

WELCOME TO ADOLPHUS ELEMENTARY

2024-2025



Wild About Learning in First Grade

**Bulldog Basics
2024**

First Grade Team



**Ms. Walker, Mrs. Holtman, Ms. Tang, Mrs. Montgomery,
Mrs. To'oto'o, Mrs. Hodges, Mrs. Martinez**

Morning Procedures

- **School doors open at 6:45 am.**
- **First grade reports to the first-grade hallway to sit in lines by class and read books brought from home.**
- **Please make sure your child has 2 books in their backpack labeled with their first and last name.**
- **Students are dismissed to their classrooms at 7:05am to start their day!**



First Grade Overview

BIRTHDAYS

We love birthdays! If you would like to celebrate your child's birthday, you may send in prepackaged, store-bought goodies for the class with your child (or you can drop them off in the front office).

We distribute birthday treats at the end of the day to celebrate your kiddo.



LUNCH/RECESS

You are welcome to eat lunch with your child anytime (except mandated closed campus days)! Please sign in through the lunch signup link and meet us in the cafeteria at 10:30. This will begin on the third week of school.

We go outside for recess everyday, unless it is raining! Please make sure your child is dressed appropriately for the season.

SNACK

Each day, students may bring a healthy nut free snack that is not messy. Please do not send liquids or foods that can stain hands and papers, or foods that require a spoon.

Candy is not permitted at snack time.

We want to encourage you to send a water bottle, so students don't miss instruction time going to the water fountains. Make sure the water bottles are spill proof in case they accidently get tipped over.

First Grade Schedule:

7:15 AM	Class Begins
7:30 AM	BLT (Bulldog Learning Time)
8:00 AM	ELAR (English Language Arts and Reading)
10:00 AM	Recess
10:30 AM	Lunch
11:00 AM	ELAR (English Language Arts and Reading)
11:20 AM	Math
12:45 PM	Specials
1:35 PM	Science
2:05 PM	Social Studies
2:40 PM	Dismissal

Conduct and Communication

- **Teachers will be utilizing a daily folder to communicate homework assignments and behavior.**
- **Red Tuesday folders will be sent home each week with school correspondence and graded papers. Please review the contents inside and take them out. Please sign and return the Tuesday folder every Wednesday.**
 - **Parent-teacher conferences will be conducted as necessary throughout the school year. However, please do not hesitate to contact me if you would like to schedule a conference.**

Behavior Chart

Your student will get a new behavior chart each nine weeks. Please leave it inside your child's daily folder and initial daily.

Name	Adolphus Elementary – Grades 1-5					1 st NW
Date	Monday	Tuesday	Wednesday	Thursday	Friday	
Aug. 14-18						
Aug. 21-Aug. 25						
Aug. 28-Sept. 1						
Sept. 5-8	No School Labor Day					
Sept. 11-15						
Sept. 18-22						
Sept. 25-28						No School Ft. Bend County Fair Day
Oct. 2-5						No School Fall Break
Oct. 10-13	No School Fall Break					

Parents: Please Initial Daily

Campus Expectations

Dress Code

DC

Smart Tag

ST

Categories	Work Habits
	1-Uses Time Wisely
	2-Listens Attentively
	3-Follows Directions
	4-Participates
	5-Completes Homework
	6-Works Independently
Social Behaviors	
	A-Displays Positive Attitude
	B-Respects Authority
	C-Respects Others
	D-Exercises Self Control
	E-Works Well with Others
	0-2 Marks Per Category = S
	3-4 Marks Per Category = N
	5 = Marks Per Category = U

Overall Conduct	
	0-2 N in Category Grade = S
	2-4 N or 1 U in Category Grades = N
	5+ N or 2+ U Category Grades = U
	Any office referral will automatically lower the overall conduct one grade level.
	Loss of conduct card results in an automatic grade of N.

Legend	
	S = Satisfactory
	N = Needs Improvement
	U = Unsatisfactory

Dress Code

- Shirt/Blouse must be collared red, white, black, gray, navy blue or an official school or PTO shirt.
- Bottoms must be solid red, black, white, gray, navy blue, khaki, or blue denim and free of rips, tears or holes.
- Any leggings or tights worn must be uniform color and must be worn under shorts or skirts.
- Jackets worn in building must be solid red, white, black, gray, navy blue or an official PTO jacket.
- Shoes must be safe for school. Athletic, closed toe and shoes with a back are recommended. No heels, flip flops, house shoes or wheels.
- Hair must be clean, well-groomed, out of eyes, and shall be non-distracting or "conspicuous".
- Please note: Students who receive three or more dress code reminders will receive a conduct mark in their folder for each instance.

