

Welcome to Deep Run Elementary

PreK Back to School Night
& Title I Annual Meeting

September 24 & 25, 2018



Tonight's Agenda

- Vision & Mission
- Our Team
- Grade Level Overview & Expectations
- PBIS & Social Emotional Learning
- Title I Overview
- HCPSS & DRES Communication
- Assessments
- Q & A

HCPSS Strategic Call to Action

Learning and Leading with Equity

VISION: Every student and staff member embraces diversity and possesses the skills, knowledge and confidence to positively influence the larger community.

MISSION: HCPSS ensures academic success and social-emotional well-being for each student in an inclusive and nurturing environment that closes opportunity gaps.



Our Deep Run Vision & Mission

DRES Vision

Deep Run is a diverse, inclusive, and nurturing learning community that ensures every student develops the skills, knowledge, and confidence to positively influence our larger community, while preparing for college and career.

DRES Mission

Deep Run ensures academic success and social-emotional well being for each student by celebrating our diversity, setting high expectations, and ensuring equitable access and opportunities for all learners.

Meet Our Team!



Meet Our Team!

Classroom Staff

PreK- Nicole Epstein: General Educator and ITL/Annie Kennedy: Paraprofessional

Preschool/PreK- Barbara Kimmitt: Early Childhood Special Education Teacher/ Cynthia Greene: Paraprofessional

MINC P-Ruth Gibson: Special Education Teacher/ Pam Vereb: Paraprofessional

MINC EL- Erinn Bende: Special Education Teacher/ Dorothea Sample: Paraprofessional

MINC FL- Ashley Williams: Special Education Teacher/ Debra Gordon: Paraprofessional

PreK- Susan Donahue: General Education Teacher/ Charlotte Adams: Paraprofessional

Therapists/Specialists

Kate Smith Speech-Language Pathologist

Patrice Smith, Speech-Language Pathologist and ITL

Elana Lorenzen, Occupational Therapist

Claire Hanlein, Physical Therapist

Amy Manner, School Psychologist

Our Administration Team

- Mrs. Denise Lancaster / denise_lancaster@hcpss.org
- Mrs. Sophia Quirk / sophia_quirk@hcpss.org
- Mr. Dan Notari / daniel_notari@hcpss.org



- Please let us know how we can support your children and family this year at Deep Run.
- Please don't hesitate to reach out to us at any time!
- We are looking forward to another great school year for our Rangers!

Mental Health & Student Supports

School Counselors:

- Carolyn Wohnsigl - Carolyn_Wohsigl@hcpss.org
- Mary Weaver (Part Time) - Mary_Weaver@hcpss.org

School Psychologist:

- Amy Manner / Amy_Manner@hcpss.org

Hispanic Liaisons:

- Evelyn Chaverini - Evelyn_Chaverini@hcpss.org
- Naomi Johnson (Wednesday) - Naomi_Johnson@hcpss.org

Alternative Education:

- Djuna Craig - Djuna_Craig@hcpss.org
- Jean Stiffler - Jean_Stiffler@hcpss.org

Pupil Personnel Worker:

