

HONESTY

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HOPE

Cardinal Connection

Parent Information

HME

2019-2020



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Meet Our New Leadership Team



Krissy Womack
Principal



Lindsay Pitts
Assistant Principal



Melodie Diessner
Counselor



Dr. Hillary
Croissant
Instructional Coach



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Home/School Communication

- Each child has a **red communication folder (Wednesday) and planner (daily)**. The folder will be used to pass important papers and completed work home. We will use the planner for important notes and upcoming important dates. The planner will be a primary source of communication.
- The classroom folder that comes home daily is also a good place for parent-teacher communication such as **transportation changes, signed notes, absence notes, etc.**



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Morning Arrival Information

- Cafeteria doors open at **7:00 a.m.**
- Staff available at carpool beginning at **7:10 a.m.**
- **Students will unload all the way to the light post**
- Morning announcements begin at **7:35 a.m.**
- Classroom teachers released from carpool at **7:35 a.m.**
- Please stop between cones & **BEFORE** Crosswalk
- All carpool/walker students will enter through the cafeteria doors
- **Instruction** begins at **7:45am**
- Arrivals **after 7:45 a.m.** must check in at front office

- Carpool procedures:
- <https://www.melissaisd.org/schools/harry-mckillop-elementary-school/afternoon-carpool/>



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Absences & Tardies

Optimal learning occurs when all students are present. We aim for a daily attendance rate of **98%**. However, if your child is absent:

- Report the absence through the MISD website.
- Absences must be reported within **3 days** of your child being absent.
- The school may only accept **3 absences** by note.
- After **3 unexcused absences**, truancy prevention measures will be put in place.



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Attendance Matters

GREAT
ATTENDANCE
=
GREATER
LEARNING

**EVERY DAY
COUNTS!**

Increase your
student's learning
through good,
healthy attendance



MELISSA
SCHOOLS



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Snacks

- Students may bring and enjoy a **healthy** snack each day.
- We maintain a beautiful campus by encouraging snacks that do not leak or stain, and do not require utensils.
- Students may also bring a **leak proof** bottle of water to keep in the classroom.
- Please keep in mind that some students in your child's class may have **food allergies**.



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Lunch & Recess

- Parent visitors may sit with their child at designated parent tables. *Friends will remain at their homeroom tables.*
- A cheese sandwich and milk is offered when lunch accounts are negative after (5) charges.
- Friday is ice cream day. Ice cream is **\$1.25**.
- We go outside for recess each day if weather permits. If the heat index is higher than **95°** or the wind chill is below **45°**, we will have indoor recess.



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Lunch and Recess Schedules

Lunch	
3	10:45-11:15
2	11:15-11:45
4	11:50-12:20
1	12:05-12:35
5	12:35-1:05

Recess	
3	11:15-11:45
2	11:45-12:15
4	10:30-11:00
1	12:35-1:05
5	1:05-1:35



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Wildly Important Goals (WIGS)

HME WIGS 2019-2020

WIG 1 Maximize Teaching & Learning	WIG 2 An Enhanced Culture of Reading!	WIG 3 KNOW Your Students!	WIG 4 Campus Culture	WIG 5 Positive Character Development
<ul style="list-style-type: none">• Bell to Bell Teaching• Build Academic Vocabulary• Students Own Goal Setting• Differentiation• Small Group Instruction• Flexible Grouping	<ul style="list-style-type: none">• Guided Reading<ul style="list-style-type: none">• Novel Studies• Literature Circles• Author Studies• Read Alouds• Book Buddies• High School Buddies• Mystery and Guest Readers<ul style="list-style-type: none">• Author Visits• Reading Festivals<ul style="list-style-type: none">• I-Station• ISIP Monthly• Read Naturally• Library Circulations• Quality, Quantity, and Enhanced Readers• Literacy Library	<ul style="list-style-type: none">• Personally• Academically• Data Walls• Data Binders<ul style="list-style-type: none">• Building Relationships• Mentorships• Professional visits	<ul style="list-style-type: none">• College Days• Career Days<ul style="list-style-type: none">• PBIS• Leadership Through Literacy<ul style="list-style-type: none">• Team Building• Vertical Alignment<ul style="list-style-type: none">• PLC's• Professional Development• Peer Observations• Mentor Program	<ul style="list-style-type: none">• Core Values• Guidance Lessons<ul style="list-style-type: none">• Character Recognition• Positive Office Referrals• Morning Assembly• Monthly character skills• National School of Character Committee• Student Tweets<ul style="list-style-type: none">• PALS



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Student Data

- I-Station – Monthly I-Station reading reports will be sent home to show student growth in Lexile level
- Measure of Academic Progress (MAP) – MAP data will be sent home Beginning, Middle and End of the Year
- Common Assessments (CA's) – data from CA's will be sent home at the end of the year
- Daily classwork will be sent home in Wednesday folders



Students will be reviewing their data regularly and setting goals based on the results from the data.

