

Grace King High School

OUR SCHOOL COMMUNITY STRIVES TO CREATE A QUALITY WORKFORCE BY INVOLVING ITS STAKEHOLDERS IN THE PLANNING AND IMPLEMENTATION OF MEANINGFUL EDUCATIONAL EXPERIENCES

Attentive Attendance Attitude Accountability

Monday, February 15, 2016

Lesson Plans/Assessments Due – (Weekly Lesson Plans Due 6:30 a.m.)

PBIS Foci – SMART Goal Setting

Student Attendance and Tardiness

ESL/ELL Compliance

Spring Testing (ELDA, ACT, PLAN and EXPLORE)

School-wide Professional Development (Planning Period) ACT Test Admin.

Tuesday, February 16, 2016

9th Grade Scheduling (9th Grade IS)

AP Parent Night

Wednesday, February 17, 2016

10th Grade Scheduling (10th Grade IS)

IS Lateral Planning (2:45 – 3:15)

Thursday, February 18, 2016

11th Grade Scheduling (11th Grade)

ABIT Meeting

Leadership Team Meeting (3:15– 4:15)

Friday, February 19, 2016

Senior Movie Night

3rd 9 –weeks Interim Window Opens

Saturday, February 20, 2016

AP Science Practice

Sunday, February 21, 2016

Health and Wellness Tip: “VARIETY IS KEY – EAT THE RAINBOW

Fill your diet with a wide range of fruits, vegetables, lean meats, fish, eggs, pulses, nuts, seeds, whole grains and naturally low fat dairy foods. When it comes to fruit and veg, different colors provide your body with the different nutrients it needs to stay strong and healthy – it's not just greens that are good for you!”

JamieOliver.com

A Week In The Kingdom

From Your Colleagues

Congratulations to the following Grace King High School teachers and staff recognized for outstanding attendance during the 2nd term of the 2015-2016 school session.

Natalie Almerico, Luke Anderson, Kimberly Augustine, James Baker, Aline Bellard, Elaina Bergeron, Monica Bobadilla, James Bouyer, Fallon Bush, Carroll Carter, Lionel Cummings, Jeffrey DaSilva Gonske, Sherry Dietsch, Monica Dyer, Maria Esteves, Jeryl Fischtzuir, Shonnette Flakes, Nicholas Fortuna, Gracelourde Gatin, Wayne Golden, Pedro Guzman, Thomas Hamme, Robert Hitchens, Lillie Hood, Charlotte Johannesen, Larry Lala, Ashton Le Bourgeois, Michelle Lewis, Shunell Lewis, Dionne McCray, Saida Mejia, Oscar Melendez, Sally Melito, Omar Mendez, Barbara Miller, Lynette Montero, Cesar Munoz, Nadia Oliney, Terri Oliney, Todd Olivier, Dominique Rhodes, Erika Russo, Natalie Saint Fleur, Caroline Sayles, Cherlyn Scott, Maribel Sourita, Stephanie Seidmon, Wellington Stewart, John Summers, Ronald Totoro, Travis Victorienne, Denise Westley, Gerald Williams, Daniel Wilson, Rose Wordlaw

PERFECT ATTENDANCE FOR 1ST AND 2ND TERMS

Carroll Carter, Thomas Hamme, Robert Hitchens, Lawrence Lala, Ashton LeBourgeois, Caroline Sayles, Ronald Totoro

Counseling and Academics – Ms. Thomas

We are planning a Parent Information Meeting about AP classes here at King. It will be Tuesday, February 2nd from 6 to 7 in the cafeteria. All AP teachers are welcome to come and talk about your particular class to parents.

We are also planning another parent night to help parents understand Jump Start. That will be for all 9th and 10th grade parents on Thursday, March 10th from 6PM to 7PM. We will have meetings in the cafeteria for all 9th and 10th grade students to explain the Jump Start Program to them on March 8th and 9th.

