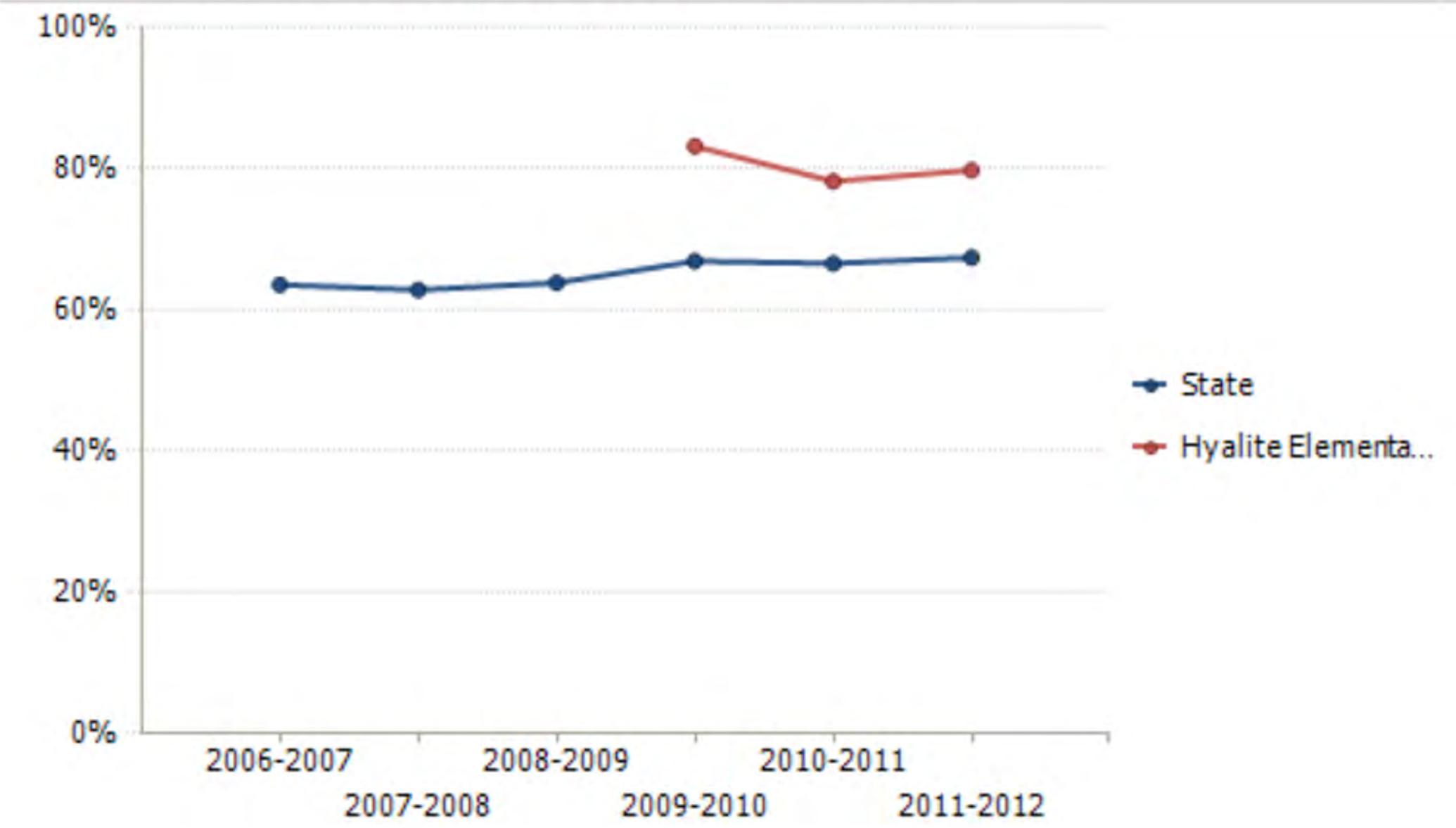
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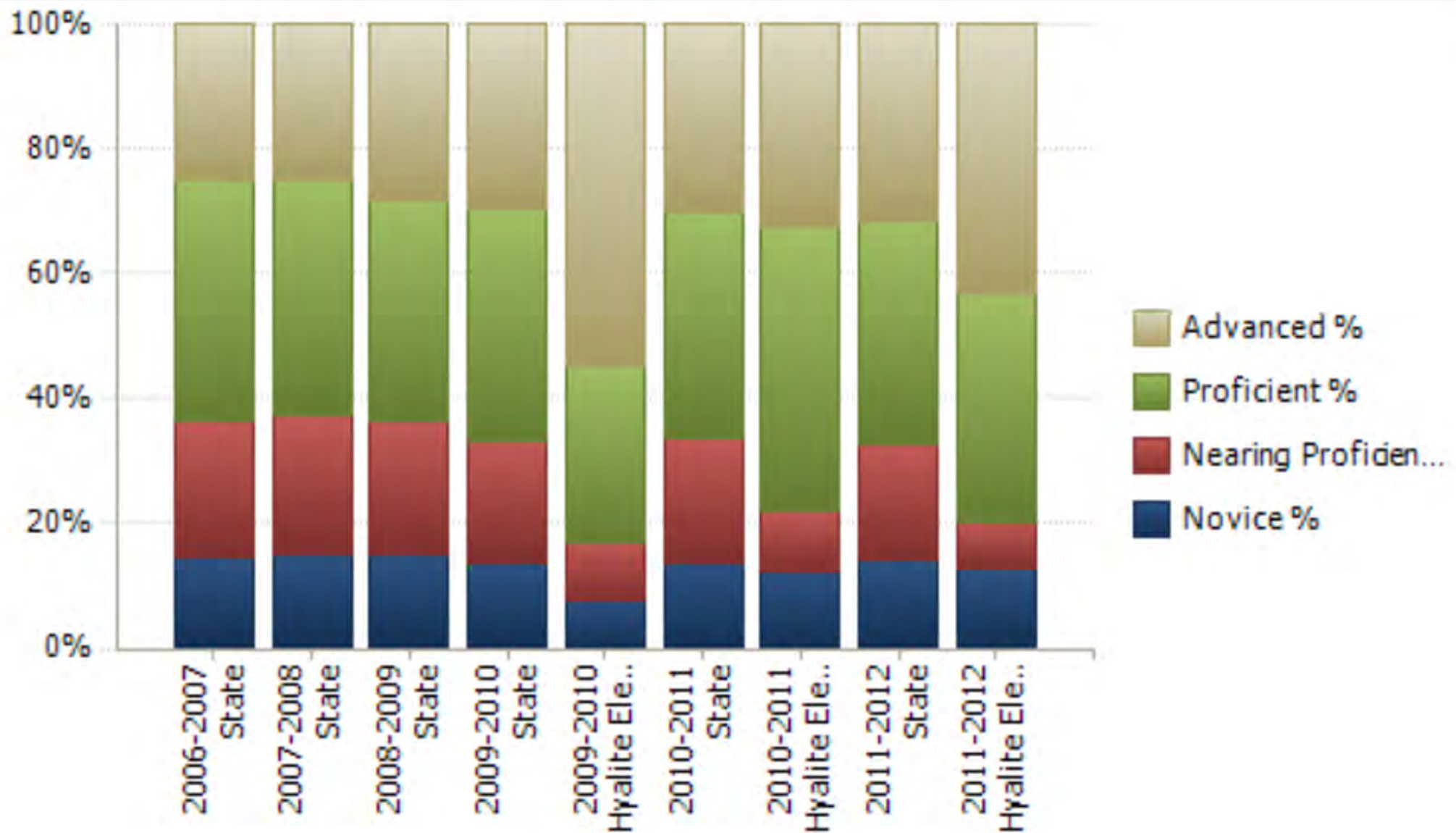