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Goal Setting

By setting goals students can:

- Improve their academic performance
- Increase their motivation to achieve
- Increase pride and satisfaction in performance
- Improve their self-confidence
- Improve behavioral performance



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Homework Philosophy & Guidelines

We believe that homework should *enrich your child's educational experience* and help *foster a love of learning*.

Each grade level will provide specific guidance in what areas to focus on, however, we will also provide you with a *homework brochure* that includes many resources to access and utilize at home as a family.



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District
Core Values

Hope
Honesty
Humility
Integrity
Loyalty

Melissa ISD

*"A Special time in
a special place"*



HME



HARRY MCKILLOP
ELEMENTARY

Homework Philosophy and Guide

Harry McKillop Elementary

3509 Liberty Way
Melissa, TX 75454

(972) 837-2632
(972) 837 2836



Homework at HME

We value parents as partners in education and as a child's first and most impactful teacher. We believe that homework should *enrich your child's educational experience and help foster a love of learning* that will extend beyond their school years and apply to the broader scope of life.

Homework
Brochure



Reading

Without a doubt, reading with children spells success for early literacy. Putting a few simple strategies into action will make a significant difference in helping children develop into good readers and writers. Through reading aloud, providing print materials, and promoting positive attitudes about reading and writing, you can have a powerful impact on your child's literacy and learning.

Tips

- ♦ Pick a comfortable spot with plenty of light
- ♦ Make it a daily routine - a set time every day (right after dinner or just before bed)
- ♦ Give lots of encouragement! Read the words aloud to your child, point to the pictures, say the words together, and laugh with your child!
- ♦ With large print, point word by word as you read. This helps children learn that reading moves from left to right and the word said is the word he/she sees.
- ♦ Read the child's favorite book over and over again.
- ♦ Read many stories with rhyming words and lines that repeat. Invite your child to join in on these parts. Point word by word, as he/she reads along with you.
- ♦ Don't stop when the story ends - ask your child about his/her favorite part, characters, and illustrations.

Before, During & After Reading

Talk about the pictures, words and storyline throughout your time together. Here are some sample discussion points for fiction books.

- New words - "This big house is called a palace. Who do you think lives in a palace?"
- Stop and ask about the pictures and about what is happening in the story.
- Choose a variety: fairytales, song books, poems, and information books.
- Ask: What was the problem in the story? How was it solved? What would you do if you had the same problem?
- How are you like the main character? How are you different?
- Which character would you choose to be your friend? Why?
- What do you think will happen next?
- Where did the story take place? Did the setting change?
- How do you think the character felt? How would that make you feel?

For non-fiction (of fact-based books), use these questions.

- What is something you already know about this topic?
- What would you like to learn about ?
- What was the purpose of the book?
- What did you learn from reading the book?
- What are some new words you learned?
- Were there any words you need help understanding better?
- Do you have any new questions after reading this book?
- Try another book about the same topic and compare how they are alike and different.

Suggested Authors

Picture Books:

Jan Brett
Eric Carle
Tomie dePaola
Mem Fox
Kevin Henkes
Bill Martin, Jr.
Mercer Mayer
Robert Munsch
Laura Numeroff
Patricia Polacco
Mo Willems

Chapter Books:

Beverly Cleary
Andrew Clements
Roald Dahl
Kate DiCamillo
Mary Pope Osburn
Rick Riordan
Louis Sachar
Lemony Snicket
Jerry Spinelli

Math Facts

Learning math in some ways can be compared to learning language. Just like learning to combine letters into words and words into sentences – math facts are the foundation blocks for learning higher-level math. In committing to the mastery of grade-level appropriate math facts, students will begin to confidently work through higher-level math problem solving and computations.

K-2nd grade: addition and subtraction
3rd-5th grade: multiplication and division

Online Resources

iStation
Tumblebooks
Storyline Online
Starfall

For more information and suggestions, please visit our HME Symbaloo page at: symbaloo.com/mix/hmesymbaloo

This website provides a menu of apps and other internet resources that you can use to practice reading and math skills with your child daily.

Teachers will provide students with login ID's and passwords for websites that we use at school and that you can also access at home.

With today's technology there are a wealth of resources online to supplement your child's learning at home. Please check with your child's teacher for specific suggestions which relate to areas of growth for your child.

Homework Brochure



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Grading System

K – 3rd grade: Grades are determined on a standards based grading system. The grade gives a snapshot of your child's current level of learning.

3 = very capable, **independent** learner

2 = learning skills are **developing**, needs moderate support

1 = beginning skill and/or student is a
dependent learner and needs high
level of support

4th – 5th grade: Grades are determined using a numerical grading system.



