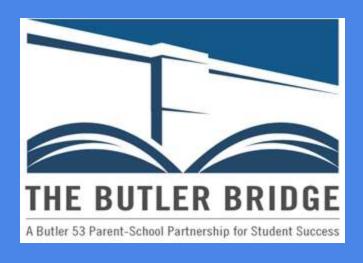
# Shared Strategies Between Home & School





#### **Agenda**

Choose one strategy for each theme to apply at school and at home:

- → School Transitions
  Building relationships
- → Independence
  A problem-solving approach
- → **Digital Safety**Provide tips for home and school

#### 5 Tips for Successful Transitions:

- \* Know your child (various emotions)
- \* Logistics (schedule, locker, layout)
- **★** Experiencing challenges
- **★ Establishing Routines**
- \* Extracurricular activities

## Write down 2 transition tips you are going to utilize.



Tip

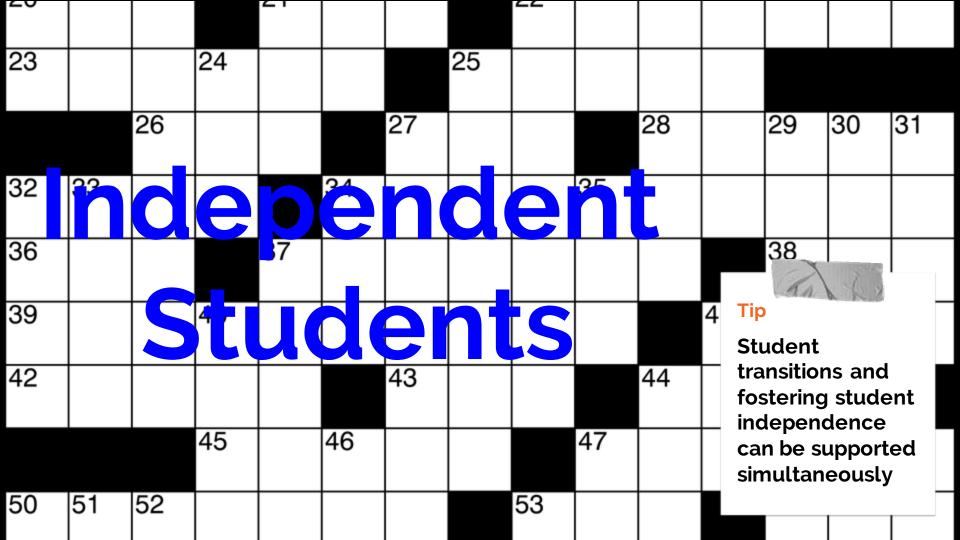
Remember to contact Butler 53 staff to share your thoughts, concerns, and questions at any time, we value your feedback!



#### **Examples**

By the end of this section, you will be able to provide recommendations supporting student transitions.

- → Turn and share with a partner a transition strategy you can utilize
- → Write down 1-2 recommendations that can support Butler 53 transitions

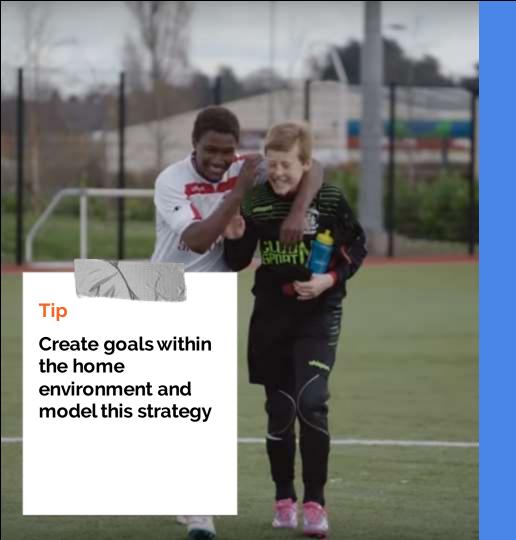


## Self-Directed<br/>Strategies

 Students use these strategies to monitor and regulate their own behaviors







#### **Goal Setting**

- Setting the goal
- Monitoring goal over time
- Attaining goal
- Motivating and encouraging
- Provides results