- Ben Wade - Benjamin_Wade@hcpss.org

More information: Search for “mental health” on www.hcpss.org

Our Schedule

Independent Fine Motor and Sensory Activities / Arrival (10 minutes)			
Circle Time / Whole Group Instruction (15-20 minutes) Includes Opening / Circle Time / Movement			
<p>Whole Group Instruction Mini Lesson Oral Language Development</p> <p>Incorporate scaffolded instruction, interactive read alouds, and UDL principles throughout the week</p> <p>Teachers should engage with technology, as appropriate, to support instruction</p>		<p>Mini Lesson will include:</p> <ul style="list-style-type: none"> Standards-based instruction for social foundations, mathematics, language and literacy, or content Targeted focus to support small group practice or instruction <p>Oral Language Development will target areas including:</p> <ul style="list-style-type: none"> Direct instruction of target skills and content vocabulary Introduction and reinforcement of speaking and listening standards, including collaborative conversation skills, etc. Interactive read aloud, including a variety of texts and materials, as appropriate 	
Teacher-Directed Small Group Instruction (45 minutes)			
<p>Activities are first planned around standards and individual student needs, followed by a theme, as appropriate</p> <p>Each standards-based group should meet daily; dependent on class size and staffing, a two or four group model may be utilized</p>			
Teacher Directed Small Group 1	Independent Work Options	Co-Teacher or Paraeducator Directed Small Group	<p>Instructional Examples for Teacher-Directed Small Group</p> <p>Provided by the classroom teacher or other highly qualified/effective teachers</p> <ul style="list-style-type: none"> Paraeducators should implement instructional plans developed by the classroom teacher during small groups <i>Reading small books or shared reading</i> experiences such as concepts of words, concepts of letters, identifying first/last letters or words in a sentence and other concepts of print, 1:1 matching, cut up sentences, Jan Richardson's <i>The Next Step in Guided Reading Pre-A Lesson Plans</i> (as appropriate), etc. <i>Mathematics</i> experiences related to the Counting and Cardinality, Geometry, Measurement & Data, and Addition and Subtraction domains (see Prekindergarten Mathematics Canvas course) <i>Guided handwriting</i> experiences such as letter formation, rainbow writing, play-doh letters, magna-doodles, do-a-dot formation, etc. Teachers should use <i>The Early Childhood Handwriting/Fine Motor Skills Resource Guide</i> for appropriate activities. <i>Writing experiences</i> provide opportunities to share opinions, state information, or communicate a personal story that includes modeled and shared writing experiences that use a combination of drawing, dictating, and developmentally appropriate writing <i>Integrated</i> content instruction, including Health, Science, and Social Studies <i>Social Foundations</i> instruction, including <i>Second Step</i>, SEFEL, or Mr. Rogers
Co-Teacher or Paraeducator Directed Small Group	Teacher Directed Small Group 2	Independent Work Options	
Independent Work Options	Co-Teacher or Paraeducator Directed Small Group	Teacher Directed Small Group 3	
Independent Work Options			
<ul style="list-style-type: none"> Fine motor experiences such as letter and number formation, pattern blocks, snap cubes, rainbow writing, play-doh letters or numbers, magna-doodles, do-a-dot, etc. Teachers should use <i>The Early Childhood Handwriting/Fine Motor Skills Resource Guide</i> for appropriate activities. 			

Social Foundations (45 minutes)	
Snack or Meal (e.g., Breakfast / Lunch) (15 minutes) Students will engage in self care skills and oral language development	<ul style="list-style-type: none"> Daily snack time routine encourages students to make choices, make requests, comment, wait, and share. Snack mats or a similar tool is provided that supports various content. For example, snack mats can have ten-frames, sorting circles, color words, the alphabet, etc. Instruction and modeling on expected snack time routines and rules is provided.
Center Time (30 minutes) Center options include Art, Dramatic Play, Math, Sand Table, Painting, Science Exploration, Books, Technology, Writing, Blocks, Keva Planks, etc.	<ul style="list-style-type: none"> A clear routine and expectations for center time is established Centers and materials are properly maintained so that they are available and accessible for students to manage without adult assistance. Students are challenged to develop independence in a safe, supportive environment. A system for maintaining anecdotal records, such as keeping a binder with observational notes is used. Choices are limited to encourage use of different centers. Para-educators and volunteers are provided with conversation starters.
Physical Well-Being and Motor Development (10 minutes)	
Teachers should provide intentionally planned experiences that support gross motor development.	<ul style="list-style-type: none"> Provisions for gross motor movement is provided on inclement weather days. Examples include an indoor space large enough for a comparable replacement or student access to motor toys such as tricycles, hula-hoops, and scooters in the hallway. Children engage in vigorous and noisy outside play in order to support physical development and health. An age-appropriate playground or space is used. See the Gross Motor Development module on Canvas for appropriate activities.
Interactive Read Aloud (10 minutes)	
Students will receive direct instruction in order to strengthen oral language, vocabulary, comprehension, and problem solving skills.	Interactive Read-Aloud will target areas including: <ul style="list-style-type: none"> Oral language, comprehension and problem solving skills as well as making connections between the written and spoken word through strategies such as Think-Pair-Share, higher order thinking questions, story retell with vocabulary cards, props, puppets, characters, or students acting out the sequence of events, etc. Balance of informational and literary that includes a variety of texts such as big books, anthologies, poetry, scripts, document cameras and PowerPoint. Props, felt boards, puppets, and other hands-on materials are used to promote student engagement.
Closure / Prepare for Dismissal (10 minutes)	

