

William Winchester Elementary School
70 Monroe Street Westminster, Maryland 21157
Voice 410-751-3230 Fax 410-751-3929 Web carrollk12.org/wwe

Joseph Dorsey, Principal

Kristine Hayden, Assistant Principal

Our Vision:

We will create a collaborative, consistent and positive learning community that ensures high achievement and life long learning for all.

January 2012 Newsletter

Dear Willie Families and Friends,

We hope that you had some peaceful, restful moments during the winter holiday. It's back to work for our school community with a bit more than half a school year to go.

We hope many of you were able to enjoy the terrific singing voices of our third graders and the wonderful music of our fifth graders at the winter concerts last month.

Approximately 82% of our families use the school website to view the Willie newsletter. This has resulted in a substantial reduction in the use and cost of paper and duplicating supplies. Please complete and return the portion below if you would prefer we discontinue sending paper editions to you.

Happy New Year to you! It's good to be here!

✂-----✂-----✂-----

We will view the Willie newsletter from the school web site. Please discontinue sending a paper edition home for the 2011-2012 school year.

Parent/Guardian name (please print): _____

Parent/Guardian signature: _____

Child/Children and Teacher(s) – please print:

Please return this portion to the school office

Accountable Respectful Honest Caring

January 2012 Dates to Remember

- 2 Schools/Offices closed,
Winter Holiday
- 3 Welcome Back! School reopens
today.
- 13 Vision and Hearing Rescreening
- 16 Schools/Offices closed for
Martin Luther King, Jr. holiday
- 26 Second marking period ends
- 27 Schools closed for students

Inclement Weather Procedures

In the event that it becomes necessary to close schools for the entire day because of inclement weather (snow or heat), the decision will be made no later than 6:00 a.m. in order to notify radio and TV stations, send out an e-mail and phone alert on AlertNow, and post the decision on the CCPS website at

www.carrollk12.org and Channel 21.

The announcement will also be made through the following media sources: WTTR, Channel 21; WHVR/WYCR (Hanover); WGET (Gettysburg); WFMD (Frederick); WBAL, WCAO, WRBS, WPOC, WMIX, WMAR-TV, WJZ-TV, WBAL-TV, WQSR, WWLG AM, WASA, WANN, V103 (Baltimore); WMAL, WTOP, Fox Channel 5, WRC-TV4, WUSA Channel 9, and WJLA-TV (Washington, D.C.), WCRH (Williamsport), WAFY-KEY 103, WXTR (Washington). If weather conditions are such that the opening of schools might be delayed one (1) hour or more or it becomes necessary to close all schools early, the notification will be made in the same manner as for the closing of schools.

Inclement weather will affect the Pre-K Program in the following ways:

School Opening Delayed One (1) Hour

A.M. Pre-K is cancelled

P.M. Pre-K on regular schedule

School Opening Delayed More Than One (1) Hour

A.M. & P.M. Pre-K cancelled

School Closing To Be One (1) Hour

Earlier Than Usual

A.M. Pre-K on regular schedule

P.M. Pre-K is cancelled

School Closing To Be Two (2) Hours

Earlier Than Usual

A.M. Pre-K will be dismissed no later than 11:00 a.m.

P.M. Pre-K cancelled

School Closing To Be Three (3) Hours

Earlier Than Usual

A.M. Pre-K will be dismissed no later than 10:00 a.m.

P.M. Pre-K cancelled

Procedures for Closing Schools for Late Openings on Two Hour Forty-Five Minute Early Dismissal Days

If weather or another condition warrants a late opening on days when an early dismissal is scheduled for elementary students, Superintendent Guthrie will close schools for elementary students only rather than bring students in on a delayed schedule and send them home on an early dismissal.

If weather or another condition warrants a late opening on a day when a **system-wide** early dismissal for students is scheduled, Mr. Guthrie will close schools rather than bring students in on a delayed schedule and send them home on an early dismissal.

On days when schools are closed or there is an early dismissal because of inclement weather, all evening activities held at the school will be cancelled

CARROLL COUNTY PUBLIC SCHOOLS OUT-OF-DISTRICT REQUESTS FOR THE 2012 - 2013 SCHOOL YEAR

Board policy states that students who attend Carroll County Public Schools

shall attend school in their designated attendance area. However, in very specific and limited circumstances, students may be placed in a school outside their attendance area if an approvable circumstance is deemed to exist.