You Tube

CRT Mathematics At or Above Proficiency Trends



CRT Mathematics Performance Level Trends

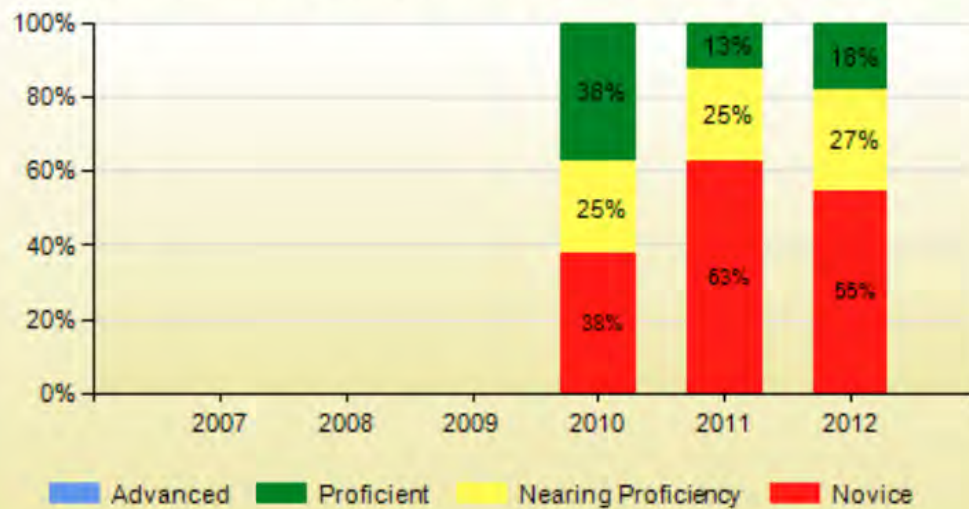


SES

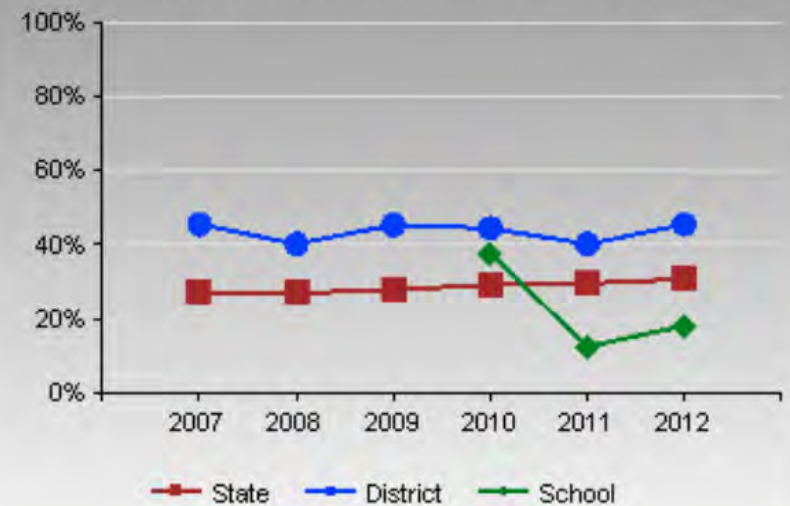
	Advanced			Proficient			Nearing Proficiency			Novice		
Year	State	District	School	State	District	School	State	District	School	State	District	School
2007	6%	15%	N/A	21%	31%	N/A	26%	21%	N/A	47%	33%	N/A
2008	7%	16%	N/A	20%	24%	N/A	27%	24%	N/A	46%	36%	N/A
2009	8%	16%	N/A	20%	30%	N/A	25%	20%	N/A	47%	34%	N/A
2010	8%	13%	N/A	21%	31%	38%	26%	23%	25%	45%	33%	38%
2011	9%	15%	N/A	20%	25%	13%	25%	26%	25%	46%	34%	63%
2012	9%	17%	N/A	21%	29%	18%	24%	22%	27%	45%	33%	55%

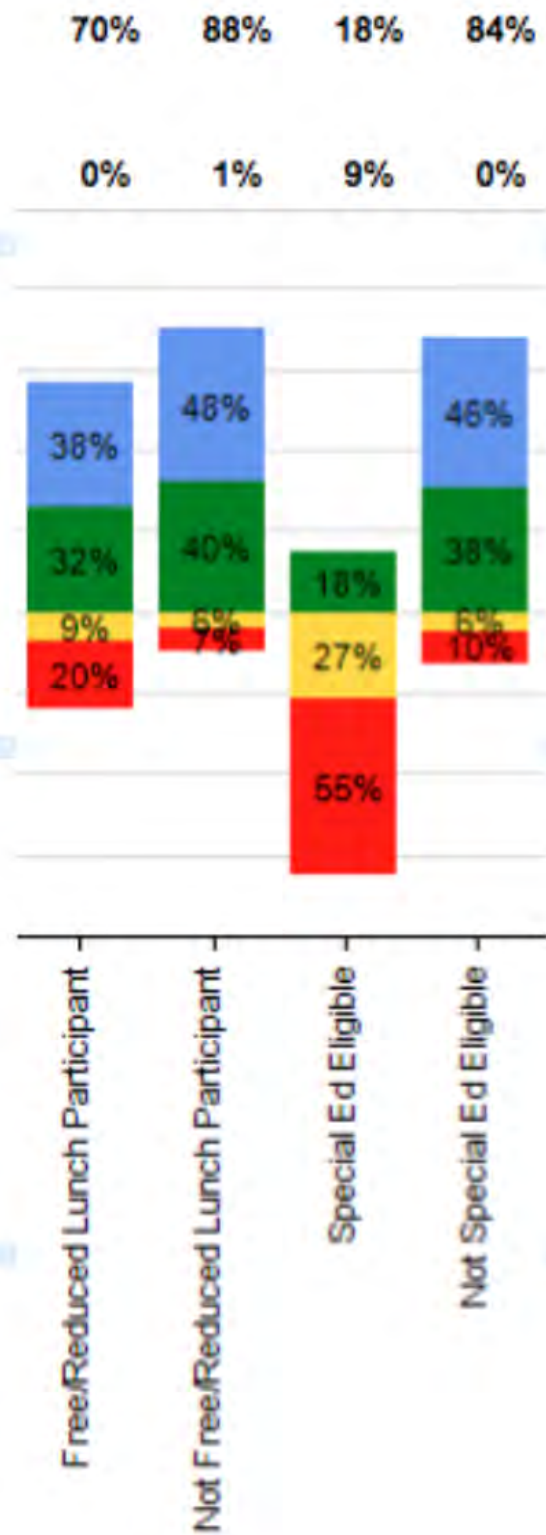
	At or Above Proficient		
Year	State	District	School
2007	27%	45%	N/A
2008	27%	40%	N/A
2009	28%	45%	N/A
2010	29%	44%	38%
2011	29%	40%	13%
2012	31%	45%	18%