Adolphus Dress Code Reminder

Student: _____

- Shirt/Blouse must be collared red, white, black, gray, navy blue, or an official school or PTO shirt even when worn as undershirts.
- Bottoms must be solid red, black, white, gray, navy blue, khaki, or blue denim and free of rips, tears or holes. Any leggings or tights worn must be uniform color and must be worn under shorts or skirts. Shorts must be mid-thigh or longer.
- Jackets worn in building must be solid red, white, black, gray, navy blue, or an official PTO jacket.
- Shoes must be safe for school. Athletic, closed toe, and shoes with back are recommended. No heels, flip flops, house shoes, or wheels. Crocs are discouraged and are not allowed in PE.
- Hair must be clean, well-groomed, out of eyes, and shall be non-distracting or "conspicuous".

Dress Code Improvement Plan

The process starts every nine weeks.

- 1st-Teacher talks to student and Dress code reminder sent home.
- 2nd-Teacher talks to student and calls parent. Dress code reminder sent home.
- 3rd-Conduct mark under Work Habits-Follows Directions. Dress code reminder sent home.
- 4th- Conduct mark under Work Habits-Follows Directions. Dress code reminder sent home. Counselor meets with student to create behavior contract.
- 5th+ - Conduct mark under Work Habits-Follows Directions. Students receive discipline referrals with a consequence of lunch detention in office.

"Dressing well is a form of good manners" ~ Tom Ford

Teacher Signature: _____ Date: _____

Weekly Newsletters

- The first-grade team will send out weekly newsletters via Canvas on Fridays.
- Newsletters include important information such as our weekly learning, reminders, upcoming events, spirit nights and homework.



August News

August 19-23

Reminders

We strongly encourage parents to attend Bulldog Basics, as it presents an excellent opportunity to gain insights into your student's learning journey in first grade, including the curriculum, graded assignments, and expectations. Additionally, this session provides a valuable chance to ask your child's teacher any questions you may have regarding the upcoming school year. ☺

First Grade Learning Focus

Reading – I can visualize when I read a story.
Language Arts – I can write a complete sentence using nouns and verbs.
Math – I can use objects, standard form, and expanded form to represent numbers to 20.
Science – I can classify objects by physical properties and attributes.
Social Studies – I can distinguish between rules I follow at home, in school, and in the community.

Upcoming Holidays

August 30- Half Day- early dismissal at 11:15AM
September 2- Labor Day

Events

August 20- Bulldog Basics Parent Night from 5:30-7:30 PM
August 29 – Spring Creek BBQ Spirit Night
September 10 – Red River Cantina Spirit Night

Extra Information

Please ensure your student has all of his/her school supplies. ☺

Homework

No Homework

Canvas Directions

Canvas Steps for Success



What is Canvas?

Canvas is a Learning Management System (LMS). A LMS is used to host and track online learning. It helps make instruction accessible for learners and provides a central location for all resources that are provided to students and parents. Additionally, it can make learning more streamlined and organized while providing a space for differentiation. A LMS allows a teacher to manage content, assess learning, store data, and communicate. Our goal is to make relevant learning experiences for our students.



Learn About Canvas

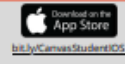
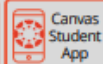
To learn about Canvas and how to complete the checklist below, visit the LCISD website at www.lcisd.org and click on the Canvas button. To directly access the LCISD Canvas resources, visit www.lcisd.org/students-parents/canvas/canvas-information.



Checklist for Success

Want to be able to help your students and be in the know to support the classroom? Complete this checklist. Need help? Check out the Canvas resources at www.lcisd.org.

I can **access** Canvas through the LCISD website and/or the app.



I can **login** to Canvas.

If you are a parent, you will need the email address you have entered as a contact within Skyward.

bit.ly/3c3f92b

I can **manage** my notifications.



bit.ly/35WHzV

I can **navigate** my parent dashboard.



bit.ly/3c51xnk

[Canvas Parent Steps for Success Document](#)

[Canvas Webinar with Instructions](#)

Homework

- **Homework Menu – students will choose an option from the homework menu to complete nightly, Monday-Thursday**
- **Take Home Decodable Passages/Readers – these will be checked out to students once all beginning of year phonemic awareness and reading assessments are complete**
- **DreamBox - Students will log into this app through Classlink to complete lessons**
- **DreamBox Reading Park- Students will log into this app through Classlink to complete lessons**
- **Homework will begin in September – look for more information soon!**

Homework Sample



SEPTEMBER HOMEWORK MENU



Reading	Math	Writing	Science/ Social Studies
Listen, Read and Answer Questions for 2 books	Draw Tally Marks for these numbers: 5, 8, 12, 17, 3 <u>9/7</u>	Write 3 sentences to tell about you. Draw and color a picture.	Make a list of science tools.
Write a sentence for the beg., middle and end of the story. Add pictures.	Skip count by 2s to 20, 5s to 50 and 10s to 100 with a grown up. Then write them.	Write a sentence using the sight words for this week.	Write 3 sentences about how you can be safe in the science lab.
<u>9/6</u> What was your favorite part from the story? Write a sentence & draw a picture	Write tens and ones for these numbers: 13, 10, 17, 19, 15.	Choose 3 colors and rainbow write this week's sight words.	Draw a scientist and label his clothing/ things he should wear to be safe.
Make a list of characters from the story and describe them.	Write expanded form for these numbers: 14, 11, 16, 18, 20.	Write a story about something you like to do in the fall. Draw and color a picture. <u>9/8</u>	Draw and label 3 rules we have to follow at school. <u>9/9</u>
Write 3 facts your learned from a nonfiction story.	Tell a grown up all 12 months of the year and the 7 days in a week.	Use your finger and air write this week's sight words 3 times.	Draw and label 3 authority figures.