Improving Practice - School Leadership Teams

Over the next few weeks, we will be meeting with groups of teachers to finalized SMART goals for your respective content areas. During those meeting, a review of student work, teacher-made assessments, lesson plans as well as other information i.e. student report card grades, teacher pass/fail rates and other pertinent data, will be used to collaborate and explore ideas on ways to ensure student achievement level are high. Meantime, we can begin with evaluating of our teaching practices and identifying our own professional needs.

FIELDTRIPS – Suzan Serigny

On February 26, 2016

Social Studies students will be attending the WWII Museum Field Trip on February 26. About 156 students are expected to attend. It is the culminating activity for their students on World War II. List to follow.

On February 18, 2016

The Spanish Culture Activity Club will be taking a trip to Loyola to see the Spanish Culture in Louisiana. The students are:

Abedali, Sura	Gloor, Raven
Beckford, Karen	Barnem, Tannisha
Bonilla, Alvin	Ashraf, Chaudry
Cardona, David	Montoya, Kayla
Carter, Joshua	Pham, Thuy
Cortez, Raquel	Polly, KerVontay
Escobar, Angela	Avila, Rossy
Escobar, Jessica	Borrayo, Gissely
Givens, Chris	Bray, Autumn
Hedrick, Don	Caesar, Amari
Martinez, George	Lee, Jerriel
Polanco, Marco	Carr, Niyah
Rojas, Marina	Brooking, Angel
Sanchez, Llyliam	Delarosa, Alexandra
Schultz, Jaide	Clements, Kari
Sohail, Sonai	Capers, Abbey
Tanchez, Jovana	
Telleria, Raisa	
Toledo, Richard	
Wallace, James	

PBIS Tardy Initiative “Don’t Be Tardy for The Party” – Katherine DaSilva

Teachers, please inform your students of the following tardy initiative during your I.S. or at the beginning of your classes. The goal of this initiative is to decrease the overall number of student tardies.

PBIS PRESENTS: ***DON'T BE TARDY FOR THE PARTY CHALLENGE***

Between February 1st and February 26th, students who receive ZERO tardies will receive a prize.

The more students with NO tardies, the BIGGER the prize!

ESL/ELL Strategies - Lydia Garza

The district ELL Team presented a workshop on ELL Strategies. However, if you missed the workshop here are again some additional suggestions that can easily be implemented in your classroom:

- Differentiate language instruction to engage students across modalities (e.g., visual/kinesthetic/auditory/tactile). Particularly in Math, it is useful to engage students with manipulatives.
- Allow students to use a word-to-word dictionary in their native language. You may even need to give a supplementary mini lesson on appropriate usage of the dictionary.
- Workshop with students as often as possible to provide opportunities for feedback and correction (both academic and behavioral).
- Provide opportunities for appropriate peer learning, including peer pairing and small-group instruction.
- Scaffold language and opportunities to respond. Scaffolding language includes paraphrasing key words, providing opportunities to extend answers, supporting language by using familiar synonyms (e.g., “that is also like...”) and familiar antonyms (e.g., “that is also different from...”), reframing students' responses, confirming aspects of the answer that are correct, and providing language supports to further explain aspects that require refinement.
- Provide instructions in both languages (either verbal or written). Ask students to repeat the instructions back to you.
- Repeat, Repeat, Repeat!!

Information courtesy of Dr. Ambeau:

Lens Crafters in Esplanade Mall will see any student who cannot afford eye care. They will do the exam and provide glasses, all for free. The student just needs a letter from me saying they cannot afford these things and are in need of the exam. They should: 1-Call the Lens Crafters doctors at 504-465-0085 to make the appointment, telling them that they are students from Grace King High School who have been referred by Dr. Ambeau; and 2- Come get a letter from me to take to the appointment.

CALIFORNIA *healthy kids* SURVEY

California Healthy Kids Survey 2016

Grace King High School

Your school needs the students to complete this online survey to help improve school culture and climate. The purpose of this survey is to obtain information from the students about their knowledge, attitudes and behavior about things that affect learning. It deals with such issues as truancy, safety, harassment, substance use, school connectedness, and learning supports.