Hyalite Elementary - 1839 Proficiency Level Percentage Trends Chart

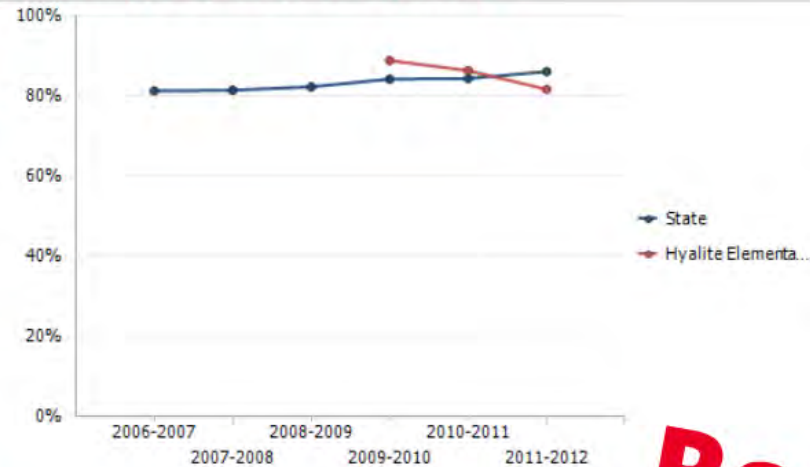


Percent of Students At or Above Proficient Trends

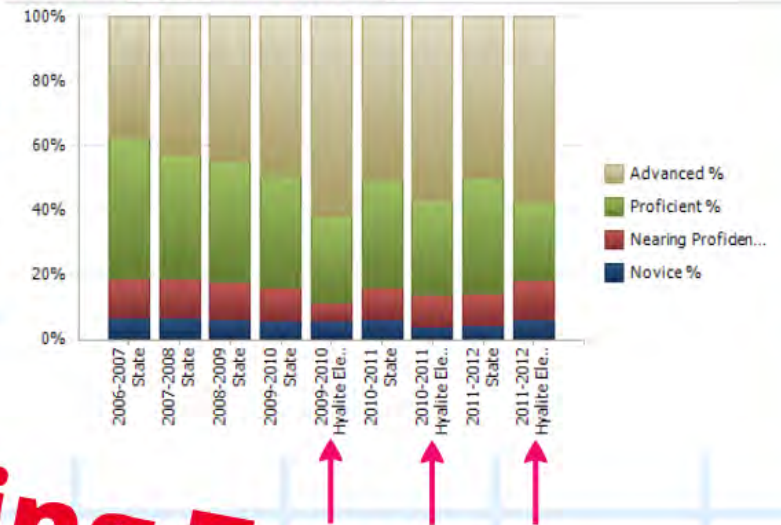




CRT Reading At or Above Proficiency Trends

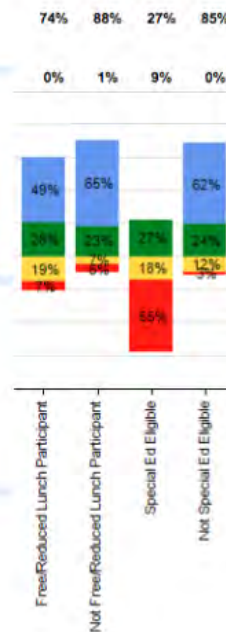


CRT Reading Performance Level Trends

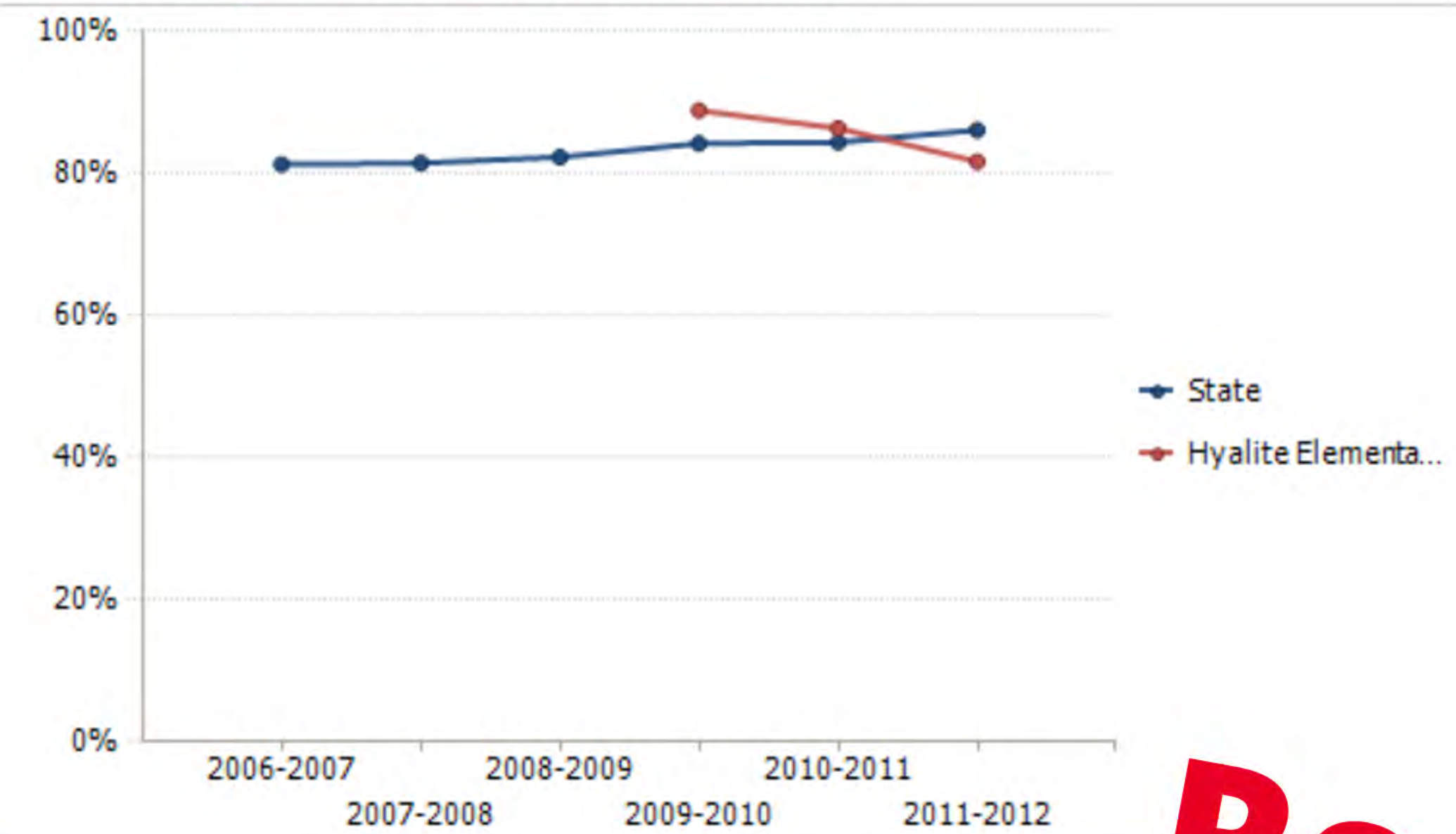


Reading Trends

SES

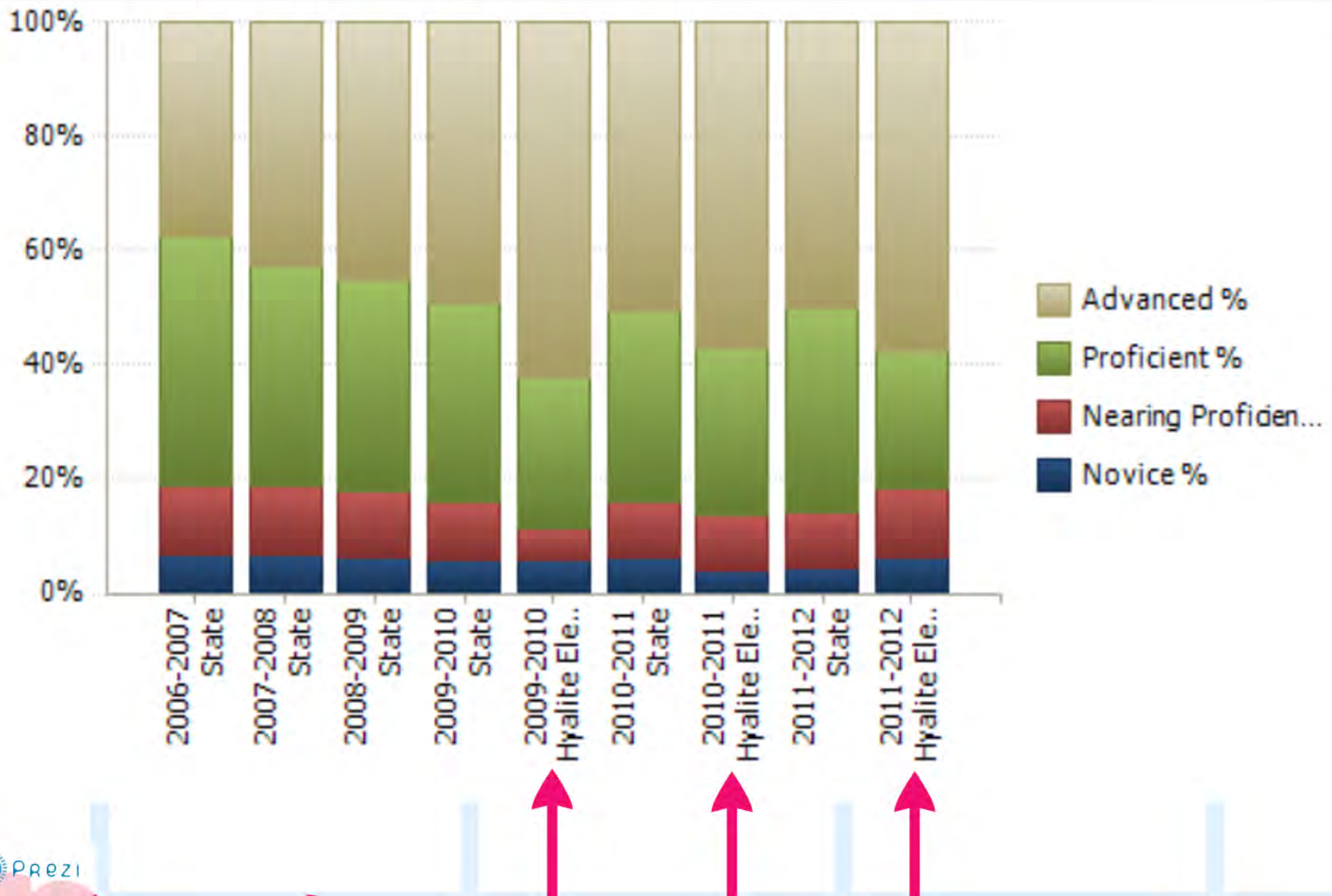


CRT Reading At or Above Proficiency Trends



Read

CRT Reading Performance Level Trends

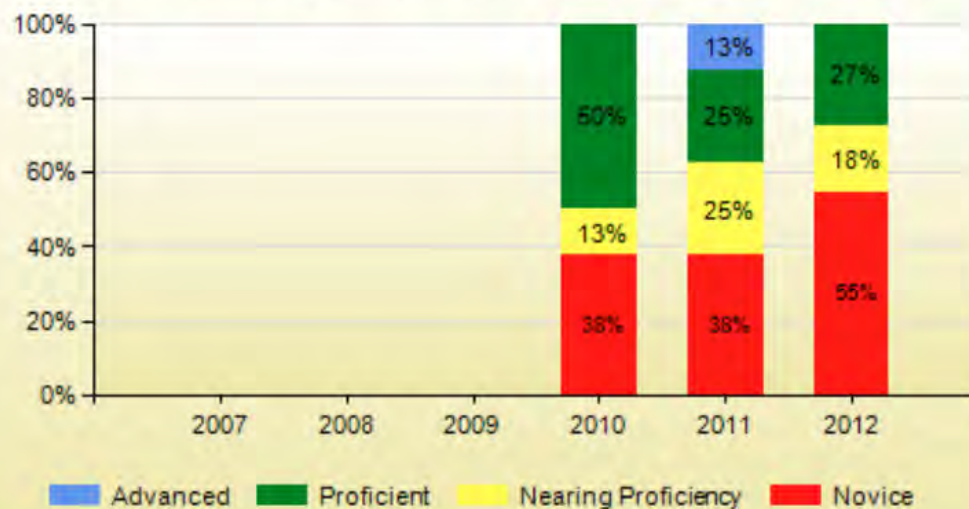


SES

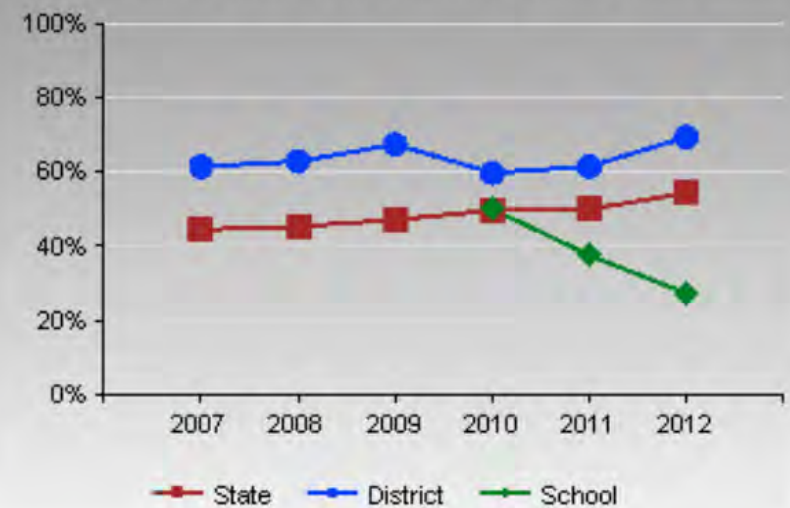