Figure 1. On any given day, proportion of tweens who spend ... with screen media

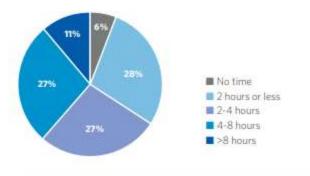


Figure 2. On any given day, proportion of teens who spend ... with screen media

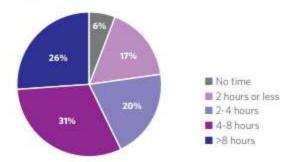
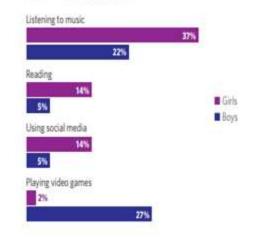
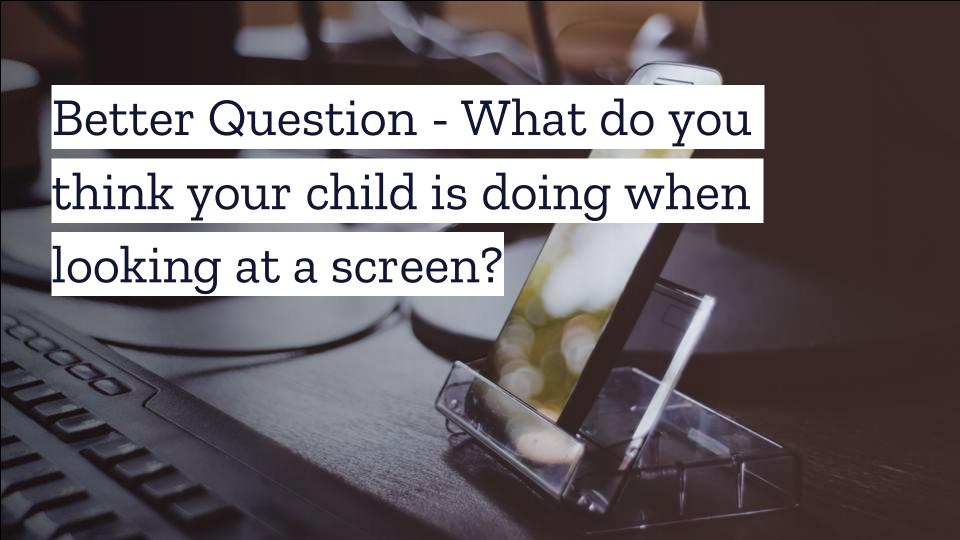


TABLE 3. TOP MEDIA ACTIVITIES, BY AGE

Among Tweens		Among Teens	
Percent who enjoy this a	ctivity	"a lot"	
Watching TV	61%	Listening to music	73%
Listening to music	54%	Watching TV	45%
Playing video games	52%	Watching online videos	45%
Playing mobile games	51%	Playing video games	42%
Watching online videos	46%	Using social media	36%
Percent who do this acti	vity "e	very day"	
Watch TV	62%	Listen to music	66%
Listen to music	37%	Watch TV	58%
Play mobile games	27%	Use social media	45%
Read	27%	Watch online videos	34%
Watch online videos	24%	Play mobile games	27%

Figure 5. Among teens, percent who say each media activity is their "favorite," by gender







When children are negatively affected by technology, it's not just that they are using screens, but the way they're using screens.

-https://www.edsurge.com/news/2018-01-31-enough-with-the-screen-time-scare-how-to-be-sensible-about-children-s-device-use

## ENGAGED AND LEARNING



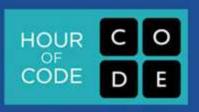


## Cyberbullying

- ★ 3rd-8th
- \* Many different sources
  - O Common Sense Media Digital Citizenship & SEL
  - O Google Be Internet Awesome Curr
  - Netsmartz = Video resources
  - o SecondStep
- \* Many different Courses
  - Social work
  - o Elective
  - o Classrooms
  - 0 SEL



#### Look at what your kid did!





Getting to know the students- they made some fantastic magazine covers using google drawings with hyperlinks to articles about themselves. Introducing them to #HyperDocs because #D53learns

















**Digital Citizen** 

Knowledge Constructor

**Innovative Designer** 

Computational Thinker

Creative Communicator

**Global Collaborator** 

Brook

■ YouTube

Forest Broadcasting Club





4.

What does the school monitor?

- ★ Proactive Filter
- **★** Email
- ★ Google Drive
- ★ Web Activity
- ★ YouTube Searches
- ★ Google Searches
- **★** Notifications
  - Student
  - Director of Technology
  - Principal





Three topics that you would like to discuss with your child about Digital Health?

# Title 1 Grant & Reading Intervention Programming

Butler Bridge Parent Partnership Nora Flynn, Reading Specialist, Butler Junior High School

## Reading Intervention Programming

BJH Learning Lab

Data-driven, individualized approach to strengthening reading skills and habits

Balanced Literacy: phonics, vocabulary, fluency, comprehension

Gradual release of responsibility: Modeled strategies, Guided practice, Independent application