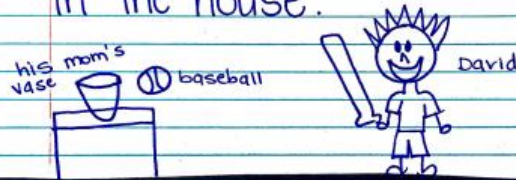
- **Mondays** - choose 1 menu item from the Reading column, practice sight words, read for 10 minutes
- **Tuesdays** - choose 1 menu item from the Math column, practice sight words, read for 10 minutes
- **Wednesdays** - choose 1 menu item from the Writing column, practice sight words, read for 10 minutes
- **Thursdays** - choose 1 menu item from the Science/Social Studies column, practice sight words, read for 10 minutes.

Homework will be checked for the week each Friday.

Homework Example

Monday, Sept. 6 - Reading

My favorite part from No, David is when he played baseball in the house.



Tuesday, Sept. 7

Tally Marks:

5 ||||

17 ||||| ||||| ||||| ||

8 |||| |||

3 |||

12 ||||| ||||| ||

Homework Example

Wednesday - Sept. 8

Writing

I love fall. I like to visit the pumpkin patch. I like to pick big, orange pumpkins.

Thursday - Sept. 9

Rules at School:

1. Use an inside voice.
2. Walk inside the building.
3. Try my best.

DreamBox

- **DreamBox is a math learning environment that adapts to your student's needs.**
- **Students see practice units and lessons dependent on how they perform on assessments.**
- **DreamBox heavily incorporates manipulatives.**
- **Since DreamBox is adaptive, teachers have little control over what unit students are working on.**
- **DreamBox decides what skills your student needs to practice and when they are ready for new lessons.**

FOR STUDENTS TO MAKE PROGRESS IT IS RECOMMENDED THAT STUDENTS COMPLETE 5 LESSONS PER WEEK & IS PART OF YOUR STUDENT'S HOMEWORK.



DreamBox Reading Park

- DreamBox Reading Park provides foundational reading skills and adjusts to students' needs as they complete lessons.
- Students see practice units and lessons dependent on how they perform on assessments.

FOR STUDENTS TO MAKE PROGRESS IT IS RECOMMENDED THAT STUDENTS COMPLETE 5 LESSONS PER WEEK & IS PART OF YOUR STUDENT'S HOMEWORK.

dreambox[®]
READING PARK



How To Access Apps

To access on a PC:

- Your student needs to log in to Classlink.
- Find the Dreambox or DreamBox Reading Park icon.



DreamBox Math



DreamBox Reading
Park

To access Dreambox on an iPad:

- Download the Classlink app and the Dreambox app.
- Login the Classlink app. Find the Dreambox icon.
- It will prompt you to launch the app. The program will automatically open in the app.



First Grade Specials Schedule:

Appropriate Shoes – Please be sure your child wears flat, rubber-soled, tennis shoes with laces or Velcro that are fixed firmly on their feet and cover the entire foot for safety during P.E.

1st Grade	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
Art	Hodges	Bonus	Walker	To'oto'o	Tang	Montgomery	Martinez	Holtman
PE	Holtman	Hodges	Bonus	Walker	To'oto'o	Tang	Montgomery	Martinez
Music	Martinez	Holtman	Hodges	Bonus	Walker	To'oto'o	Tang	Montgomery
PE	Montgomery	Martinez	Holtman	Hodges	Bonus	Walker	To'oto'o	Tang
Comp. Lab	Tang	Montgomery	Martinez	Holtman	Hodges	Bonus	Walker	To'oto'o
PE	To'oto'o	Tang	Montgomery	Martinez	Holtman	Hodges	Bonus	Walker
Library	Walker	To'oto'o	Tang	Montgomery	Martinez	Holtman	Hodges	Bonus
Science Lab	Bonus	Walker	To'oto'o	Tang	Montgomery	Martinez	Holtman	Hodges



A Message from Coach Tosch

Date _____ Student _____ Grade _____ Teacher _____

This letter is to inform you that your child was not able to participate in P.E. today because he/she was not wearing appropriate attire on his/her feet. Shoes not safe for PE: crocs, sandals, open-toed shoes, boots, slip on shoes, heydudes, vans, dress shoes, mary jane flats, heelys, or shoes with a heel.