	Advanced			Proficient			Nearing Proficiency			Novice		
Year	State	District	School	State	District	School	State	District	School	State	District	School
2007	10%	23%	N/A	34%	39%	N/A	28%	26%	N/A	28%	12%	N/A
2008	13%	28%	N/A	32%	35%	N/A	27%	20%	N/A	28%	18%	N/A
2009	13%	27%	N/A	34%	40%	N/A	28%	19%	N/A	25%	14%	N/A
2010	14%	15%	N/A	35%	45%	50%	27%	24%	13%	24%	16%	38%
2011	16%	22%	13%	34%	40%	25%	26%	23%	25%	24%	16%	38%
2012	16%	22%	N/A	39%	48%	27%	27%	19%	18%	18%	12%	55%

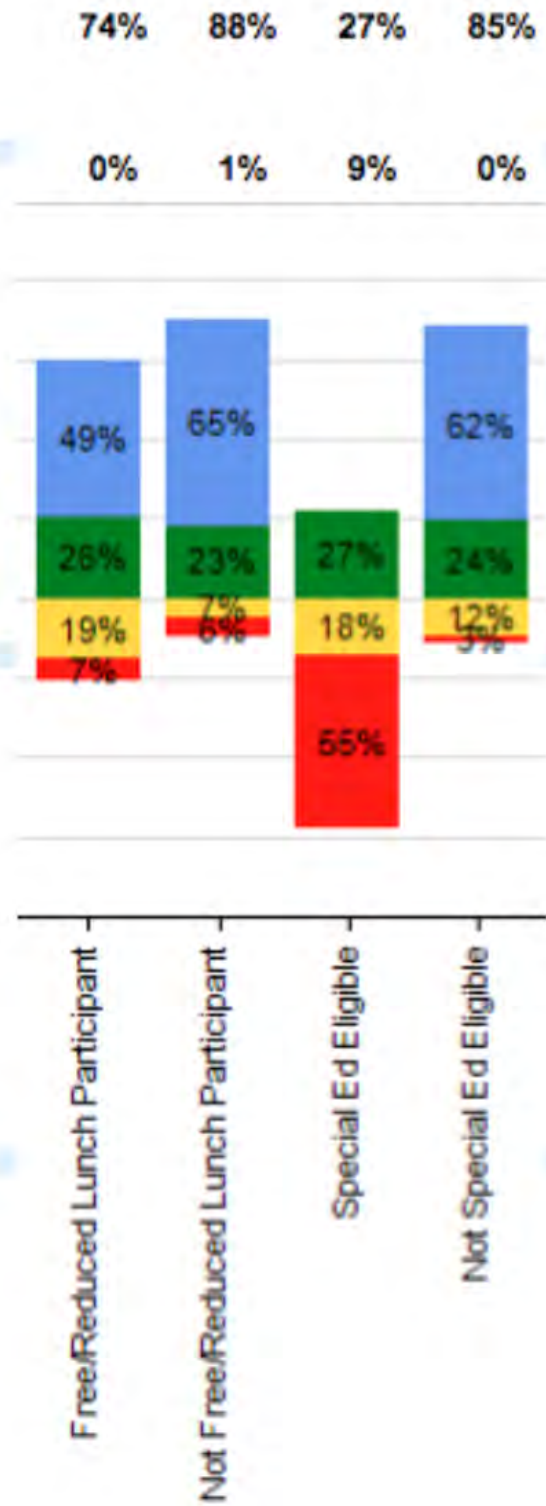
	At or Above Proficient		
Year	State	District	School
2007	44%	61%	N/A
2008	45%	63%	N/A
2009	47%	67%	N/A
2010	50%	60%	50%
2011	50%	61%	38%
2012	54%	69%	27%