Related Arts Schedule

- Media- Wednesday and Friday
- Music- Friday

Differentiated Math Instruction

- Set instructional outcomes that are challenging and rigorous for all students
- Select tasks with multiple entry points
- Intentional selection of daily structure of math block based on student needs
- Encourage students to use varied strategies to make sense of task using their own reasoning
- Flexible groupings

Major Math Concepts for PreKindergarten

- Number Concepts
- Numbers and Operations
- Geometry
- Measurement and Data

What Your Child Will Learn Guides



On Canvas via
HCPSS Connect

www.hcpss.org/connect

Curriculum content
overview for each

- Grade (PreK – 5)
- Subject area

Positive Behavioral Interventions & Supports

DRES Expectations...

- Engaged, Kind & Responsible

Our DRES Pledge...

- *I am a Deep Run Ranger. Today I will be engaged, kind & responsible. My success is up to me!*

Celebrating Positive Behaviors

- Bear Bucks
- Ranger Mart & Reward Menus
- Quarterly PBIS Celebrations
- Celebrations with Administration

1, 2, 3 Magic

Students receive reminders for behaviors that interfere with learning...

- “That’s one.”
- “That’s two.”
- “That’s three. Take Five.”

Building a Community of Learners

- SOCIAL EMOTIONAL LEARNING CURRICULUM?
- Students will participate in **Morning or Afternoon Meeting** this year to develop classroom community and key social skills such as cooperation, assertion, responsibility, empathy, and self-control.
- Components include: Greeting, Share, Activity, Message
- Ask your child what they did during Morning or Afternoon Meeting!

School-wide Title I Program

- Goal: Close achievement gaps for all students
- School-wide enhanced programs and services
- Family involvement & collaboration
- E-mail our Title I Team:
 - Ally Basile: alexandria_basile@hcpss.org
 - Jamie Lee: jamie_lee@hcpss.org
 - Kelly Snapkoski: kelly_snapkoski@hcpss.org
 - Glenna Deekle: glenna_deekle@hcpss.org
 - Family Involvement Contact
- <https://dres.hcpss.org/about/title-i-program>

School-wide Title I Program

- Title I is a federally funded program designed to ensure all children have an opportunity to access a high quality education.
- Funding is used to support and enhance our school program, and provide additional academic support for every Deep Run student.
- Our program allows all students to be eligible for additional academic support and funds are used to support/enhance our school program.
- This support can include additional staffing, instructional materials, professional development, etc.
- Family Programs will be offered throughout the school year.
- We value your perspective and appreciate any suggestions, comments, or questions.

Free & Reduced Meals (FARMs)

- Please apply if you believe this may help your family! This helps our school!

Qualifying families can receive:

- Free & discounted school breakfast and lunch
- HCC tuition
- SAT, ACT & AP exam fees
- Camps, sports & child care
- Qualify based on family size & income.
- Enrollment is confidential.
- Students are are not identified in any way.
- Families must reapply annually!
- DRES receives resources for our students!
- **Stop by the cafeteria TONIGHT for application assistance!**

Learn more and apply online: www.hcpss.org/farms/

Stay Informed!