This is your child's:

<input type="checkbox"/>	First Note	<input type="checkbox"/>	Second Note	<input type="checkbox"/>	Third Note	<input type="checkbox"/>	Fourth Note	<input type="checkbox"/>	Fifth Note	<input type="checkbox"/>	Sixth Note
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It is extremely important that your child wears **flat, rubber-sole, tennis shoes with laces or velcro that are fixed firmly on their feet, cover the entire foot for safety during PE.** Your child will be running, jumping, and doing various other physical activities in their tennis shoes. This is a huge safety precaution, a necessity to maintain the gym floor, and it is also part of your student's P.E. skill grade.

- Each time your child does not wear the proper shoes to P.E., he/she will receive a mark in the grade book.
- Three marks in a single 9 weeks will constitute a drop in his/her P.E. skill grade.

I appreciate your cooperation. If you have any questions or concerns, please feel free to contact me at ktosch@lcisd.org
Thank you, Coach Tosch

Sign and Return: _____ Date: _____

Please sign & **return it** the following school day so that I know you have received this notice.



Please learn your child's PE days!

Example: PE Shoe Note

Wear tennis shoes with laces/velcro for P.E. for SAFETY



English Language Arts

Students will receive instruction in reading through the Science of Reading, a curriculum grounded in research-based practices.

Students will learn the editing process, compose personal narratives, research/write nonfiction topics and write poetry.

Students will be instructed in small groups based on their level in phonics and reading.



Science of Reading

What is the Science of Reading, and why am I hearing so much about it lately?

The Science of Reading is a large body of research that shows educators the best ways to teach children literacy skills, including how to read. This research includes information from brain scans and neuroscience, as well as studies that have been done in real classrooms. Some of the studies are newer, but many have been around for years.

More recently, news outlets and other groups have drawn public attention to the fact that some schools are not fully following the Science of Reading. Many schools are making changes to their reading instruction to better follow the research.

Science of Reading

How should reading be taught, according to the science?

Research shows that the most effective way to teach all children to read is to help them learn the relationships between letters and sounds (phonics), and get them sounding out words. It is important to provide instruction in "the big 5." This includes:

Phonemic awareness - An awareness of and ability to work with the individual sounds in words. For example, a child needs to know how to take the sounds /m/ /a/ /t/ and blend them together to say "mat."

Phonics - The relationships between letters and their sounds. This can be as simple as the letter "p" representing the /p/ sound, or the letters "igh" representing the long i sound, like in the word "light."

Fluency - The ability to read easily, quickly, accurately, and with expression. The greater a child's fluency is, usually the better their comprehension is.

Vocabulary - Knowledge of words, phrases, and their meanings. Vocabulary knowledge helps children improve their comprehension.

Comprehension - The ability to understand a text, both what is literally stated in the text and by making inferences or thinking critically.

Comprehension is the end goal of reading!

Science of Reading at Home

What can families do to help?

The most important thing you can do is to be open to learning new ways to help your child! Some teacher requests or assignments might surprise you or be different from the way you or any other children you have learned to read.

When you listen to your child read, encourage them to sound out words. Don't ask them to use the pictures to guess at words. When your child asks you how to spell a word, see if they can figure it out by breaking the word up into its individual sounds (i.e. "sheep" =>/sh/ /e/ /p/) If your child is struggling, ask their teacher for help.

Science of Reading: Heart Words

What does the Science of Reading say about teaching "sight words" or "high frequency words"?

Sight words or high frequency words are common words that appear often in text. Examples are: and, the, is, what, etc.

In the past, sight words were taught by having kids "memorize" them. Some sight words have tricky spellings and sounds, so it was believed that kids simply needed to memorize what they looked like. However, the research shows that children learn sight words more effectively when they learn how to sound them out! For example, even though the letter "a" in the word "what" has a surprising sound, short u, you can teach your child to sound out the word like this: /w/ /ʌ/ /t/.

The end goal is for kids to read these words instantly. However, this will take practice and usually requires kids to practice sounding out a sight word a few times (or many times) before they can read it instantly.

Having your child practice spelling a sight word can help them learn it more quickly, too.

Reading Strategies at Home

Things to do:

- Start from the left
- Say each sound
- Blend the sounds together and read the word
- Split the word into syllables
- Check to see if it makes sense

Don't do:

- Look at the picture
- Use only the first letter
- Guess what the word might be
- Ask Mom or Dad to tell me the word



Math

Students will work in whole group and small groups using manipulatives while in engaged in hands-on activities

We will be focusing on problem solving, place value up to 120, telling time to the hour and half hour, 2D and 3D shapes and their attributes, halves and fourths, basic addition and subtraction, fact families, counting money up to \$1.00

Students will use the Dreambox app as a rotation in the math centers. Look for more information soon from your child's teacher.



DreamBox Math

Science

Students will learn about matter and energy, force and motion, rocks, soil and bodies of water, objects in the sky, organisms and environments.