Hyalite Elementary - 1839 Proficiency Level Percentage Trends Chart

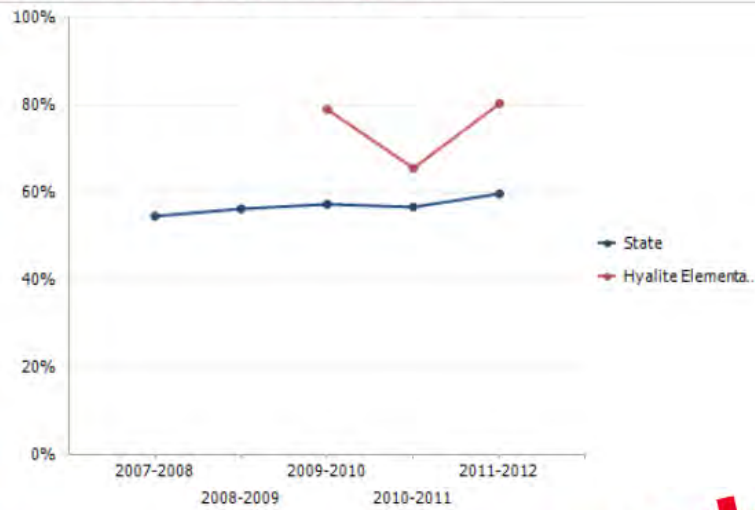


Percent of Students At or Above Proficient Trends

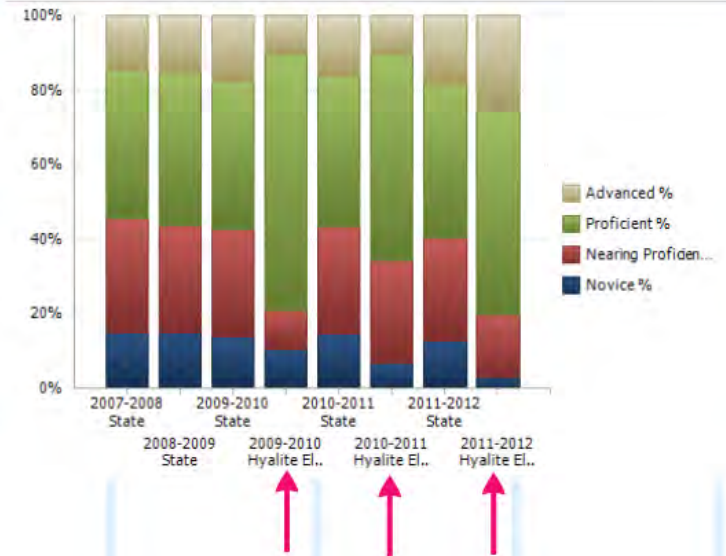




CRT Science At or Above Proficiency Trends

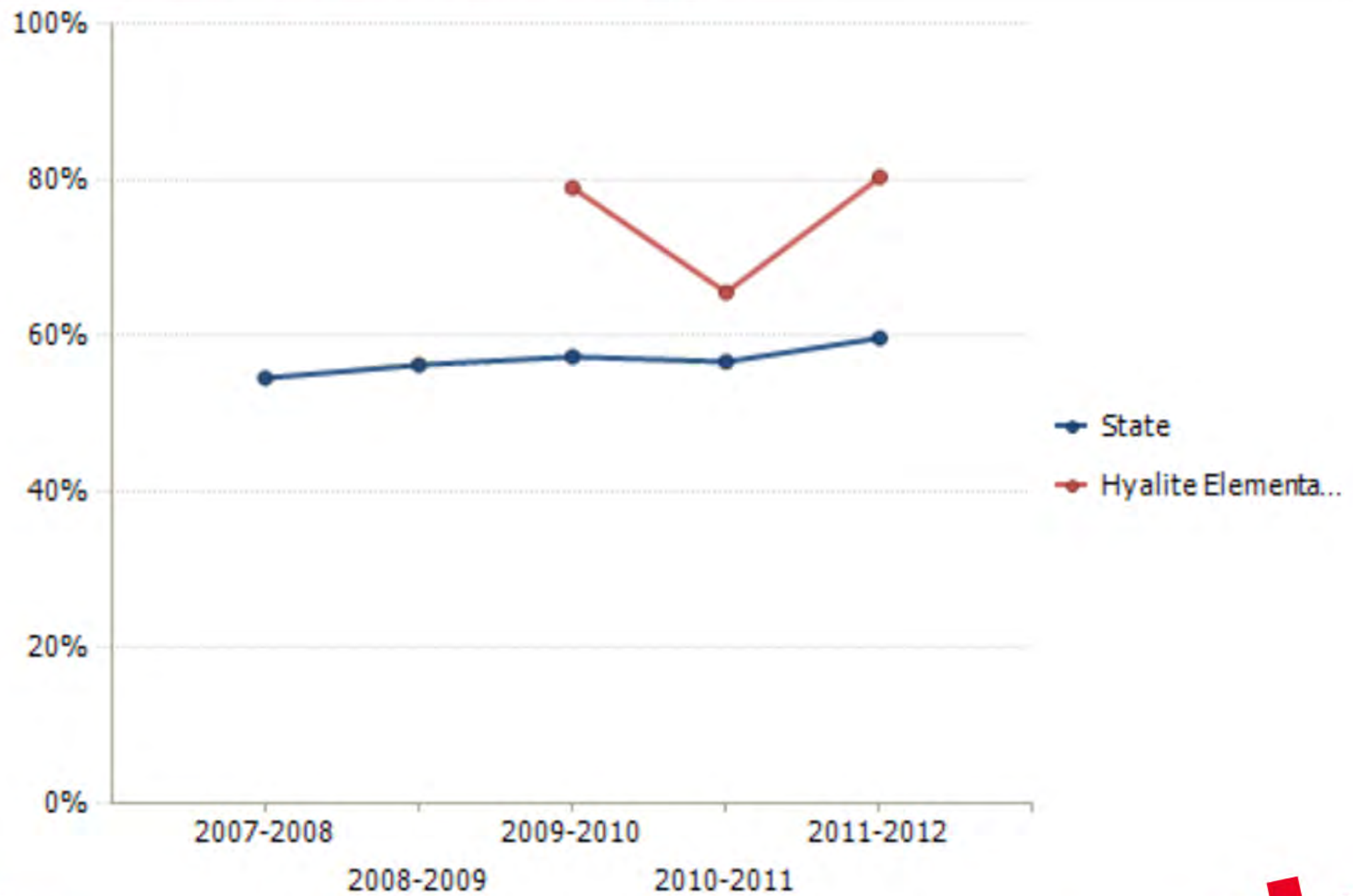


CRT Science Performance Level Trends

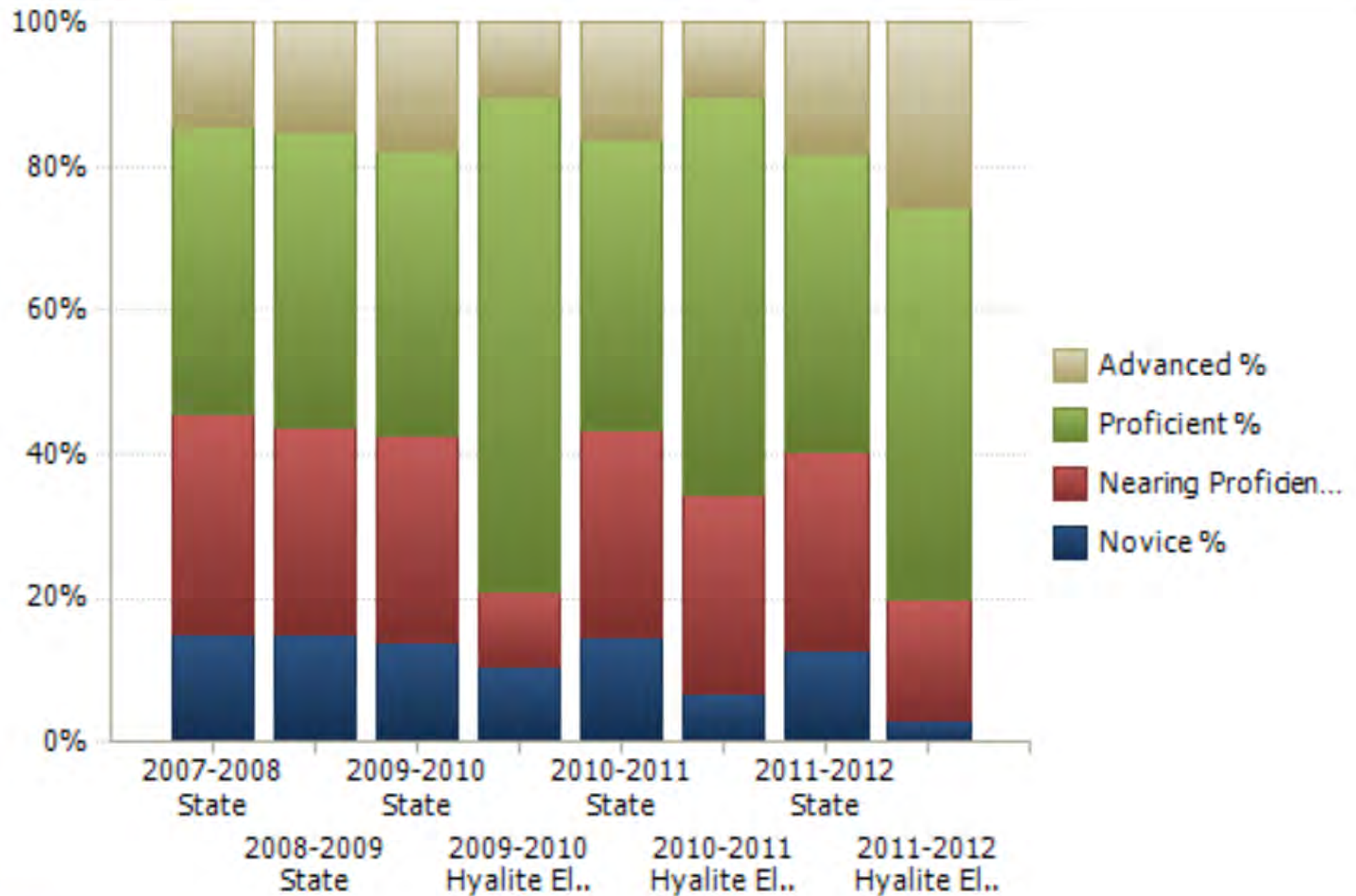


Science Trends

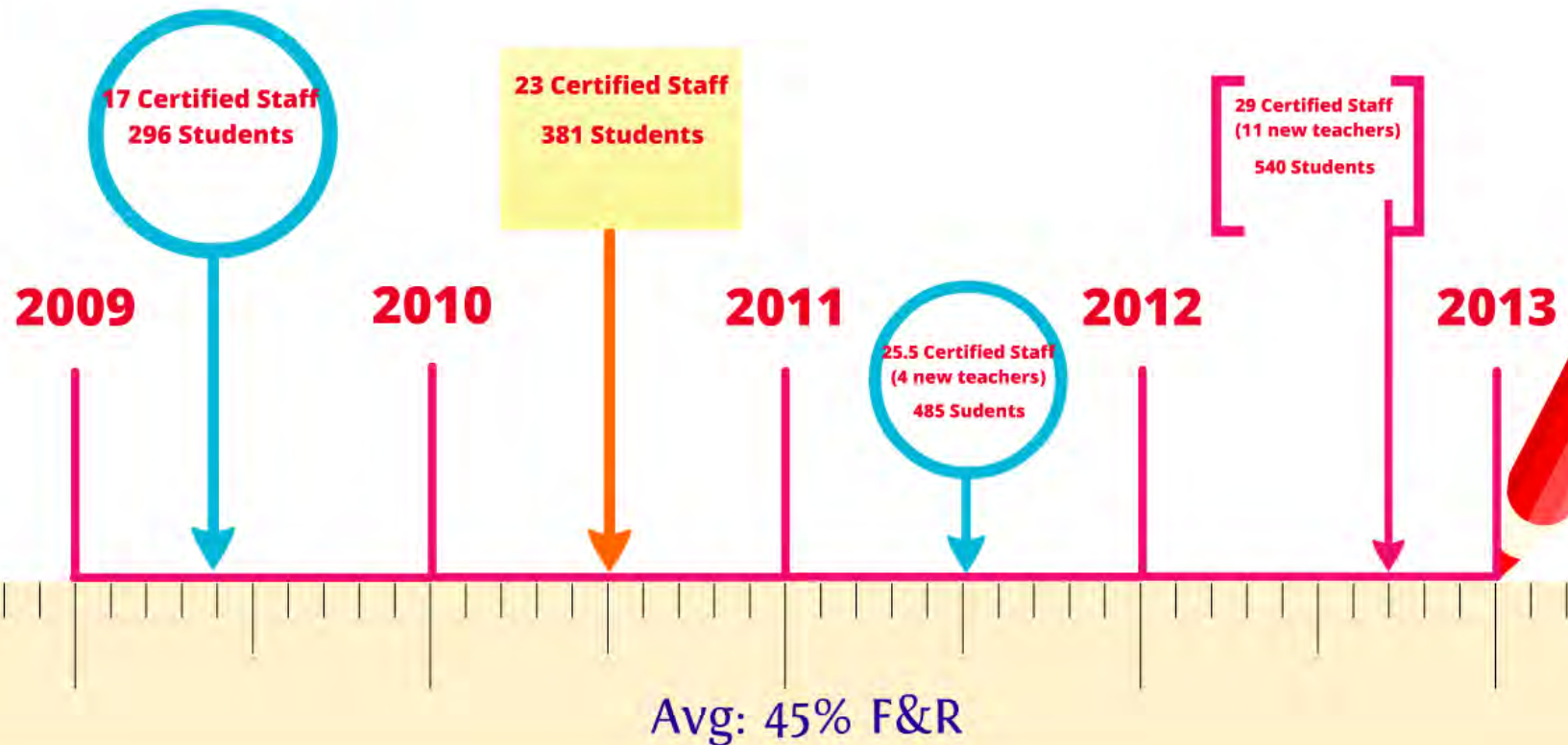
CRT Science At or Above Proficiency Trends



