Washington Update: A news report brought to you by the Wildcat Student Council



- Co-Presidents: Johana Martinez Benitez & Oscar Ivy
- Vice President: Avery Sims
- Treasurer: Sofia Hernandez Reyes
- Secretary: Alexis Ware
- Wildcat DJs: Amelia Saylor & Yedidiya Kebede

Tonight's Program

- Student Council & Leadership by Oscar Ivy
- Community Involvement by Sofia Hernandez Reyes
- Technology and Blended Learning by Avery Sims
- Positive Behavior Intervention & Support by Amelia Saylor
- Wildcat After School Adventures by Yedidiya Kebede & Johana Martinez Benitez
- Academic Success, Conclusion & Wildcat Pledge by Alexis Ware

President Oscar Ivy:
Student Council Overview







Treasurer Sofia Hernandez Reyes: The Wildcat Community






WASHINGTON SCHOOL

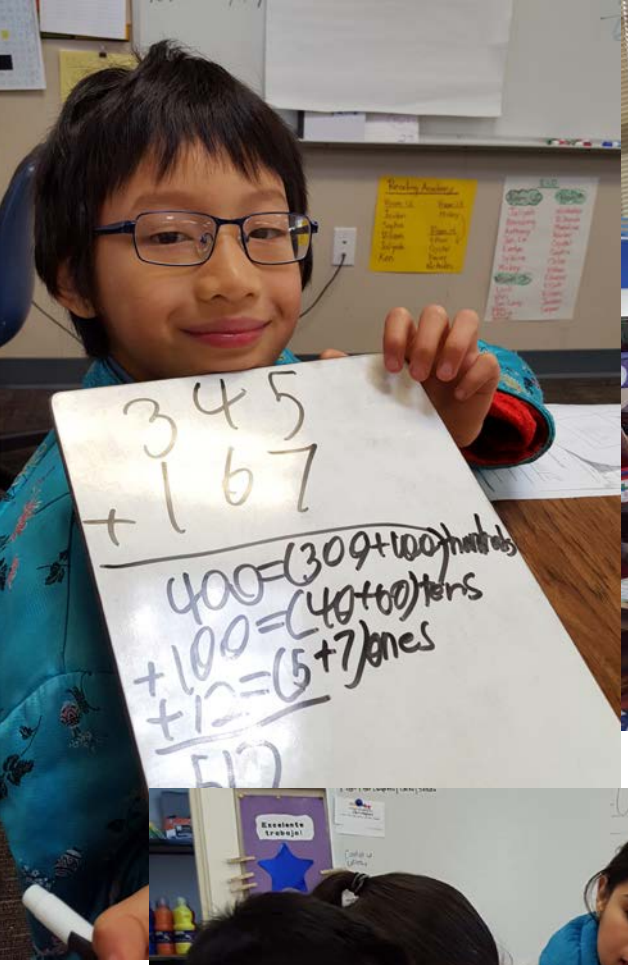






Vice President Avery Sims: Technology & Blended Learning




345
+167
400=(300+100)hundreds
+100=(40+60)tens
+12=(5+7)ones




Un día fuimos
Excelente trabajo!
La luna



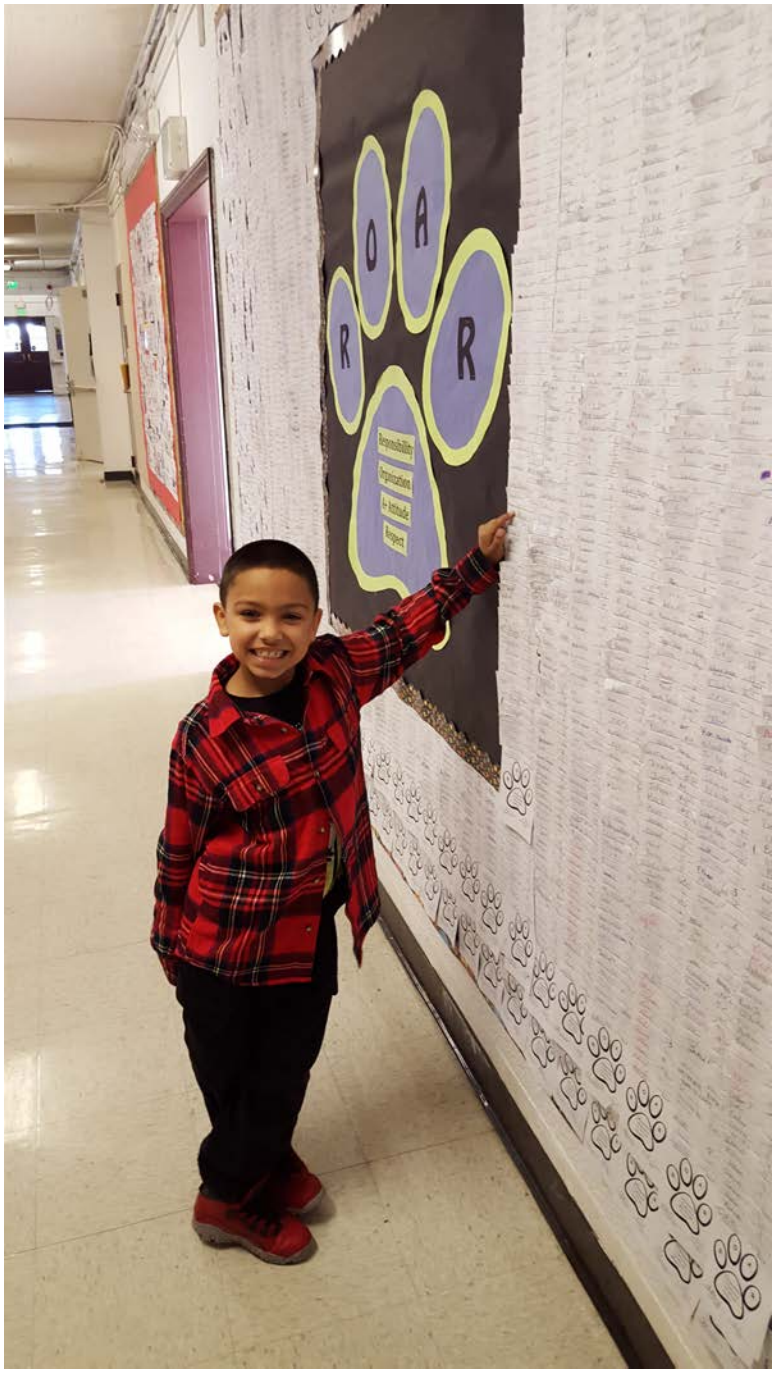
Wildcat DJ Amelia Saylor: Wildcats ROAR!