Students will be instructed in whole group, hands-on activities.

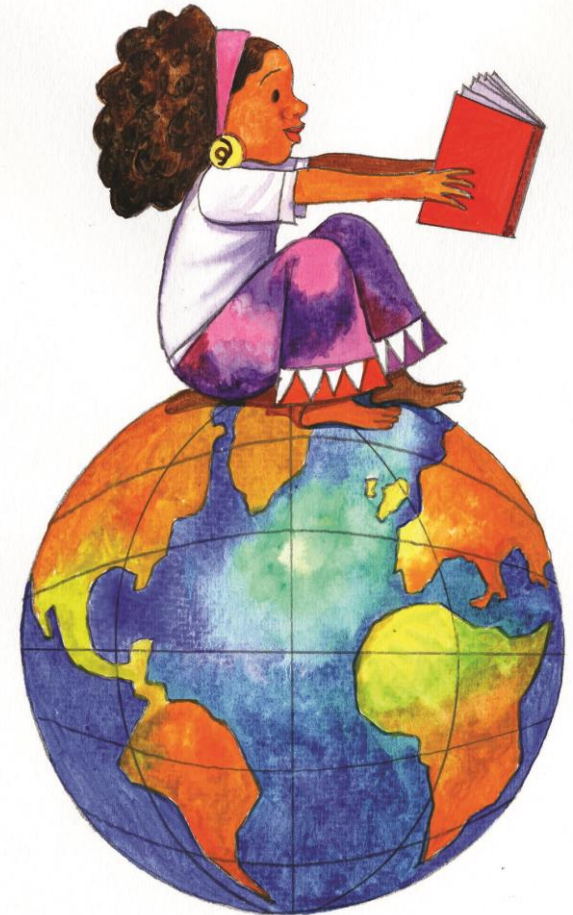
Students will visit the science lab according to their Specials schedule and/or participate in science experiments in the classroom.



Social Studies

Students will learn about famous Americans, Texas symbols, citizenship, goods and services, producers and consumers, authority figures, rules and laws, origins of customs, holidays and traditions.

Students will be instructed in whole group lessons and activities.



Grading

Students will be assessed in all subjects – ELAR (English Language Arts and Reading) Math, Science, and Social Studies.



- * ELAR - 7 minor grades, 2 major grades (total of 9 grades) per nine weeks
- * Math - 7 minor grades and 2 major grades (total of 9 grades) per nine weeks
- * Science - 5 minor grades, 2 major grades (total of 7 grades) per nine weeks
- * Social Studies - 5 minor grades, 2 major grades (total of 7 grades) per nine weeks

****If a student receives a failing grade, ONLY the major assignments will be reassessed. The highest possible grade that can be earned and recorded on the reassessment is a 70.**

Assessment Guidelines

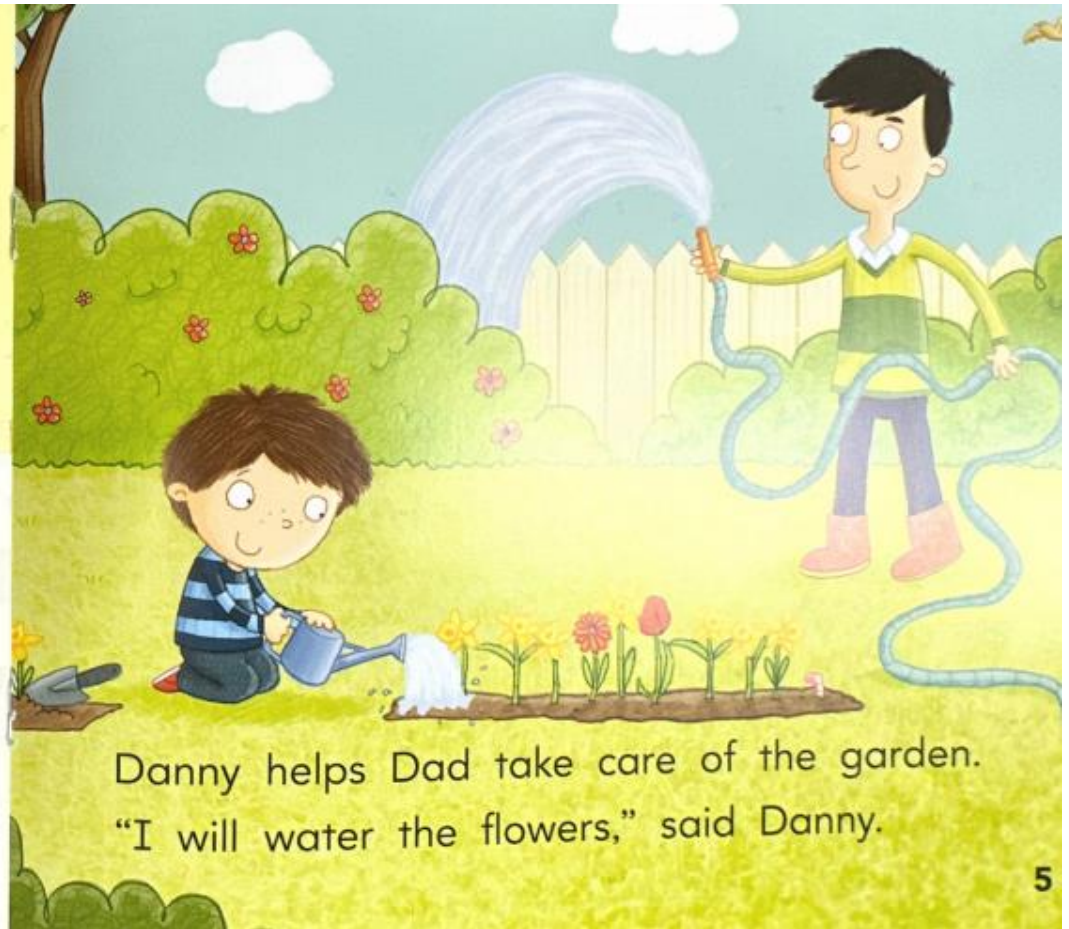
1 st Nine Weeks				
Week	Recommended Lexile Range/Level		Reading	All Other Subjects
1-3	160L-310L	D (6)	<ul style="list-style-type: none">• Teacher reads aloud any text that is above the recommended level for that point in the nine weeks.• If the reading selection is on the recommended reading level, students will read it independently.• Teacher reads aloud questions and answer choices.	Teacher reads aloud any text that is above the recommended level for that point in the nine weeks, including questions and answer choices.
4-6		D-E (6-8)		
7-9		E (8)		