Connecting With HCPSS & Deep Run

DRES Front Office:
410-313-5000
DRES Website:
dres.hcpss.org

Interactive School Menus
& Pre-Payment Links
<http://hcpss.nutrislice.com>
HCPSS Mobile App

HCPSS Mobile App

Free download on
App Store:
• iPhone
• iPad
• Android



School and System News and Information



Email

School news, HCPSS News,
emergency notices



Text

Urgent / emergency
notices only



HCPSS website

www.hcpss.org
System-wide news and
information resource



School website

DRES.hcpss.org
One-stop source: school news,
events, calendar, staff
directory, and more

**Free & Reduced Meals
Application & Info**
www.hcpss.org/farms/

**hcpss
connect**

Synergy Student
Information System

Canvas
Learning System

Family File

www.hcpss.org/connect

Log In Assistance 410-313-5000

Social Media

Deep Run Twitter: @hcpss DRES

HCPSS Facebook: www.Facebook.com/HoCoSchools

HCPSS Twitter: www.Twitter.com/HCPSS

HCPSS Instagram: instagram.com/hocoschools

HCPSS Flickr: flickr.com/photos/hcpss

Superintendent Twitter: <https://twitter.com/mimsuper>

School Closings/Delays



www.HCPSS.org



@hcpss



HCPSS News



HoCoSchools



HCPSS TV
Verizon 42
Comcast 72



Hotline
410-313-6666

Verify or update Family File
each year



**FAMILY
File**

- Parent contact information
- Medical data and contacts
- After-school transportation
- Data privacy preferences

www.hcpss.org/connect



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each year



FAMILY File

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www.hcpss.org/connect

**Assistance
available
TONIGHT
in
Cafeteria!**

Canvas: What to Expect



Teacher homepage



Student privacy information



Course information



Family communication

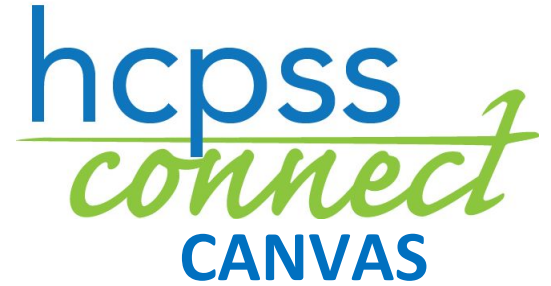
Calendar dates/events



Announcements



Student skill building
(grade appropriate)



Title I Schools



- School-wide enhanced programs, services and enrichment
- Available to all students
- Family involvement
- Please visit our Title I table on yourtonight for more information!

Volunteers - We Want You!

- Parents must complete two brief trainings before registering to volunteer:
 - Confidentiality Training Course
 - protecting the privacy of our students, staff, and schools
 - Child Abuse Reporting Training
- Visit the Deep Run Elementary School homepage and click “Get Involved” to view the trainings.
- Print out certificates and send to the front office
- Grade level teams will be sending out information on how to volunteer!

Telehealth at Deep Run



- Keep kids in school, healthy and ready to learn.
- Services Include treatment for illnesses such as:
 - Sore throat
 - Ear infections
 - Asthma
 - Rashes
 - Conjunctivitis
 - Colds and upper respiratory symptoms
- Our staff will work with you & your child's healthcare provider to coordinate care so your child receives the care he or she needs while in school.

Stop by our Health Room to enroll or visit our DRES website...

<http://dres.hcpss.org/news/2018/08/telemedicine-deep-run-elementary>

Questions & Answers



A Sincere Thank You DRES Families!



Thank you families for...

- being here with us tonight!
- always advocating for your children!
- attending our school & PTA events!
- staying informed!
- asking questions!
- your collaboration & thoughtfulness!
- trusting & supporting our staff!
- being a cheerleader for our school!
- providing us the privilege of teaching your children each & every school day! THANK YOU!

Here's to a GREAT year together!