Parents/legal guardians desiring an out-of-district placement for their child should carefully review the list of approvable circumstances listed on the back of the out-of-district application to determine whether the child meets the criteria for approval. Please review the out-of-district regulations in the Student Services manual for updates. The information can be found in Section I of the Student Services manual at www.carrollk12.org. The Carroll County Public Schools' out-of-district policy and regulation will be strictly adhered to in making decisions regarding admission of students to schools outside of their assigned attendance area.

It is the parent's/legal guardian's responsibility to obtain an out-of-district application from the school office or the Student Services Department. These applications will be available on December 5, 2011. Completed out-of-district applications may not be returned to the school office.

The deadline for out-of-district applications for the 2012-2013 school year is **February 1, 2012**. Completed applications must be **postmarked or personally delivered** by the deadline date to:

Carroll County Public Schools
Student Services Department
125 North Court Street
Westminster, Maryland 21157

Applications postmarked/received after the deadline date of **February 1, 2012** will be returned to the sender without consideration.

QUESTIONS REGARDING OUT-OF-DISTRICT ISSUES MAY BE DIRECTED TO THE SCHOOL'S PUPIL PERSONNEL WORKER, MS. KATHY BARRETT, AT 410-751-3108.

Winter Concert Performers

Congratulations to all 3rd grade students and to the 5th grade orchestra/band members for their wonderful Winter Concert performances!

Health News

Congratulations to Eliza Schmit in Mrs. Gladden's fourth grade class. She won the Project Aces Logo Contest for Carroll County. Her art work and logo will be used next year for the Project Aces Challenge. Her logo was, "Every Day is Play Day!"

Attendance Reporting

Please remember when your child is absent to report it by phone, fax, or email by using the following web address:

WWEAttendance@carrollk12.org

ELA News

I hope that everyone enjoyed a restful winter break with family and friends! January is certainly a busy time of year for our staff and students. Throughout the month, students in all grade levels will participate in grade-specific ELA assessments. These assessments are administered at the start of the year, mid-year, and in late spring in order to monitor student growth. Teachers use this formal ELA data to develop individualized next steps for instruction and to assess students' progress in relation to grade level standards. Please see the ELA brochure attached to this newsletter for information about the CCPS ELA assessments available to teachers. Please note that these assessments are grade-specific. Assessment timelines vary by grade level.

Please continue to promote participation in the *Ready, Set, Read* challenge! We will collect the names of participants reaching the quarterly goal on the last day of the marking period, January 26th. The names of our primary and intermediate winners in quarter two will

appear in the Carroll County Times on Friday, February 10th. We are proud to have so many students working to reach this county-wide incentive each quarter! Keep up the good work!

Ms. Kirsten Love ☺
ELA Specialist

The Math Corner

During the month of January all students will take the *January Mathematics Benchmark Assessment*. The assessments are designed for the following purposes:

- assess students' knowledge of the Carroll County Elementary Mathematics Benchmarks
- provide valuable information that can be used to make instructional decisions that will help students and teachers
- provide assessment data for grade level, school based and systematic continuous improvement efforts
- provide system wide data that can be used to make curricular decisions.

Pre-kindergarten and kindergarten students will be given the assessment individually throughout the entire month of January, while 1st-5th grade students will take the assessment between January 23rd and January 31st. In order to maintain consistency while administering the assessment, it is very important for your child to be present and arrive at school promptly. Please contact your child's teacher if a pre-planned absence will occur. Your child will spend time reviewing concepts in class, however, please take advantage of the review calendars! A paper copy of the review calendar has been sent home with your child.

However, you can also access them online at:

<http://www.carrollk12.org/instruction/instruction/elementary/math/default.asp>

You can help your child prepare by working through one problem each day. Encourage your child to explain to you what they know and to show their thinking using words, numbers, and pictures. Initial the calendar each day as your child completes each task. Students should return the calendar for a Roadrunner Token. In addition, your child's name will be included in a raffle for some fun prizes! Please contact your child's mathematics teacher with any questions that may arise about the assessment or the review calendars.

Ms. Thea Bayly
Mathematics Resource Teacher



The Primary Literacy Assessment (PLA)

Who: All pre-kindergarten through 2nd grade students. Once students master a particular component of the PLA, they are no longer assessed on that component. Students will continue to be assessed using the PLA until all components are mastered.

What: This collection of assessments are used to assess early literacy behaviors.