CRT Science Performance Level Trends



Timeline



Hyalite Elementary's History

2009

**17 Certified Staff
296 Students**

2010

**23 Certified S
381 Student**

Certified Staff
Students

23 Certified Staff
381 Students

2010

2011

25.5 Certified Staff
(4 new teachers)
485 Students

2011

2012

**25.5 Certified Staff
(4 new teachers)**

485 Students

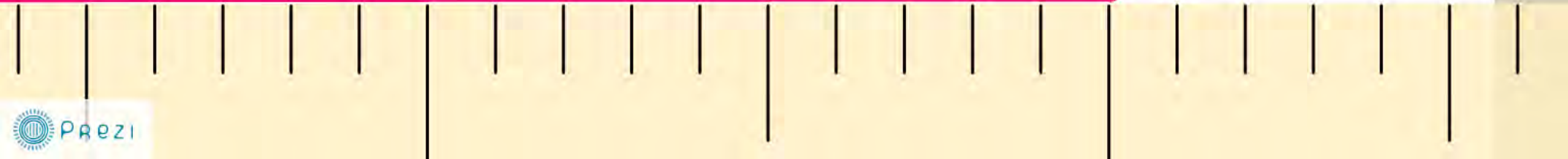


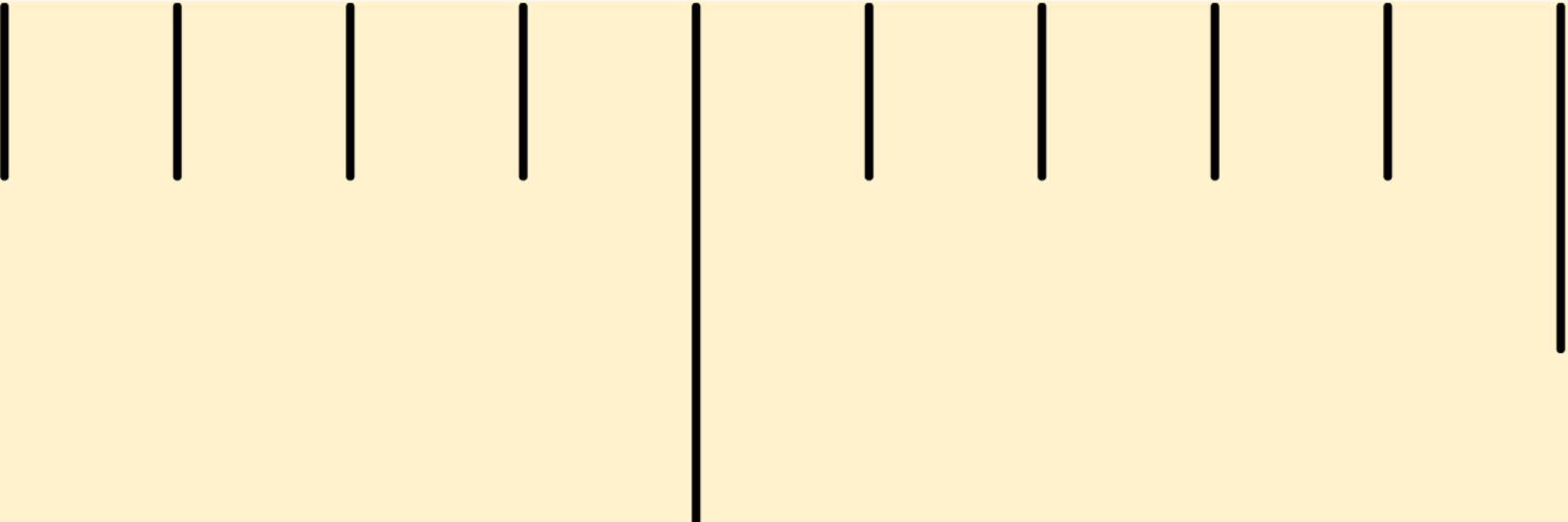


2012

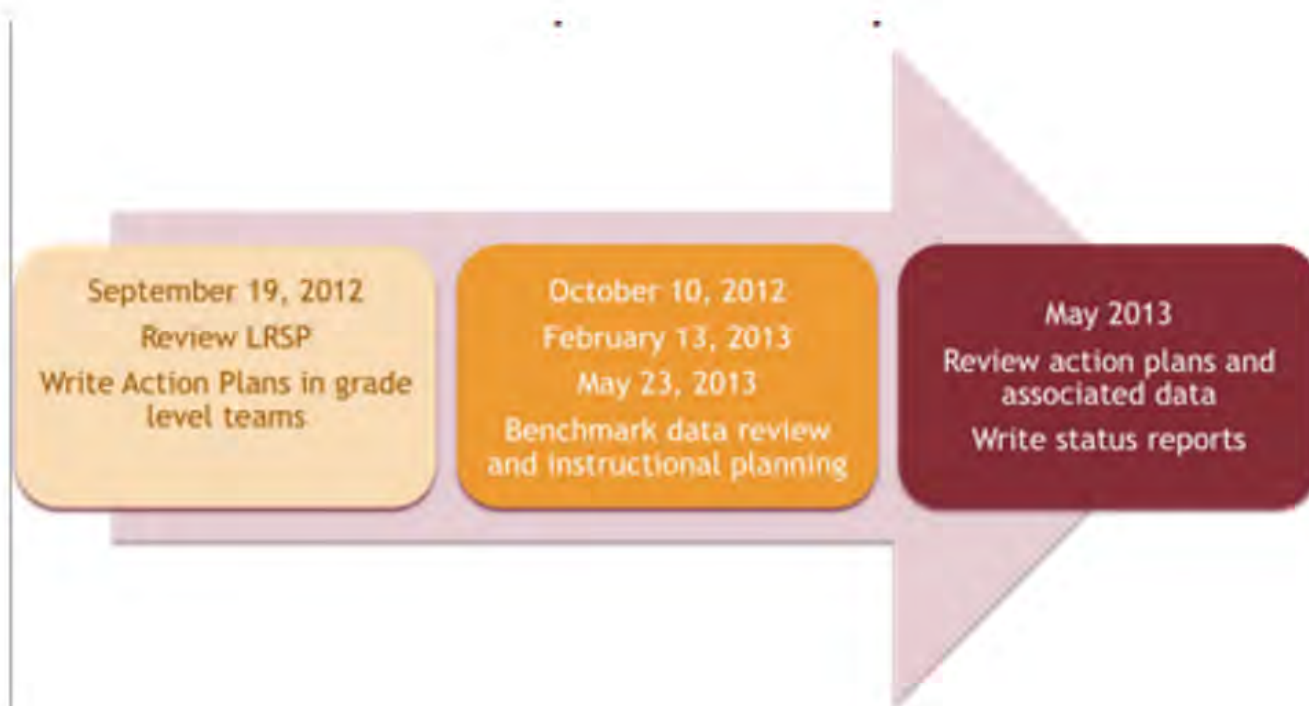


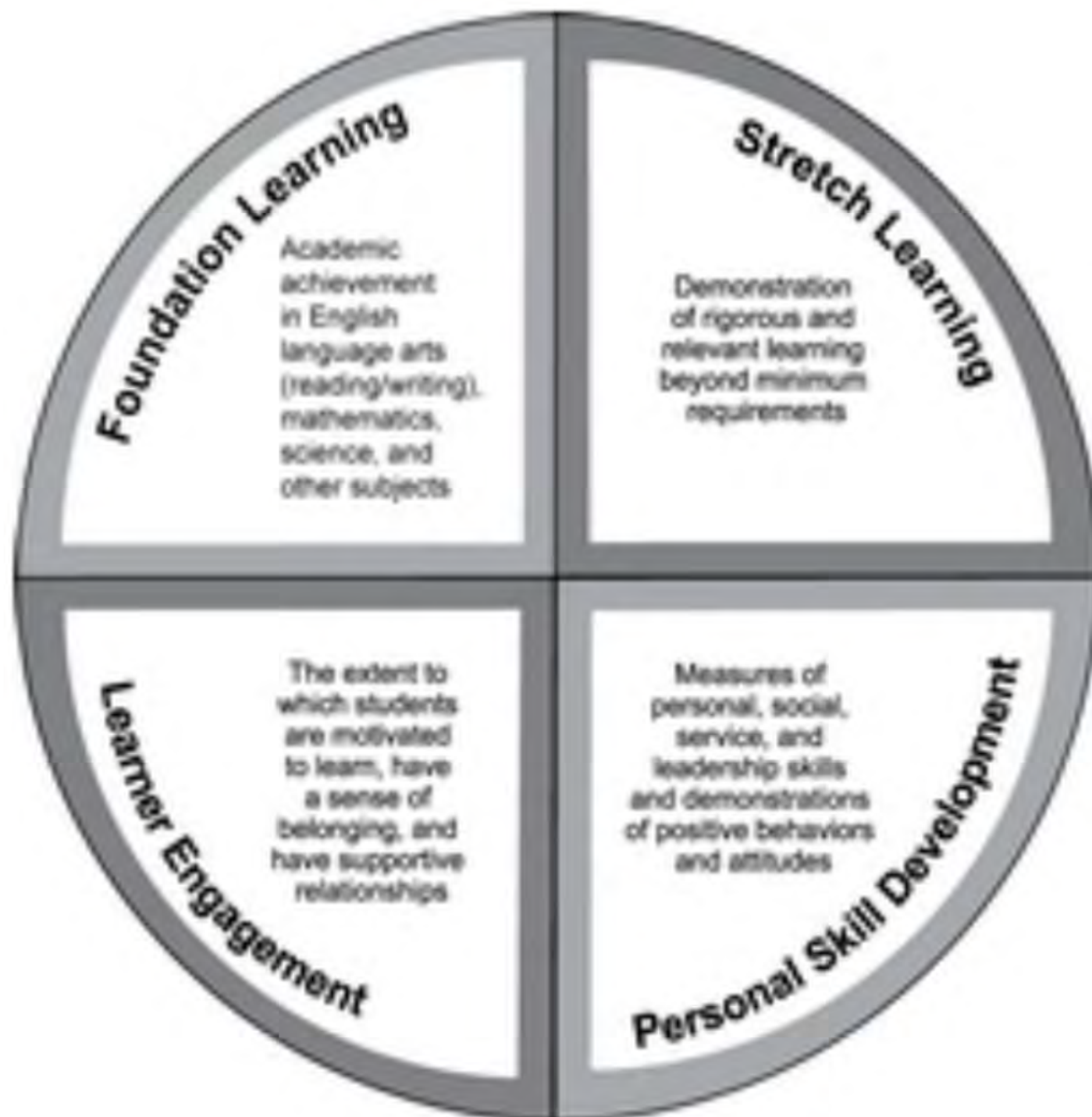
2013





Avg: 45% F&R





Priority A: College and Career

ELA

Standards

- Independent Learner
- Comprehend
 - Critique
- Value Evidence
 - Adapt
- Communication

Life Skills

- Creativity & Innovation
- Critical Thinking
- Collaboration
 - Leadership
 - Global Awareness

Math

Standards

- Reason abstractly
- Construct & critique arguments
 - Model
- Find patterns and structure

1.01

1.01

Specials Classes:

Objective: English-Language Arts; Build a Strong Content Knowledge

The students will acquire a strong content knowledge by demonstrating appropriate performance skills within specific area.

Instruction:

1. Visual teaching
2. Kinesthetic teaching
3. Aural (listening)
4. Cross-curricular teaching

Assessment:

1. Formative Assessments: Observations, anecdotal notes, oral responses
2. Summative Assessments: Skills tests, performances, written exams

Kindergarten:

Objective: English- Language Arts Skills; With prompting and support, students will retell familiar stories,

Assessment:

1. Formative Assessments: Observations, anecdotal notes, oral responses
2. Summative Assessments: Skills tests, performances, written exams

Kindergarten:

Objective: English- Language Arts Skills; With prompting and support, students will retell familiar stories, including key details

Instruction:

1. Read same text multiple times to students
2. Teach students the key details of a story (beginning – middle – end)

Assessment:

1. Students will draw/write/label/dictate the beginning – middle – end of the familiar story
2. This performance task will be repeated three times throughout the school year w/three different texts

First Grade:

Objective: Mathematical Practice; Make sense and persevere in solving problems

Instruction:

2. Teach students the key details of a story (beginning – middle – end)

Assessment:

1. Students will draw/write/label/dictate the beginning – middle – end of the familiar story
2. This performance task will be repeated three times throughout the school year w/three different texts

First Grade:

Objective: Mathematical Practice; Make sense and persevere in solving problems

Instruction:

1. Modeling math thinking
2. Teach multiple problem solving strategies
3. Student to student and Student to teacher sharing of problem solving strategies

Assessment:

1. Student math journals (compare beginning – middle – end of the school year)
2. Teacher observation notes while students perform math stations and daily calendar work

Third Grade:

Objective: Mathematical Practices; Make sense and persevere in solving problems

Instruction:

1. Teach specific vocabulary for problem solving
2. Model multiple problem solving strategies

3. Student to student and Student to teacher sharing of problem solving strategies

Assessment:

1. Student math journals (compare beginning – middle – end of the school year)
2. Teacher observation notes while students perform math stations and daily calendar work

Third Grade:

Objective: Mathematical Practices; Make sense and persevere in solving problems

Instruction:

1. Teach specific vocabulary for problem solving
2. Model multiple problem solving strategies
3. 4-Square problem solving graphic organizer will be modeled
4. Students will be presented with problems that will take multiple class periods to solve

Assessment:

1. Monthly students will be given a problem to solve
2. At the beginning of each trimester, all students will be instructed to solve a specific problem without teacher assistance. At the end of each trimester, the students will be given the same problem. Teachers will then compare solutions, effort, and student work to show growth.