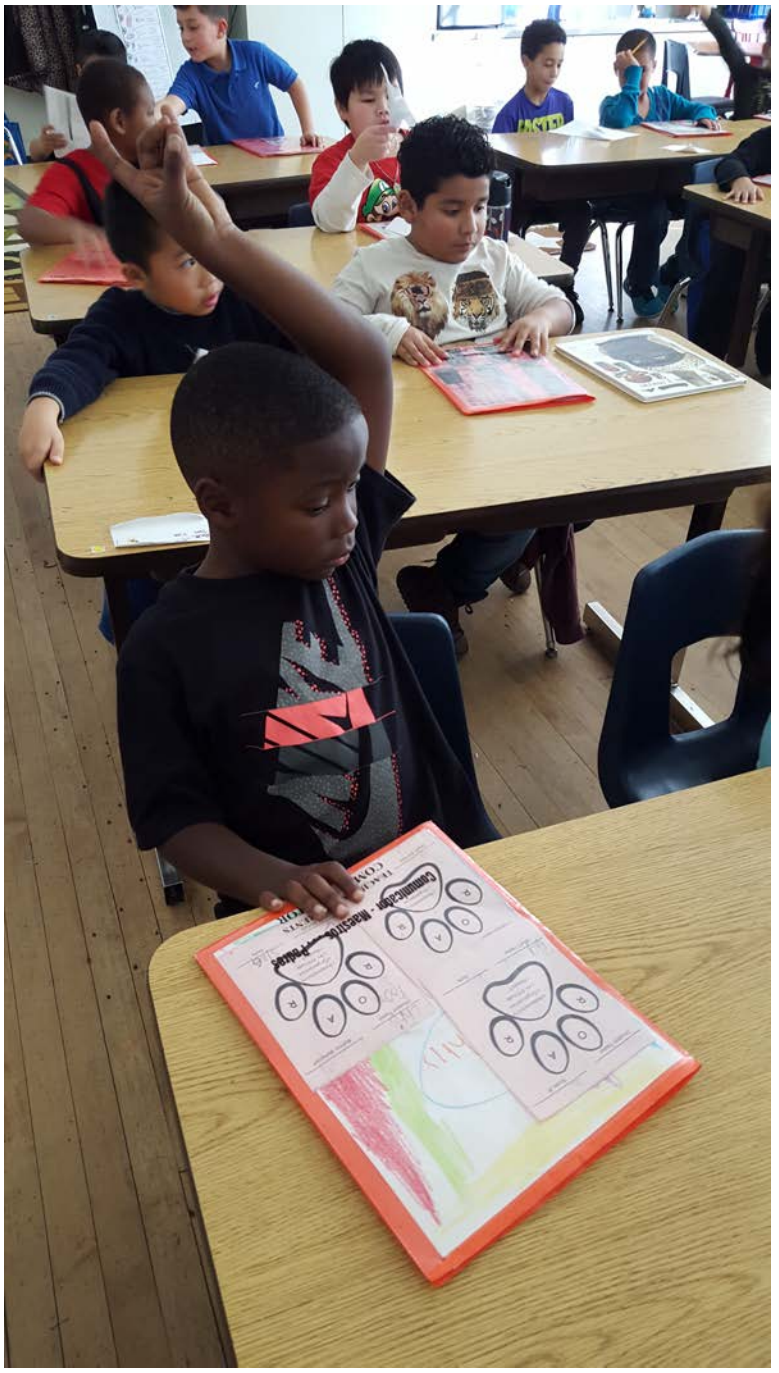




Washington R.O.A.R.s in the Classroom

Responsibility	Organization	A+ Attitude	Respect
			
Listen to the adult	Be on time	Use I-Message and Apologies	Listen when others speak
			
Focus on learning	Be prepared to learn	Encourage yourself and others	Use polite language
			
Use supplies appropriately	Bring materials	Do your best work	Respect other's body and property Accept differences
Responsabilidad	**Organización**	**Actitud A+**	**Respeto**


R
O
A
R
Responsibility
Organization
Be Attitude
Respect



Co-president Johana Martinez Benitez & Wildcat DJ Yedidiya Kebede: Wildcat After School Adventures



WILDCAT AFTER SCHOOL ADVENTURES

January - May 2016

Monday				








Stations
*Mrs. Ponder – Chapter 2
*Chapter 1 Test First
Then explore Code.org
*Figure This
Work in partners
Choose 1 activity and work
through the questions.





Secretary Alexis Ware: Academic Success!