Why: This assessment is a diagnostic tool used to drive classroom instruction

Task 1: Print Awareness

- Part A: Letter ID
- Part B: Print Concepts
- Part C: Alphabetic Principle
(Letter sounds)

Task 2: Hearing Sounds in Words

- Students write a dictated sentence.
- Points are given for each sound the student accurately represents in writing.

Task 3: Phonemic Awareness/Diagnostic Assessment of Phonemic and

Phonological Awareness (DAPPA)

- Assesses students ability to hear, manipulate, and differentiate sounds (Ex. Rhyming, blending, and segmenting).

Task 4: Word Identification (High Frequency Words)

- Assesses students' knowledge of 200 most frequently utilized words that they will encounter in their reading.

Task 5: Running Records

- Students read a leveled text
- Teachers record errors and observable reading behaviors. Students are also assessed on their retelling and answers to three comprehension questions.

Scholastic Reading Inventory™ (SRI)

Who: All 2nd through 5th grade students who have passed all components of the PLA (Level N)

What: The SRI is a research-based, computer-adaptive reading assessment program that measures reading comprehension on the Lexile Framework® for Reading. It provides a common, developmental scale for matching reader ability and text difficulty.

Why: SRI helps educators forecast student achievement to assessed state standards. The SRI also gives a recommended reading level range, helping teachers select texts at students' instructional levels. The most powerful feature of the SRI is its ability to administer fast and reliable low-stakes assessment to inform instruction and make accurate placement recommendations. More Info: www.lexile.com

Formative Writing Prompts

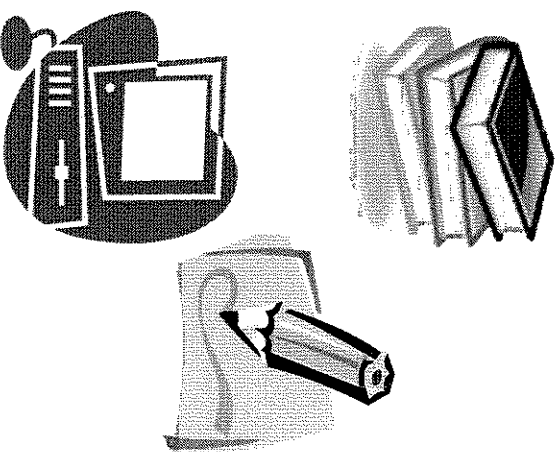
Who: All 3rd through 5th grade students

What: Students write narrative, informative, and opinion pieces to a prompt. Writing assessments are analyzed for content, organization, style, and grammar/mechanics using a five point rubric.

Why: This assessment guides writing instruction to prepare our students with the knowledge and skills necessary to express ideas and opinions.

Carroll County Public Schools

English Language Arts Assessments



Questions?

Contact: Stephanie Dale
Elementary ELA Supervisor
saddale@carrollk12.org
125 North Court St.
Westminster, MD 21157

410-751-3095

Houghton Mifflin Phonics/ Decoding Screening Test (HM)

Who: All kindergarten through 2nd grade students. Once students master a section of the HM, they are not reassessed on this section. When students master the entire HM, they are no longer assessed using the HM.

What: Assesses phonics and phonics-related skills that have a high rate of application in beginning decoding.

Why: A student's ability to use knowledge of sound/letter correspondences to decode words largely determines his/her ability to read words. A detailed assessment of phonics/phonics-related skills guides a teacher's explicit phonics instruction based on the student's needs.

Components:

- Task 4: Short and long vowel sounds
- Task 5A: Short vowels in CVC words
- Task 5B: Short vowels, digraphs and -trch trigraphs
- Task 5C: Consonant blends with short vowels
- Task 5D: Long-vowel spellings
- Task 5E: r- and l- controlled vowels
- Task 5F: Variant spellings and diphthongs
- Task 5G: Two-syllable words
- Task 5H: Multisyllabic words

Formative Comprehension Assessments (FCA)

Who: All 2nd through 5th grade students

What: Each FCA consists of two short, grade level texts, one fiction and one nonfiction. Students answer selected response questions (SRs) and brief constructed response questions (BCRs) for each of the two texts.

Why: The FCA is aligned with the Maryland State Curriculum and the Carroll County Curriculum.

Teachers use information from these assessments to guide comprehension instruction throughout the school year.

Informal Running Records

Who: All students (K-5)

What: - Used throughout the school year, as needed

- Students read a leveled text
- Teachers record errors and observable reading behaviors. Students are also assessed on their retelling and answers to comprehension questions.