Fourth and Fifth Grade:

Objective: Mathematical Practices; Model to make sense of problems

teacher assistance. At the end of each trimester, the students will be given the same problem. Teachers will then compare solutions, effort, and student work to show growth.

Fourth and Fifth Grade:

Objective: Mathematical Practices; Model to make sense of problems

Instruction:

1. Teachers will model: mapping and graphing, solving puzzles, matching equations to specific mathematical situations, development of real world situations, use of symbols, multi-sensory techniques
2. Teach how to apply skills to new and unfamiliar situations
3. Teach Fantastic Five Problem Solving Strategy

Assessment:

1. Each trimester students will create a mathematical problem that has a specific solution
2. Students will create multiple models of how their problem could be solved
3. Students will have to explain their thinking for the models for solution

1. Use four 4's to create problems that use all four operations.
Remember to use the correct order of operations: Parentheses, Exponents, Multiplication, Division, Addition, Subtraction.

1.07

Kindergarten:

Objective: Effective Oral/Written Communication

Instruction:

1. Teach will model the skill of taking turns while communicating
2. Teach model the skill of active listening

Assessment:

1. Students will be able to practice the skills of taking turns while communicating and active listening
2. Students will perform the task of taking turns while communicating with a determined percent accuracy
3. Students will perform the task of active listening to a predetermined percent accuracy

First Grade:

Objective: Effective Oral/Written Communication

Instruction:

1. Teacher think alouds to model communication
2. Classroom meetings for student practice
3. Teach monthly skills builders

Assessment:

1. Compare an early writing sample per text type to an end of the trimester writing sample of the same text type
2. Compare early math journal entries to math journal entries later in each trimester
3. Use first grade rubric for oral communication to evaluate performance tasks

Second Grade:

Objective: Critical Thinking and Problem Solving

Instruction:

1. Teachers will model how to solve real life problems, both social and academic
2. Teach school-wide "skill builders" to all students
3. School psychologist will teach Second Step social skills curriculum

Assessment:

1. Weekly check-ins using exit slips to evaluate students ability to solve problems and collect data
2. Classroom meeting discussions regarding some of the issues students dealt with and critically thought through multiple solutions /preventions

Third Grade:

Objective: Critical thinking and problem solving

Instruction:

1. Teach school-wide "skill builders"
2. Model multiple solutions/preventions for common student problems

Assessment:

1. Classroom meeting discussions
2. OLWEUS data collection
3. Teacher anecdotal notes

Fourth and Fifth Grade:

Objective: Construct viable arguments and critique the reasoning of others

Instruction:

1. Model the use of language frames or stems for argumentation;
 - a. Making Claims
 - b. Providing evidence
 - c. Asking evidence
 - d. Offering a counter claim
 - f. Speculation
 - g. Consensus
2. Model how to compare answers and the reasoning of how an individual solved a problem

Assessments:

Through performance tasks:

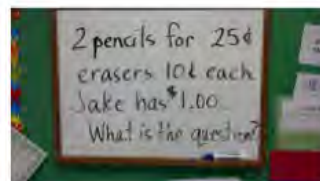
1. Students will be able to defend their thoughts and opinions successfully
2. Students will successfully detect illogical arguments
3. Students will successfully provide evidence to support their solutions to specific problems
4. Students will use concrete referents to argue opinion
 - a. Diagrams
 - b. Drawings
 - c. Objects or actions
 - d. Question to clarity



Foundation Learning . . .



. . . and CCSS





YouTube

2 pencils for 25¢
erasers 10¢ each
Jake has \$1.00.
What is the question?