Sample E Leveled Text



Danny helps Dad feed the cat.
"I will put cat food in the bowl,"
said Danny.

4



Danny helps Dad take care of the garden.
"I will water the flowers," said Danny.

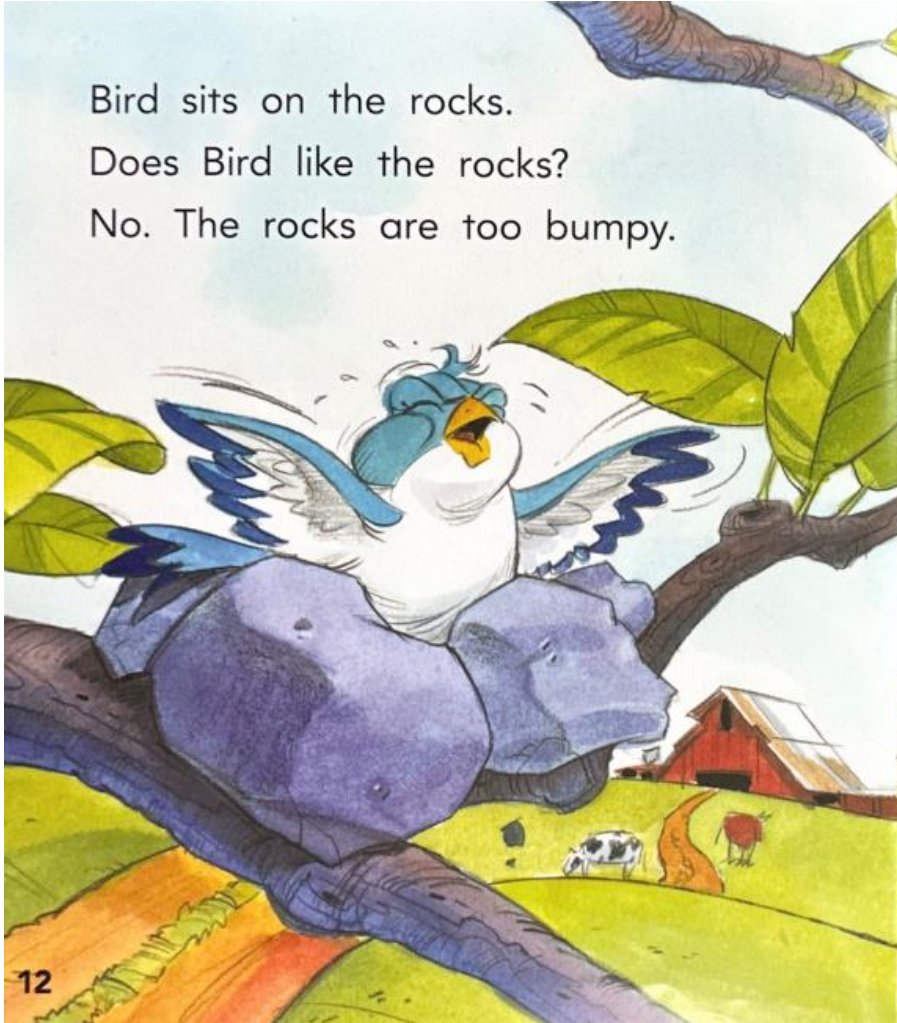
5

Assessment Guidelines

2 nd Nine Weeks				
1-3	300L-450L	E (8)	<ul style="list-style-type: none">• Teacher reads aloud any text that is above the recommended level for that point in the nine weeks.• If the reading selection is on the recommended reading level, students will read it independently.• Teacher reads aloud questions and answer choices.	Teacher reads aloud any text that is above the recommended level for that point in the nine weeks, including questions and answer choices.
4-6		E-F (8-10)		
7-9		F (10)		

Sample F Leveled Text

Bird sits on the rocks.
Does Bird like the rocks?
No. The rocks are too bumpy.