Student participation is voluntary. It is also very important. The information provided will help guide district and school efforts to promote safety, enhance learning supports, improve student achievement, and reduce health risks that stand as barriers to learning.

- **Only 9th & 11th grade students will be taking the survey.**
- **SURVEY SCHEDULE IS ATTACHED BELOW. IS teachers will take their students to the library to complete the survey. Ms. Da Silva will contact you with further instructions.**
- **All questions apply to this school only.**
- **This is an anonymous survey.** It is designed so that no one can be identified from the data. Students do not have to respond to any questions that they feel could be used to identify them. Instruct them to simply skip any such questions.
- **The results are for the use of the district.** CDE/CHKS will preserve data confidentiality and refer any data requests to the district.

Thank you for helping our students take this important survey!

School Climate Survey Schedule 9th & 11th IS ONLY

FEBRUARY-MARCH

Mon	Tues	Wed	Thurs	Fri
15. NO IS	16. 9:00-Da Silva 9:15-Pineda	17. 9:00-Watt 9:15-Charlie	18. 9:00-Bullington 9:15-Rush	19. 9:00-Rome 9:15-Chmar
22. NO IS	23. 9:00-Burley 9:15-Goodwin	24. 9:00-Ledoux 9:15-Gaitan	25. 9:00-Mancuso 9:15-Vollmer	26. 9:00-Seidmon 9:15-Bouyer
29. NO IS	1. 9:00-Turner 9:15-Garbarino	2. 9:00-Russo 9:15-Da SilvaGonske	3. 9:00-Saint Fleur 9:15-Radetchich	4. 9:00-Scott 9:15-King
7. NO IS	8. 9:00-Garza 9:15-Almerico	9. 9:00-Mejia 9:15-Pilie	10. 9:00-Schmidt 9:15-Floyd	11. 9:00-Stewart 9:15-Dutta
14. NO IS	15. 9:00-Taplet	16.	17.	18.

To ensure help ensure timely feedback and support to teachers, the administrative and teacher-leader teams has developed an observation instrument to measure student engagement in your classes. Leadership teams will continue to conduct one-on-one meetings with teachers on an as needed basis and/or upon request.

Grace King High School
Observation Feedback – Student Engagement Snapshot

Teacher _____

Course _____

Time /Block _____

Date _____

Agenda/Objective(s) Posted ___yes or ___no

The following number of students were observed in your class:

___ Involved in discussion

(___ instructionally related or ___ non-instructionally related)

___ Problem Solving

___ Asking/creating good questions (HOTS)

___ Leaving/reporting class

___ Completing a worksheet

___ Assisting other student(s)

___ In their designated areas

___ Sleeping/Heads Down

___ On the cell phone/headphone

(___ instructionally related or ___ non-instructionally related)