Fourth and Fifth Grade:

Objective: Mathematical Practices; Model to make

Instruction:

1. Teachers will model: mapping and graphing mathematical situations, development of real-world mathematical situations, development of real-world mathematical situations
2. Teach how to apply skills to new and unfamiliar situations
3. Teach Fantastic Five Problem Solving Strategies

Assessment:

1. Each trimester students will create a mathematical model
2. Students will create multiple models of how to solve a problem
3. Students will have to explain their thinking

STRETCH LEARNING

1. Use four 4's to create problems that will equal 1-12.
Remember to use the correct order of operations to solve your problems:
Parentheses, Exponents, Multiply or Divide, Add or Subtract.

$$1 = (4 \times 4) \div (4 \times 4) \quad 2 = (4 \div 4) + (4 \div 4) \quad 3 = [(4 \times 4) - 4] \div 4 \quad 4 = [(4 - 4) \times 4] + 4$$

$$5 = (4 \div 4)^4 + 4 \quad 6 = (4 + 4) \div 4 + 4 \quad 7 = 4 + 4 - (4 \div 4) \quad 8 = (4 \times 4) \div 4 + 4$$

$$9 = (4 \div 4) + 4 + 4 \quad 10 = (44 - 4) \div 4 \quad 11 = \frac{4}{10} + \frac{4}{4} = 11 \quad 12 = (4 + 44) \div 4$$

2. Design a clock face. Use the numerical expressions you created in place of the numerals 1-12.

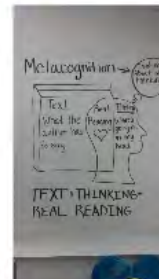
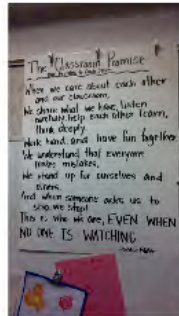
$$1 = (4 \times 4) \div (4 \times 4)$$

$$1 = 44 \div 44$$



YouTube

Learner Engagement



The Classroom Promise:

Our Promise to Each Other

When we care about each other
and our classroom,

We share what we have, listen
carefully, help each other learn,
think deeply,

Work hard, and have fun together.

We understand that everyone
makes mistakes,

We stand up for ourselves and
others,

And when someone asks us to
stop, we stop!

This is who we are, **EVEN WHEN
NO ONE IS WATCHING.**

-Debbie Miller

I like Mrs. L
by US Mrs. L
is NIS.



146 147 148 149 150 151 152 153 154 155 156 157 158



Voice

- pizzazz
- individuality
- suits audience and topic

Sentence Fluency

- well-built sentences
- varied beginnings
- rhythm and flow

Conventions
(editing)

- spelling
- punctuation and capitalization
- grammar and paragraphing

Presentation

- ne on paper
- gins on sides
- er is neat

When You Are Done, You've Just Begun!



Great Beginnings

- P = picture or anecdotal image
- D = dialogue
- A = action
- Q = question
- I = interesting fact

Story Endings

- Describe your person's thoughts or feelings about a past experience.
- Tell how the story problem was solved.
- Tell what the subject means to you.
- Tell what happened or predict in the future.
- Sum things up.

WRITERS WORKSHOP

Grid of student writing samples in clear bags on a red background.

Our 5th Grade Learning Goals

Algebra Words

Operations and Algebraic Thinking

I can...

I can use the order of operations to solve expressions.

I can use the order of operations to solve multi-step problems.

I can use different symbols to represent the same operation.

I can write expressions using parentheses.

I can write a real-world problem as an expression.

operations

one of four computation symbols used for adding, subtracting, multiplying or dividing numbers, including fractions and decimals

Parenthesis

Grouping symbol used for numbers and operations

Bracket

Grouping Symbol used for grouping parenthesis and numbers and operations

braces

Grouping symbol used for grouping brackets, parenthesis and numbers and operations

exponent

10^3
 $10 \times 10 \times 10 = 1000$
a small number placed to the upper right of a base number shows the number of times the base number is multiplied by itself

evaluate

$6 + 6 \times 2 = 18$
to figure out or compute, simplify

expression

$5 + 6 - 2$
combination of numbers and operations. Expressions may not contain the equal sign

PEMDAS

An acronym used to remember the order of operations: Parenthesis, Exponents, Multiply Divide, Add Subtract

Reading Standards for Literature & Informational Text

I can...

I can read with fluency and comprehend 4th-5th grade text.

I can find the theme of a text from story details.

I can use details to draw inferences and quote the text.

I can summarize the text.

I can use context clues to find the meaning of unknown words and phrases.

I can determine the meaning of 5th grade words.

I can compare and contrast characters in a text.

I can compare and contrast the settings in a text.

I can compare and contrast the events in a text.

I can determine the meaning of a simile used in text.

I can determine the meaning of a metaphor used in text.

I can compare and contrast a firsthand and secondhand account of an event or topic.

I can compare and contrast traits, thoughts, feelings, and actions of different characters in the same genre.

I can compare and contrast the plot of a particular genre across texts.

Foundational Skills

I can...

I can spell multi-syllable words.

I can decode words in text.

I can comprehend text by reading fluently and rereading when necessary.

I can identify and explain the point of view of a text.

I can describe how point of view affects a literary text.

I can express my writing and

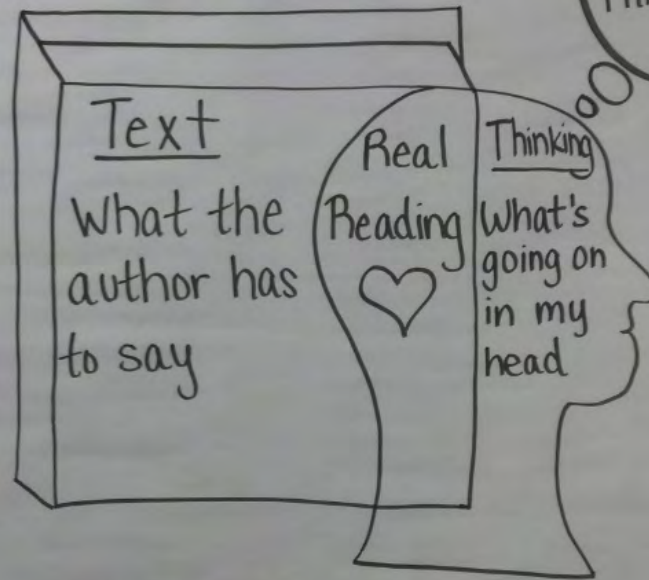
I can group and ideas from begi

Order of Operations
1. Parenthesis
2. Exponents
3. Multiply/Divide
4. Add/Subtract
5. Left to Right



Metacognition →

Thinking
About my
thinking



TEXT + THINKING =
REAL READING

Today's Objectives

Mrs. Bush's Class

Date

Reading

Analyze parts of a story... characters, plot, setting

Writing

Compose a personal narrative piece

Math

Apply strategies for $+$, $-$, doubles to solve equations

Science

Explore plants and insects through analysis and observation

Social Studies

Explore Native American ^(Southeast) culture through comparing/contrasting



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Daily Objectives

Date: December

Subject:
Math

Lesson Objective:
I can write numbers 0-20. I can count to 50.
I can count by 2s.

Subject:
Language
Arts

Lesson Objective:
I can write the letter Aa and read short a words.
I can retell a story.

Subject:
Science

Lesson Objective:
I can grow a plant and take care of it.
I can record ^{seasonal} changes over time.

Subject:
Writing

Lesson Objective:
I can write a sentence with spaces.
I can write a "How To".

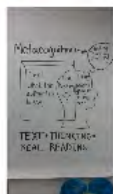
Subject:
Social Studies

Lesson Objective:
I can learn about my World.
I can give a compliment.

Subject:
Art

Lesson Objective:
I can show perspective.

ment



Team











the air smelled fishy as it blew in my face.
After relaxing for about ten minutes,
a waitress from the hotel came out with
yellow and red slushies in sparkling glasses
with little orange umbrellas in them.
Yummy! I said to Troy, "Miners Rina
Colada flavor. What is yours?"
Troy said, "Strawberry. Do you want to
taste?"
Absolutely! I cried out and sipped his
slushy all gone. Good thing the
had another strawberry slushy
because he doesn't like it.
We had a fantastic time.
Mexico sipping
slushies. We look
to our children
our next
of us.

Writing Small Moments
I write think of something
that happened to them.
picture it in the

Who? My cute puppy

Doing What? My cute puppy
up on the rug.

When? Each night, my
puppy curls up
on the rug.

Where? Each night, my
puppy curls up
on the rug in my bed.

Why? Each night, my
puppy curls up
on the rug in my bed
to show his love.







Math

WHAT'S FOR LUNCH

Oct

Sunday	Monday	Tuesday
	1	2
7	8	9
14	15	16
21	22	23
	28	30













4.01

Personal Skill Development

FOUNDATIONS

OLWEUS



SAFETY STATION



Meaningful Partnerships

Montana FoodCorps
Safe Routes to School
United Way
Altacare
Art @ Emerson
AWARE
Bozeman Police Department
Bozeman Schools Foundation
Chet Leach Rhythm Drums
Lion's Club
Montana Shakes
Montana Outdoor Science School
Parent Advisory Committee
Montana State University
Thrive
Bohart Ranch
Boy Scouts/Girl Scouts
Bozeman Friends of Music
Eckroth Music
Farm Fair
Farm to School
United States Forest Service
Junior Achievement
Kenyon Noble
Jump Rope for Heart
Special Olympics
Main Street Dance

THANK YOU!!