12

Bird is sad.
What can she use to make
her nest?
She will go under the tree.
She will think about what to do.



13

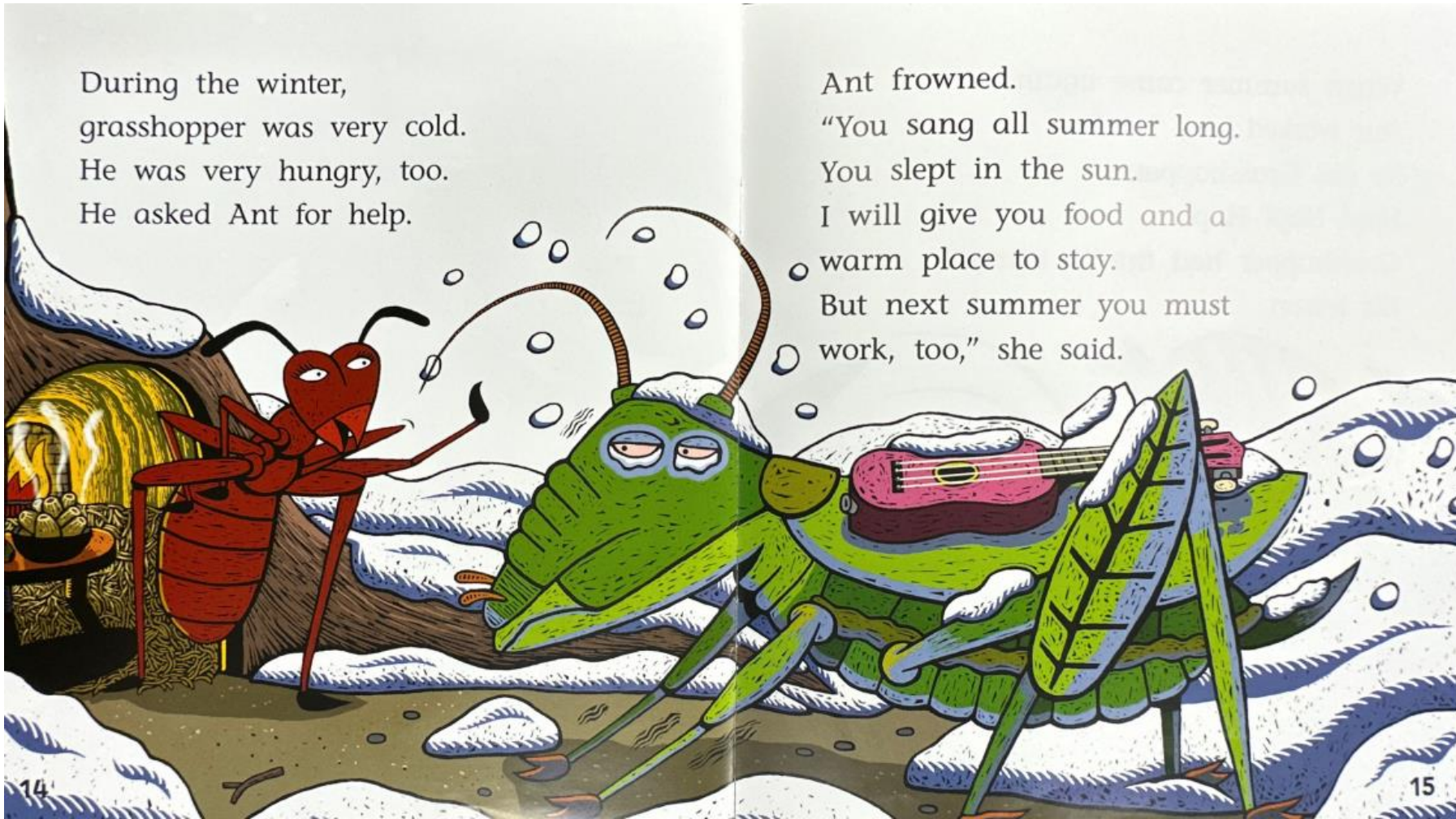
Assessment Guidelines

3 rd Nine Weeks				
1-3	300L-450L	F-G (10-12)	<ul style="list-style-type: none">• Reading selections will be written at the recommended level, and students will read the text independently.• Teacher may read words or phrases in the questions or answer choices at student's request.	Teacher reads aloud any text that is above the recommended level for that point in the nine weeks, including questions and answer choices.
4-6		G-H (12-14)		
7-9		H (14)		

Sample H Leveled Text

During the winter,
grasshopper was very cold.
He was very hungry, too.
He asked Ant for help.