Why: Running records record important information about what a student says and does while reading a particular text. The miscues children make when they read are "windows into the mind" that allow the teacher to see what the child is doing well and also determine the next teaching points. Running records also helps teachers ensure that students are reading books at their instructional level.

Fluency Rating Scale

Who: Kindergarten - 3rd grade students who are reading on or above a Level F through Level N.

What: Teachers use a rating scale to document the student's reading fluency on a scale of 1-4.

Level 1: word-by-word

Level 2: two-word phrases

Level 3: three-or four-word phrases

Level 4: longer, meaningful phrases

Why: "Fluency is the ability to read text quickly, accurately, and with expression."
- National Reading Panel, 2000
Fluency frees children to focus on comprehension- the ultimate goal of reading.

Words Their Way

Who: All 1st through 5th grade students

What: The Qualitative Spelling Inventory includes 26 words specially chosen to represent a variety of spelling patterns with increasing levels of difficulty. There are three versions of the inventory: Primary, Elementary, and Upper Elementary.

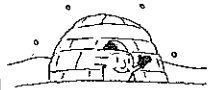
Why: Teachers analyze students' spelling skills using a Spelling Inventory Feature Guide. Teachers determine students' stage of spelling development and plan instruction to explicitly teach word recognition, spelling, and vocabulary development.

Home & School CONNECTION[®]

Working Together for School Success

January 2012

William Winchester Elementary School
Mrs. Renae Butler, School Counselor



SHORT NOTES

Just because

Does your child love science experiments? Or did she enjoy a book her teacher read aloud? From time to time, send a note or an email to let the teacher know what your youngster likes about school. Teachers appreciate hearing good news from parents—and it helps them get to know students better.

Winter mornings

It's dark out, the alarm has gone off twice, and your youngster is still in bed. Sound familiar? Try turning on several lights and playing upbeat music or a funny audiobook. This will help your child feel more energetic and begin to get ready for school.

Be a good neighbor

This year, encourage your family to do at least one volunteer activity per season. During colder months, you might deliver food for Meals on Wheels or collect gloves and coats to donate to shelters. When it's warm, consider planting trees at schools or parks or participating in neighborhood cleanup days.

Worth quoting

"A library is infinity under a roof."
Gail Carson Levine

JUST FOR FUN

Student: "I was born in California."

Teacher: "Which part?"

Student: "All of me."



Friendship matters

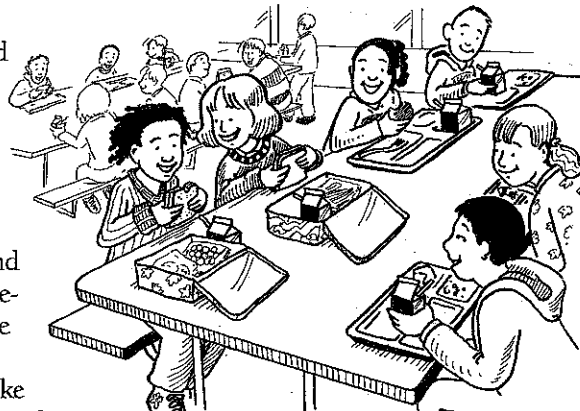
Children who have friends tend to do better in school and enjoy it more. Share these ideas to help your youngster make and keep friends.

Start with one

Just one strong friendship can give your child the skills and confidence to build others. Role-play reaching out to a classmate she'd like to know better. She might say, "Nice lunch box. I like fairy tales, too." Remind her to make eye contact, smile, and ask questions ("What's your favorite fairy tale?").

Share good times

Give your youngster opportunities to strengthen bonds with old friends and to find new ones. She could join after-school activities (computer club, chorus) and attend special events (spirit night, math fair). At neighborhood playgrounds and basketball courts, suggest that she be friendly and play with other children so she can make friends who live nearby.



Treat friends like treasures

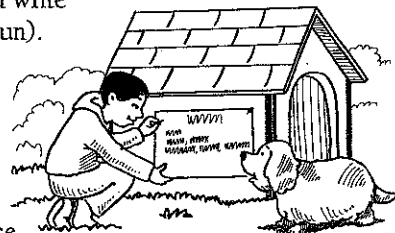
Your child can be a good friend by remembering that each person is valuable. Ask her to tell you what she likes best about her friends (good sense of humor, fun to play games with). Also, encourage her to show friends that she cares by being supportive when things are going well ("Congrats on the home run!") and not so well ("Sorry you're sick—I'll bring over some magazines after school"). ♥

Nouns, verbs, and more

Knowing about parts of speech can make your child a better writer. Here are two fun ways to practice.