Independent application through research-based reading programs

Offer choice, engage, build background knowledge and curiosity

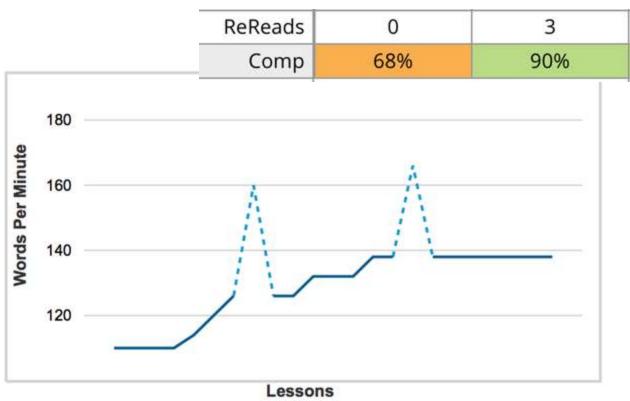


#### Reading Plus: Student Side

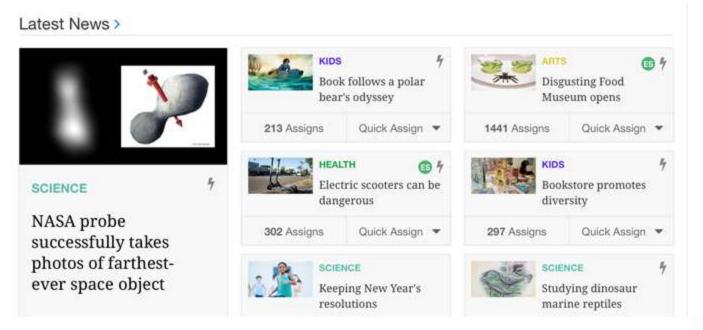


### Reading Plus: Educator Side

1 - Close Reading	84%
2 - Main Idea/Themes	84%
3 - Interaction of Ideas	84%
4 - Use of Language	83%
5 - Structure	72%
6 - Point of View	78%
7 - Imaging Scaffolds	80%
8 - Reasoning/Rhetoric	93%
9 - Comparative Reading	82%



#### Newsela: Student Side



Would you like some maggot cheese, fried tarantula or a bat? Or how about fried locusts, grasshoppers or rotten sea herring?

MAX

1220L

1070L

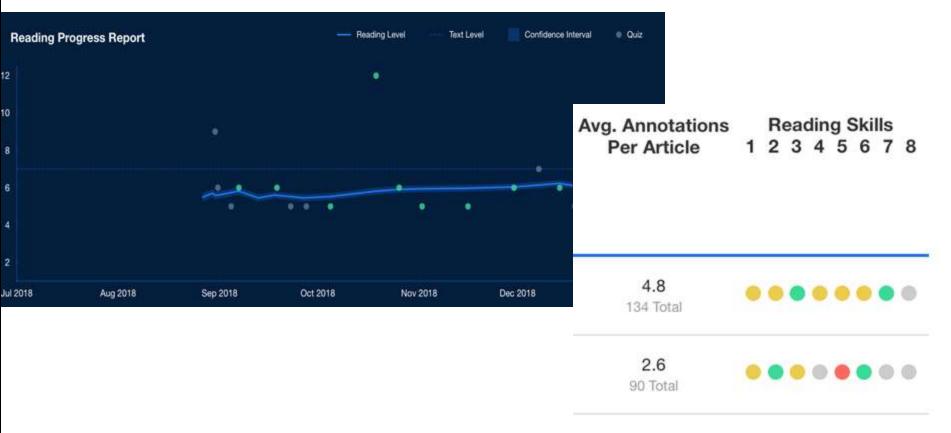
800L

600L



people eat these things regularly or as dares or...

#### Newsela: Educator Side



#### Intervention Connects to Core

Topic or theme differentiated by reading level

Supported reading with guided strategies

Data-directed strategy work

Importance of choice, engagement, process and progress

#### **Title Grants**

- Title One
  - o Provides supplemental funding to provide opportunities for students at risk.
- Title Two
  - To Increase Academic Achievement by assisting Districts to prepare, train and recruit high quality teachers
- Title Four
  - To improve student's achievement by increasing the capacity of the schools to provide a well rounded education and improve the use of technology in order to improve the digital literacy of all students

#### **Title One Resources**

**Reading Plus:** Web-based program that provides fluency development and comprehension strategies at student's instructional level.

**Newsela:** an online non-fiction interesting articles about a wide variety of topics-each available at five reading levels. Designed for differentiation.

Shared by BJH Reading Specialist: Nora Flynn

#### Family/School Compact Input

#### **School Responsibilities**

The Butler Staff will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that supports children in meeting the State's student academic achievement standards.
- 2. Provide parents with frequent reports on their children's academic and behavioral progress. In each classroom we will provide progress reports through Parent/Teacher conferences, samples of student work, updates on reading, writing and math assessments. We will initiate a parent contact at the first signs of a pattern of behavior that interferes with student learning.
- 3. Set high expectations for staff, students and parents by ensuring challenging curriculum, implementing programs targeted at increasing student achievement and committing to recruit, retain, and train qualified staff. Also, highlight/prepare ways that the parent can advance the learning environment at home.
- 4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as defined by grade level teams.
- 5. Provide parents reasonable access to staff

#### Family/School Compact Input Cont.

#### **Parent Responsibilities**

We, as parents, will support our children's learning in the following ways:

- 1. Establish routines to support my child's success in school
- 2. Communicate the significance of success in school & its relationship with success in life.
- 3. Ensure that my child attends school on a regular basis and arrives at school on time.
- 4. Make sure that my child's homework is completed and returned to school on time.
- 5. Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate.

#### **Student Responsibilities**

We, as students, will share the responsibility to improve our academic achievement. Specifically we will:

- 1. Attend school regularly and arrive at school on time
- 2. Complete all daily homework and return it to school on time.
- 3. Be responsible for giving my family members all information sent home from school.
- 4. Consistently plan a portion of every day for a period of uninterrupted reading time.