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Melissa Schools Elementary Grading Practices

Grading Categories and Percentages:

- ❖ 9 grades per grading cycle in each subject: Math, ELAR, Science and Social Studies
- ❖ Includes both daily grades and test grades
- ❖ The maximum a student may receive on any assignment or recorded assessment is '100.'

Corrections:

- ❖ Students are required to complete corrections to their work if the grade is below 70. Required corrections shall be completed in class.
- ❖ Students may choose optional corrections on their work if the grade is 70 - 84. Optional corrections shall be arranged by the student with the teacher (to be completed at school).
- ❖ Corrections will not be available on grades 85% and higher
- ❖ All students will complete test corrections
- ❖ Corrections must be completed within 5 school days
- ❖ Teacher shall determine best option for corrections, which will be based on constructed response and student's need (i.e. oral response, skeleton corrections, written constructed response, whole group, small group, individual corrections, etc.)

Corrections Grading:

Correction grades will be based on an average of the original grade and the grade of the corrected work up to 85%.

Ex. A student scores 60% on an assignment. The teacher requires the student to correct the assignment and the corrected assignment grade is a 90%. $60 + 90 = 150 \rightarrow 150/2 = 75\%$

****The highest a student can correct to is 85****

Melissa Schools Elementary Grading Practices



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Intervention

When students struggle in school, teachers will communicate those concerns with parents and begin a series of interventions that may include one or more of the following:

- **RTI (Response to Intervention)/In-class support** (small group setting/5 to 1 ratio, 2-3 times per week, 15-30 minutes)
- **Before or after school tutoring** (5 to 1 ratio, 1-3 times per week, typically lasting no longer than 30 minutes, grade level objectives based)
- **Ignite program** (invitation only to one hour of intervention weekly after school day, 1 day per week, covering basic skill gaps, and continuous intervention through summer)
- **Referral for special program** (504, Special Education, Speech, etc.)



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Portfolio/Progress Monitoring

What is a portfolio?

- A purposeful collection of work that demonstrates a student's efforts, progress, and achievements over time
- Includes work samples and students' reflections on the work
- Contents are tied to major objectives and/or are student's own selections
- We will have Portfolio Night this spring for you to see your child's growth and achievements!



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School Expectations

Based on PBIS: Positive Behavior Intervention Supports and
MISD Core Values (at the top of each slide)

Cardinals S.O.A.R.!

S - We are **Safe** with what we say and do.

O - We take **Ownership** of our learning.

A - We **Achieve** by giving our best and not giving up.

R - We **Respect** everyone and everything.



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School Expectations ctd.

- Students have expectations for each area of our campus.
- Expectations are posted in each classroom and hallway.
- We use a combination of natural and logical consequences.
- Our goal is to partner with families to help each child feel safe and experience academic and social success.



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Student Management & Communications

HME follows Positive Behavioral Intervention Support (PBIS) plan

If additional support is required to build character development, a **Work on the Skill – Break the Habit**, form will be sent home. WIG #5 – Positive Character Development

Any physical altercations between students will result in an immediate office referral



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Birthday Celebrations

To compliment our goal of Healthy Minds, Healthy Bodies, we are encouraging parents to think of birthday treats that are non-food items. We have several students on our campus with severe allergies to certain food products. Some **examples** include:

- Party Favors
- Pencils, pencil grippers, folders or erasers
- Craft Activity
- Stickers

Items may be sent on the day of their birthday.



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Use of Electronic Devices

- Students must turn off and store cell phones or other electronic devices in their backpacks during the school day (7:40-3:17). If students do not follow these expectations, and a teacher notices the device outside of the backpack, the following will occur:
 - 1st occurrence - Take up the device and allow the student to pick it up at the end of the day
 - 2nd occurrence (and subsequent) - Take up the device and deliver it to the office for parents to pick up at their convenience
 - A conference will be held with student/parent/administrator, if this problem persists.
 - If student a has allegedly accessed inappropriate content, the device will be taken up and delivered to the office for further investigation.
 - iWatches may not be used during class time and must not disrupt the learning environment.



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Afternoon Dismissal Information

- When picking up your child, be sure to have your carpool sticker or hanging tag.
- Carpool stickers should be displayed on the passenger windshield and/or hanging tag from the rearview mirror.
- On **rainy days**, walker students will be released through the carpool line (unless parents provide a written request for student to walk). We will not release walkers when it is lightning or thundering.



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Dismissal Changes

- Parents should report dismissal changes by providing a written note with the date and parent signature to the teacher.
- Due to continuous instruction and substitutes, emails may or may not be opened until students have gone for the day.
- To minimize interruptions during the school day, Please limit calls to the office for emergency situations only.



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Personal Items

Please make sure any and all personal items brought to school are labeled with your child's first and last name



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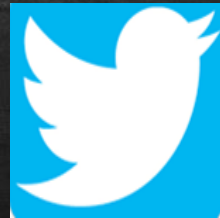
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**Thank You
HME Proud Team**