STAR Math

Screening Report
School Benchmark

Printed Tuesday, January 19, 2016 10:18:42 PM

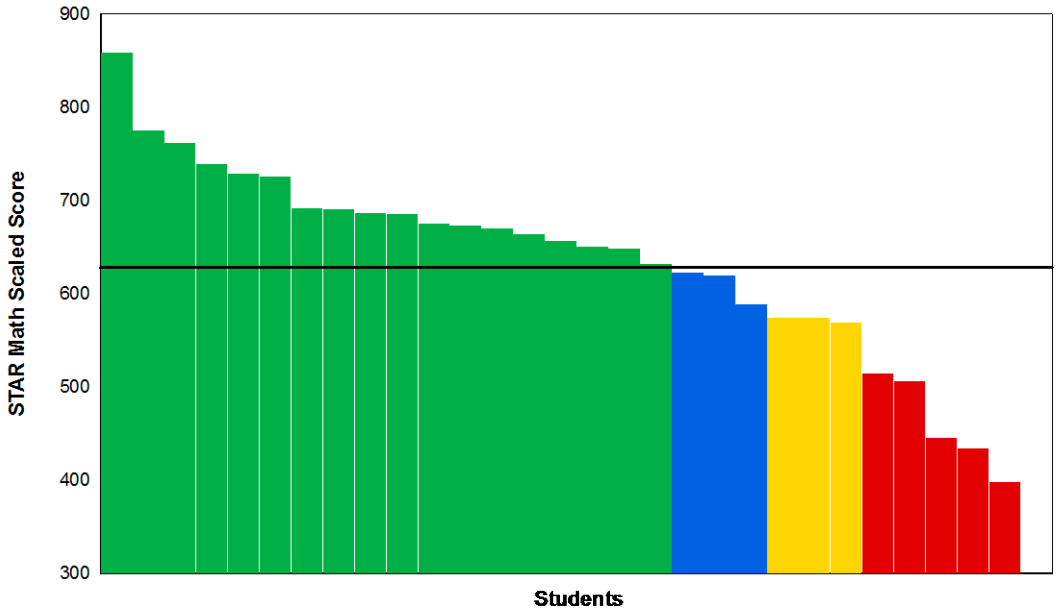
School: Washington Elementary

Reporting Period: 8/20/2015 - 9/15/2015 (Fall)

Report Options
Reporting Parameter Group: All Demographics [Default]

Teacher: Anzur, R.

Grade: 5



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 628 SS	At/Above 40 PR	18	62%
Category Total			18	62%
Below Benchmark				
On Watch	Below 628 SS	Below 40 PR	3	10%
Intervention	Below 588 SS	Below 25 PR	3	10%
Urgent Intervention	Below 523 SS	Below 10 PR	5	17%
Category Total			11	38%
Students Tested			29	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

62% at or above grade level in Math in September

STAR Math

Screening Report
School Benchmark

Printed Wednesday, January 20, 2016 12:04:56 PM

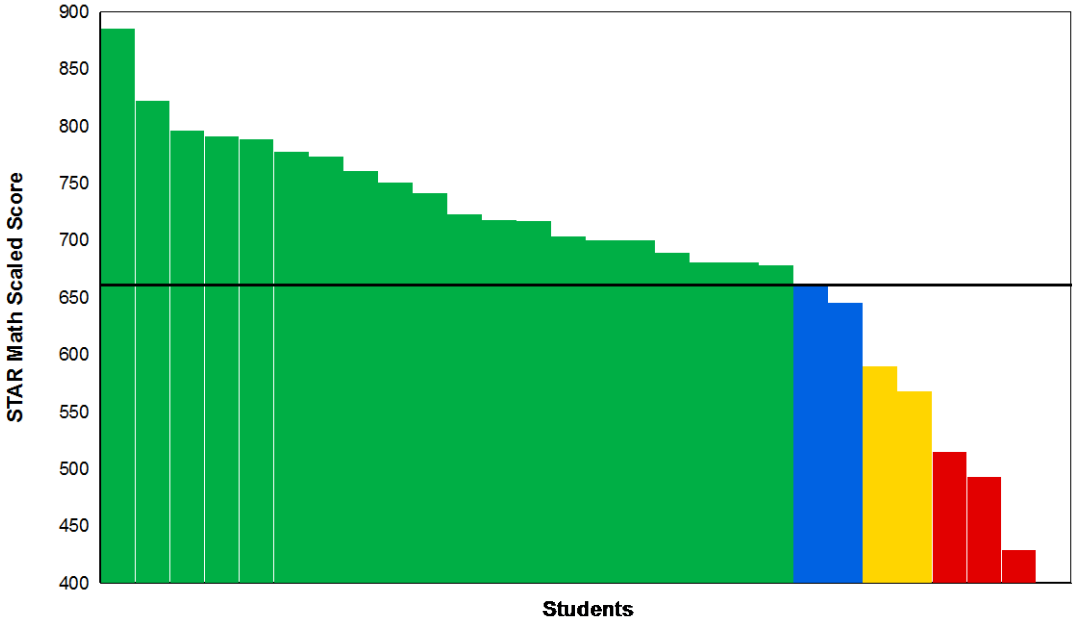
School: Washington Elementary

Reporting Period: 1/11/2016 - 1/29/2016 (Winter)

Report Options
Reporting Parameter Group: All Demographics [Default]

Teacher: Anzur, R.