Ant frowned.
"You sang all summer long.
You slept in the sun.
I will give you food and a
warm place to stay.
But next summer you must
work, too," she said.



Assessment Guidelines

4 th Nine Weeks				
1-3	430L-530L	H (14)	<ul style="list-style-type: none">• Reading selections will be written at the recommended level, and students will read the text independently.• Students read questions and answer choices.• Teacher may read words or phrases in the questions or answer choices at student's request.	Teacher reads aloud any text that is above the recommended level for that point in the nine weeks, including questions and answer choices. Efforts should be made to provide students with on-level assessments that they can read independently, while allowing them to ask for assistance with reading complex vocabulary.
4-6		H-I (14-16)		
7-9		I (16)		

Sample I Leveled Text



Look at the pretty ladybug! Did you know that it did not begin life looking this way? Let's learn about the four stages of a ladybug's life.

Stage 1

A ladybug begins its life inside an egg. Mother ladybugs lay eggs on leaves. The eggs are tiny and yellow.



Standard for Promotion

In grades 1-5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (Texas Essential Knowledge and Skills) in reading language arts and mathematics, and a yearly grade of 70 or above in reading and mathematics.

*taken from LCISD's Student Handbook

ATTENDANCE: ABSENCE POLICY

3 Unexcused Absences:

Teacher contacts parents

4 Unexcused Absences:

Counselor contacts parents

6 Unexcused Absences:

Family Support Specialist contacts parents

8 Unexcused Absences:

Parent meeting with the attendance review committee & intervention plan

10 Unexcused Absences:

Truancy Filed

Up to 5 Parent letters will be accepted for excused absences. Absences after 5 will be marked as unexcused, unless a Doctor's note is presented.

The Texas attendance policy states that a student must be in a class at least 90% of the time if they want to be sure to get credit for that class.

If students miss 18 or more school days, it can prevent them from promoting to the next grade level.



ATTENDANCE: TARDY POLICY

1st - Teacher meets with student to discuss why late

2nd - Teacher meets with student to discuss why late and to find a solution

3rd - Teacher contacts parent by phone as a courtesy to ensure they understand morning procedures and to help find a solution

4th - Counselor meets with student to develop a positive intervention plan

5th - Counselor contacts parent to ensure parent understands morning procedures and explains that next tardy will result in discipline referral.

6th and beyond - Discipline referral automatically entered into Skyward

The tardy count starts at zero each 9- week grading period.



PBIS

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT



Improved Student Outcomes

- Academic Achievement
- Prosocial Behavior
- Attendance
- Emotional Regulation
- Reduced Bullying and Harassment
- Reduced Alcohol and Other Drug Use
- Improved Outcomes for Students With Disabilities



Reduced Exclusionary Discipline

- Office Discipline Referrals
- Suspensions
- Restraint and Seclusion
- Racial Inequities

Evidence for each outcome available at www.pbis.org/resource/is-school-wide-positive-behavior-support-an-evidence-based-practice



Improved Teacher Outcomes

- Teacher Efficacy and Well-Being
- Teacher-Student Relationships
- Student Engagement and Instructional Time
- School Culture and Organizational Health
- Climate and Safety

PBIS House System POINT SCALE

House "WOW" Points

Up to 5 points awarded directly to a student or house for the following:

- Exceptional effort, character or achievement (Soccer Goal moments).
- Examples:
 - Answering a challenging question
 - Showing excellent leadership



PBIS House Points

Awarded regularly for meeting PBIS expectations.

Daily-

- Being responsible.
- Being respectful.
- Being a problem solver.
- Practicing self control.

Throughout the Year:

- Meeting Goal on Tests = 5 points
- Attending Tutorials on Time = 5 points
- Paws for Prasiie = 5 points

End of the Nine Weeks:

- Top Dog- 10 points
- A Honor Roll = 10 points
- AB Honor Roll = 5 points
- Citizenship Award = 5 points
- Perfect Attendance = 5 points
- No Tardies = 5 points

All points are tracked through RCA House Points App!

Houses at Adolphus

"In a world of people trudging up and down the stairs....we are choosing to SLIDE!"
Ron Clark



ADOLPHUS ELEMENTARY HOUSE SORTING

Every student and adult at Adolphus slides into their house. Which House will choose you?

Will it be a house of steadiness or passion? Equity or positivity? Caring? Responsibility?

When a House chooses you, it is said that you either embody the values of that House or you need something that House has to offer.

Trustworthiness, Citizenship, Respect, Fairness, Responsibility and Caring...Six Houses, one family!