1-2-3 poem. Have your youngster write a noun (person, place, or thing) on a piece of paper. On the next line, he should write two adjectives (words that describe the noun). Below that he can add three verbs (action words) about the noun. *Example:*

Dog
Soft, furry
Sleeping, running, fetching.



Fill-in-the-blank story. Write a sentence with one or more missing words ("Once upon a time, there was a _____"). Underneath each blank, write the part of speech that should go there (adjective, noun). Your child fills in the blanks ("colorful rainbow") and adds his sentence. Take turns until you agree that your tale is finished. ♥

Real-life math

When your child closes his math book, the learning doesn't have to end. Try these suggestions for fitting math skills into everyday activities:

- Appoint your child scorekeeper for family games. He can practice doing math in his head by adding up points for Yahtzee, Scrabble, or Hearts.
- At the grocery store, ask your youngster to estimate 2 lb. of green beans or 3 lb. of potatoes. Then, let him check the weights on the produce scale.



- How much space does he need for a jigsaw puzzle? Have him look at the dimensions on the box (say, 18" x 24") and use a ruler or yardstick to find a spot that's at least 18" wide and 24" long.
- How long will it take to fold a load of laundry or drive to the bank? Suggest that he write down his estimate and then time the task on a cell phone or car clock.

- When you bake, put your youngster in charge of measuring ingredients (1 cup milk, ½ tsp. salt) and finding the right-sized pan (11" x 7", 13" x 9").♥



PARENT TO PARENT

Family Bill of Rights

When my son Jack studied the Bill of Rights, his teacher did something that I thought was clever. She used it to help the kids come up with classroom rules. They listed students' rights and made a rule to protect each one. For example, "Be quiet in class" goes with "the right to learn."

I decided that we would use the Bill of Rights to make household rules.

Just like the class, we started with our rights. Jack and his brother came up with "the right to share your opinion" and "the right to privacy." Then, we added a rule to each one ("speak respectfully" and "knock before entering someone's room").



I think linking rights with rules is helping the boys understand why rules are important. And our household is running more smoothly lately!♥

OUR PURPOSE

To provide busy parents with practical ideas that promote school success, parent involvement, and more effective parenting.

Resources for Educators, a division of CCH Incorporated

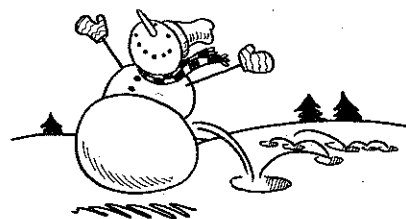
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ACTIVITY CORNER

Snowy fun

Even when there's snow on the ground, your family can get outdoor exercise. Here are two games for everyone to play.



Snowman relay

Collect two sets of snowman accessories (hat, scarf, carrot, buttons), and place each set in a separate bucket at one end of the yard. Divide your family into teams, and have each team build a snowman at the other end of the yard. Then, team members run to the bucket one at a time, grab one accessory, and put it on the snowman. The first team to complete a snowman wins.

Snow-hop

Follow in each other's footprints with this snowy version of hopscotch. Let your child create a hopscotch course in the snow by hopping forward 10 times, landing each time on either one foot or two feet. Everyone else must hop the same way he did so they land in his footprints. Keep playing until each person gets a chance to be the leader.♥

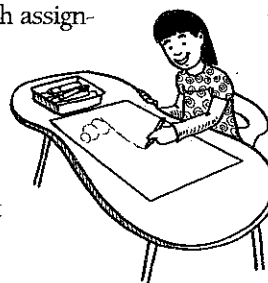


Dealing with perfectionism

Q: My daughter is a perfectionist. She'll erase handwriting that isn't perfect or throw away a drawing if she makes a mistake. How should we handle this?



A: It's great that your daughter sets high standards for herself. But as you've discovered, perfectionism has its down side. To help her get through assignments without becoming frustrated or sidetracked, suggest that she finish an entire page without erasing. Then, she can go back and decide what she can let go and fix what she really isn't happy with.

When she draws a picture, encourage her to think of it as a rough draft. She might relax if she knows her first attempt doesn't have to be perfect. Then, if she starts over, have her save her drafts so she can look back and see how much she's improving. This can help her be happy with progress rather than perfection.