Grade: 5



Categories / Levels	Benchmark Scaled Score	Benchmark Percentile Rank	Students Number	Students Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 661 SS	At/Above 40 PR	20	74%
Category Total			20	74%
Below Benchmark				
On Watch	Below 661 SS	Below 40 PR	2	7%
Intervention	Below 621 SS	Below 25 PR	2	7%
Urgent Intervention	Below 556 SS	Below 10 PR	3	11%
Category Total			7	26%
Students Tested			27	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

74% at or above grade level in Math in January

School: **Washington Elementary**

Class or Group: Homeroom, Anzur - 8-503, 2015-2016 School Year

Benchmark: School Benchmark Legend

Student: Ware, Alexis Octavia

Done

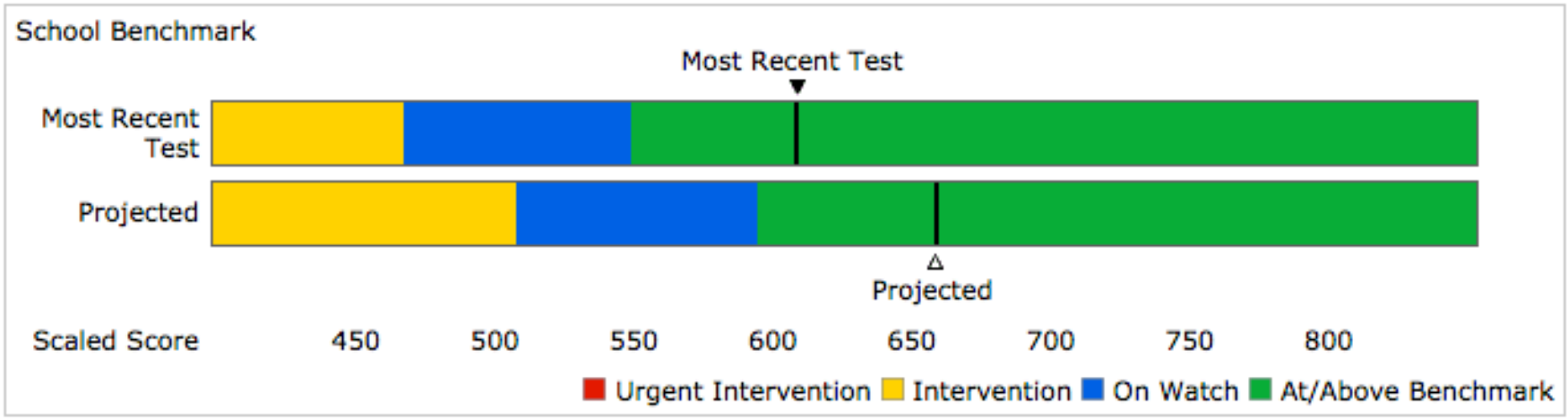
Star Reading Test:
I am in the green!

Student Snapshot (based on Enterprise test)

Latest Test	Scaled Score		ZPD
1/19/2016	Current:	608	3.7-5.7
	Projected (6/10/2016):	657*	

* Based on research, 50% of students at this student's level will achieve this much growth

Current Performance (based on Enterprise test)



Test Date	Scaled Score	Percentile Rank
1/19/2016	608	52
12/9/2015	399	15
8/26/2015	433	23

View Suggested Skills






5 Star Listener


0:00
0:00

I am somebody.
I was somebody when I came,
I will be a better somebody when I leave.
I am powerful.
I am strong.
I celebrate accomplishments
I am not discouraged by challenges.
I pledge to work smart,
and to try my best, all day.

Yo soy alguien importante.
Yo era importante cuando llegué,
seré una persona mejor cuando me vaya.
Yo soy poderoso.
Yo soy fuerte.
Yo celebro mis logros,
y no me voy a desanimar por los desafíos.
Me comprometo a trabajar de manera inteligente,
y tratar de hacer lo mejor posible, todo el día.