

SCHOOL PLEDGE

Right now, today, this very moment, I am capable of giving myself, the gift of absolute self-assurance, self-belief, and powerful non-stop confidence in myself.



“ TO THROUGH AND BEYOND COLLEGE ”

MESSAGE FROM PRINCIPAL DUNGEY

Test Anxiety

The [American Psychological Association recognizes test anxiety as a type of performance anxiety](#), characterized by extreme nervousness about taking a test. Test anxiety can occur when students have an underlying fear of failure, when they feel extreme pressure to do well, or when they've had poor previous testing experiences. It can result in an assortment of physical symptoms, such as simple “butterflies in the stomach” or more serious symptoms, including headache, nausea, and light-headedness, as well as emotional and cognitive symptoms like feelings of helplessness and difficulty concentrating. Students with serious test-anxiety often experience such symptoms, even if they've worked hard to prepare for the test and know the material—they'll simply freeze or go blank once the test is in front of them. In our current world where schools are shifting between in-person and virtual learning, anxiety is likely even higher, as worries about being prepared or general anxiety mix in with other test-taking reactions.

Of course, no teacher or caregiver wants to see a student stressed out to this extent over any single test. So, what can educators do to help learners manage test anxiety and take the fear out of testing day? Here are seven helpful tips:

1. Ask students where their fear is coming from

Having a better understanding of *why* a student is experiencing test anxiety or if there are other things exacerbating it can be hugely helpful in figuring out the best way to manage it. Some students will be able

articulate their feelings better than others, so helping students build their [emotional vocabulary can be very helpful](#). Regardless, asking the question will provide valuable clues as to what will help calm a student down.

2. Keep things in perspective

In the grand scheme of things, no single test is going to define a student's academic career or have that significant of an impact on the student's future. After all, it's just one test. As an adult, it's probably much easier for you to understand this perspective than it is for your students—you've had more experience with both failure and success, and you realize that they both happen and know that no matter what, the world keeps turning.



DAY	ANNOUNCEMENTS
Monday 4/24 1 Day until State Testing Begins 5th & 8th Grade	Read and Respond and C3 passed out for K-2 MSTEP 5 th and 8 th Grade Science
Tuesday 4/25	MSTEP 5 th Social Studies 4 th grade Camp – Depart 8:15
Wednesday 4/26	MSTEP 5 th ELA 4th Grade Camp Return 2:30
Thursday 4/27	MSTEP 5 th ELA. & 8 th Grade Social Studies Pretty Brown Girls 4:00-5:00
Friday 4/28 3rd grade reading law doc	MSTEP 5 th Math Read and Respond & C3 Homework DUE
UPCOMING	
5/2	4 th and 6 th grade ELA
5/3	4 th and 6 th grade ELA
5/4	4 th and 6 th grade Math

UNIFORMS ARE REQUIRED DAILY! THIS MEANS BLUE PANTS AND WHITE BUTTON DOWNS – NOT POLOS!

ATTENDANCE MATTERS

Students should miss no more than 9 days of school each year to stay engaged, successful and on track to graduation. • Frequent absences can be a sign that a student is losing interest in school, struggling with school work, dealing with a bully or facing some other difficulty. • By 6th grade, absenteeism is one of three signs that a student may drop out of high school.

Attendance for week of 3/24-3/31

Grade	K	1	2	3	4	5	6	7	8
%	87%	90%	81%	92%	89%	88%	93%	80%	95%

Average Daily Attendance 89%. We are up 5% !HOWEVER, OUR CHRONIC ABSENTEEISM RATE IS 45%!!! THIS MEANS OVER HALF OF OUR STUDENTS HAVE MISSED 8 OR MORE DAYS THIS YEAR!! WHAT WILL WE DO TO TURN THIS AROUND??

Exact Path Percentages for log ins Week of 4/3-4/6 **Shout out to 4th Grade!!!**

Math

K	1	2	3	4	5	6	7	8
0	13	28	7	4	10	2	10	6

Reading

K	1	2	3	4	5	6	7	8
0	12	4	8	1	0	3	9	6

Test Anxiety - continued

You can share this perspective with your students regularly, offering gentle reminders that every test is just a test and that no test defines how smart, successful, or worthy students are. Remember, though, that adolescent brains function much more in the now and that their prefrontal cortex/rational brain is not fully developed. It may feel like this test is make or break. Students may have home dynamics or internal success pressure that drive the anxiety. Their perception is their reality. In this case, working on coping skills, eliminating [all-or-nothing thinking](#), or listening to and validating their story can go a long way.

3. Empower students with simple strategies to reduce anxiety

For many students with test anxiety, the truly difficult moments don't hit until they are sitting down to take their test. Basic anxiety-reducing and [mindfulness techniques](#) can be a big help for these students. Encourage your learners to practice [simple deep breathing exercises](#), use positive self-talk and mantras, or do [seated stretches](#) to release tension once the test is underway. Ask students what coping skills they have, and create a practice during non-stressful times to make those coping skills routine. Create a full class practice of mindfulness the day before the test and a brief relaxation/grounding activity just before.

April is Arab American Heritage Month! Officially recognized by President Biden in April 2021, Arab Heritage Month is an annual, month-long celebration of the diversity and richness of Arab American identity, culture, and experience. Regardless of the relatively recent recognition, Arab Americans have contributed to, shaped (and reshaped) American society across literature, food, music, and culture. Critically, Arab Americans have transformed America by continuously exploring (and creating space for) the complexity of their multiple identities.

Online Practice for M-STEP ELA, Math, Science and Social Studies

The online Sample Item Sets are a select group of test items in ELA, mathematics, science, and social studies that encompass different item types, such as multiple choice, constructed response, and various kinds of technology enhanced items.

The sets provide students, teachers, and parents practice in solving grade-level and content-specific test items aligned to Michigan's academic content standards.

There are two ways to get to the online Sample Item Sets: 1) Anyone can access the Sample Item Sets using the Chrome browser [Sample Set](#) 2) Schools that have installed the updated INSIGHT software can access the Sample Item Sets by opening INSIGHT. The directions to access the sample items are the same for both methods: a) M-STEP is on the left side; b) Select "Online Tools Training" c) Select "Sample Item Sets" d) Select the grade e) Select the content area f) Login with the Username and Password provided on the login screen

Read By Grade 3 Law

The Michigan Legislature passed a law that requires schools to identify learners who are struggling with reading and writing and to provide additional help. The law states that third graders may repeat third grade if they are more than one grade level behind beginning with the 2019-2020 school year and not being proficient on the M-Step. [RBG3 Good Cause Exemptions](#)