___ With nothing on the desk related to lesson

Number of students enrolled _____

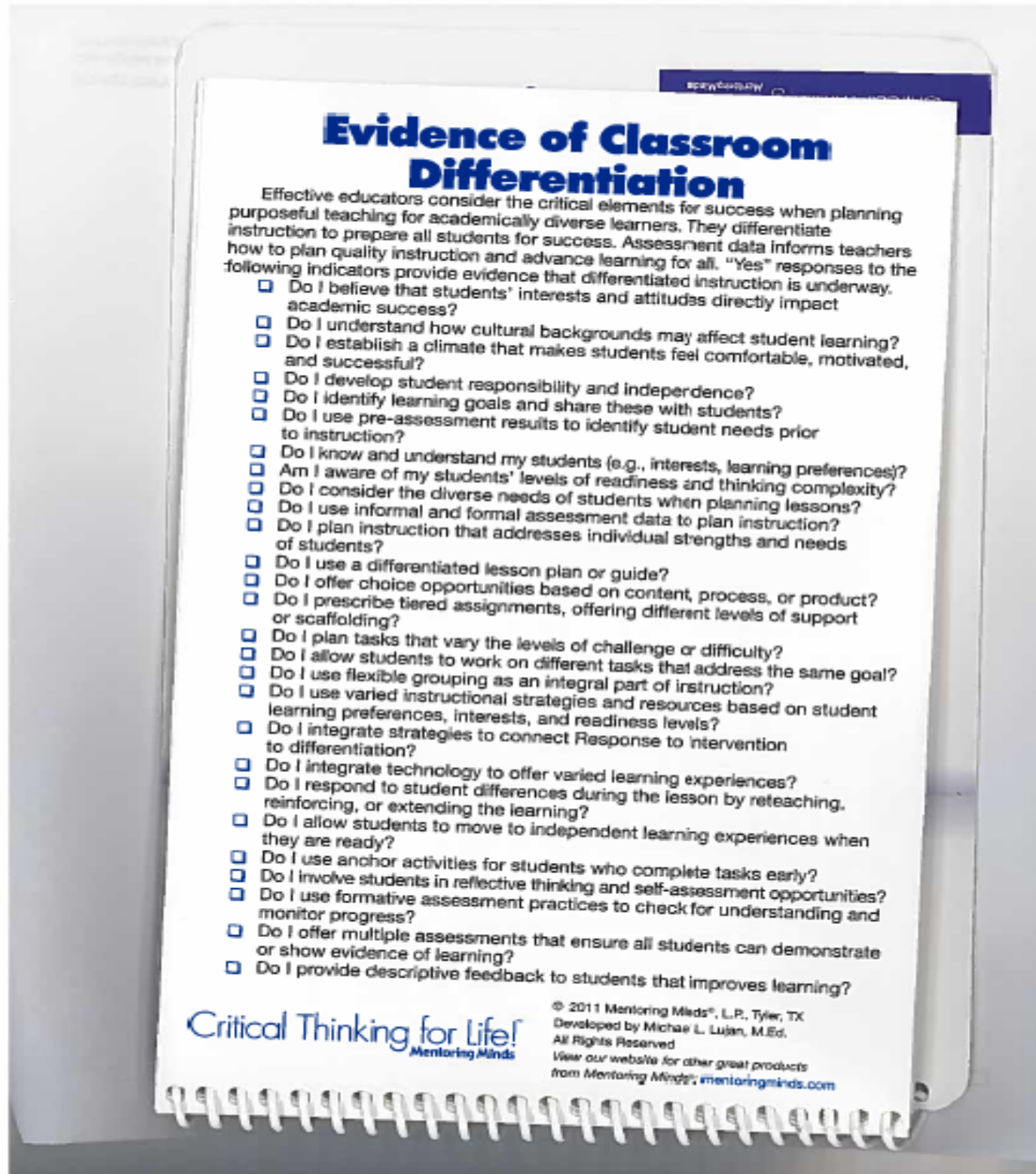
Number of students absent _____

Observer recommendations:

Differentiated Instruction (DI)

“Differentiation is an instructional approach that supports teachers as they face the challenge of planning and delivering instructions that addresses the needs of diverse learners. The focus of differentiated instruction is to modify the content, learning activities, outcomes, and environment in order for all students to experiences success. Differentiated Instruction (DI) uses instructional strategies based on individual student learning styles and needs. Students are expected to successfully master grade-appropriate standards regardless of existing differences in interests, learning preferences, and abilities.”

Lujan, Collins and Love Mentoring Minds.com



Evidence of Classroom Differentiation

Effective educators consider the critical elements for success when planning purposeful teaching for academically diverse learners. They differentiate instruction to prepare all students for success. Assessment data informs teachers how to plan quality instruction and advance learning for all. “Yes” responses to the following indicators provide evidence that differentiated instruction is underway.