Finally, treat imperfections as a normal part of life so she can learn to take pride in doing her best. For instance, if she brings home an almost-perfect test, say something like "Your studying really paid off" rather than "Wow! You got only one answer wrong!"♥


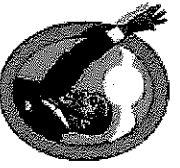

JANUARY 2012

Monday	Tuesday	Wednesday	Thursday	Friday
2 SCHOOLS CLOSED	3 Choice of cereal w/ toast Fruit or Juice Milk	4 Sausage Patty On a roll OR (1) Bagel w/ Toppings Fruit or Juice Milk	5 Breakfast Pocket OR Choice of Cereal w/ Toast Fruit or Juice Milk	6 (2) Waffles OR (2) Cinnamon Toast Fruit or Juice Milk
9 Sausage on Roll OR Choice of Cereal w/ Toast Fruit or Juice Milk	10 Breakfast Pizza OR (2) Cinnamon Toast Fruit or Juice Milk	11 (3) French Toast Sticks w/ Syrup OR Bagel Fruit or Juice Milk	12 (1) Bagel w/ Toppings OR Waffles w/ Syrup Fruit or Juice Milk	13 Cereal w/ toast Or Breakfast Pizza Fruit or Juice Milk
16 	17 (2) Pancakes w/ Syrup OR Choice of Cereal w/ Toast Fruit or Juice Milk	18 Pancake Pup Or (2) cinnamon toast Fruit or juice Milk	19 Sausage Patty On a roll OR (1) Bagel w/ Toppings Fruit or Juice Milk	20 Breakfast Pocket OR Choice of Cereal w/ Toast Fruit or Juice Milk
Martin Luther King, Jr. Day				
23 Cereal w/ toast OR (2) Cinnamon Toast Fruit or Juice Milk	24 Sausage on Roll OR Choice of Cereal w/ Toast Fruit or Juice Milk	25 Breakfast Pizza OR (2) Cinnamon Toast Fruit or Juice Milk	26 (3) French Toast Sticks w/ Syrup OR Breakfast Pizza Fruit or Juice Milk	27 SCHOOLS CLOSED
30 (1) Bagel w/ Toppings OR Waffles w/ Syrup Fruit or Juice Milk	31 Breakfast Pizza Or Cereal w/toast Fruit or Juice Milk	<p><i>Start the new year</i></p>  <p><i>with a hearty school breakfast!</i></p>		



JANUARY 2012



Monday	Tuesday	Wednesday	Thursday	Friday
 Chicken Nuggets w/ choice of sauces Mashed Potatoes Fruit Roll 3	Grilled Cheese Sandwich Pizza Soup Hot Vegetable Fruit 4	Hard or Soft Shell Taco w/cheese Shredded lettuce Corn Peaches 5	Cheese, Or Pepperoni Pizza Tossed Salad Fruit 6	
Popcorn Chicken French Fries Roll Pears 9	Hot Ham & Cheese on Roll OR Pizzas Chicken Noodle Soup Fresh Veggies w/ Dip Fruit 10	Sloppy Joe on a roll on Turkey Sandwich Potato Rounds Coleslaw Peaches 11	Hotdog on a Roll or Chicken Pot Pie w/ biscuit Green Beans Fruit 12	Cheese, OR Pepperoni Pizza Hot Vegetable Fruit 13
 Chicken Patty on Roll Manager's Choice Soup Hash Brown Fruit 16	Pizzas Green Beans Pasta Salad Fruit 17	Scrambled Eggs Sausage patty Pancake w/ syrup Fruit Juice 18	Stuffed Crust Pizza Green Beans Fruit 19	20
Martin Luther King, Jr. Day				
Chicken Tenders Cheesy Mashed Potatoes Roll Fruit 23	Oven Baked Cheesesticks w/ Dipping Sauce Hot Vegetable Applesauce 24	Breadsticks w/ Meat Sauce Or Corn Dog Broccoli Tossed Salad Pears 25	Cheese, OR Pepperoni Pizza Tossed Salad Fruit 26	27
Chicken Nuggets w/ Choice of Sauces Roll Mashed Potatoes Baked Beans Fruit 30	Hot Dog or Pizza casserole Hot Vegetable Mixed Fruit 31			

**SCHOOLS
 CLOSED
 FOR STUDENTS**