- Do I believe that students’ interests and attitudes directly impact academic success?
- Do I understand how cultural backgrounds may affect student learning?
- Do I establish a climate that makes students feel comfortable, motivated, and successful?
- Do I develop student responsibility and independence?
- Do I identify learning goals and share these with students?
- Do I use pre-assessment results to identify student needs prior to instruction?
- Do I know and understand my students (e.g., interests, learning preferences)?
- Am I aware of my students’ levels of readiness and thinking complexity?
- Do I consider the diverse needs of students when planning lessons?
- Do I use informal and formal assessment data to plan instruction?
- Do I plan instruction that addresses individual strengths and needs of students?
- Do I use a differentiated lesson plan or guide?
- Do I offer choice opportunities based on content, process, or product?
- Do I prescribe tiered assignments, offering different levels of support or scaffolding?
- Do I plan tasks that vary the levels of challenge or difficulty?
- Do I allow students to work on different tasks that address the same goal?
- Do I use flexible grouping as an integral part of instruction?
- Do I use varied instructional strategies and resources based on student learning preferences, interests, and readiness levels?
- Do I integrate strategies to connect Response to intervention to differentiation?
- Do I integrate technology to offer varied learning experiences?
- Do I respond to student differences during the lesson by reteaching, reinforcing, or extending the learning?
- Do I allow students to move to independent learning experiences when they are ready?
- Do I use anchor activities for students who complete tasks early?
- Do I involve students in reflective thinking and self-assessment opportunities?
- Do I use formative assessment practices to check for understanding and monitor progress?
- Do I offer multiple assessments that ensure all students can demonstrate or show evidence of learning?
- Do I provide descriptive feedback to students that improves learning?

Critical Thinking for Life!
Mentoring Minds

© 2011 Mentoring Minds®, L.P., Tyler, TX
Developed by Michael L. Lujan, M.Ed.
All Rights Reserved
View our website for other great products
from Mentoring Minds®: mentoringminds.com

Grace King Event Checklist

Complete the following steps to help ensure a smooth event IN THE ORDER they are listed. Each item must be initialed before moving to the next one.

- 1- Get approval from Ms. Torrado. email a description including: number of participants, date, time, location, purpose, of campus attendees, list of adult chaperones _____
- 2- Coordinate with Ms. Torrado if an activity schedule is needed _____
- 3- Complete a USE OF FACILITIES REQUEST FORM and turn into Ms. Bonura _____
- 4- Place the event on Ms. Bonura's calendar for the school _____
- 5- Place the event on Ms. McCabe's calendar _____
- 6- Complete a fundraiser form and turn into Ms. Bonura **** _____
- 7- Email a description of the event to Ms. Meggs for her to post in All the King's Men
- 8- Fill out an announcement form located in front office _____
- 9- Send the description of the event to Ms. Carter to post on the website _____
- 10- Communicate with Ms. McCabe for any tech needs you may have _____
- 11- Arrange for security **** _____

12- HAVE A WONDERFUL EVENT

13- Clean up completely after the event be a scout "Leave a place cleaner than you found it.

14- Verify that money collected after hours is given to an administrator to lock up overnight.

15- Deposit all money within 24hours to Ms. Joyce **** _____

16- Finalize your fundraising report within 2 weeks with Ms. Joyce **** _____

****If applicable

GKHS Carnival Participation Schedule – Ronald Totor

Grace King High School will be participating in the following parades during the 2016 Carnival Parade Season. Please see Ronald Totor (Band Director) if you are interested in assisting as a school chaperone.

Saturday, January 10 - 1:00 PM

Krewe Of Poseidon

Bus leave Grace King at 10:30 AM

Saturday, January 30 - 6:00 PM

Krewe Of Caesar Parade

Bus leaves Grace King at 4:15 PM

Wednesday, February 3 - 7:00 PM

Krewe of Nyx

Bus leave Grace King at 4:15 PM

Saturday, February 6 - 6:00 PM

Krewe of Isis

Bus leaves Grace King at 4:30 PM

Monday, February 8 - 7:00 PM

Krewe of Pandora

Bus leaves Grace King at 4:45 PM

Tuesday, February 9 - 10:00 AM

Mardi Gras Day

Krewe of Argus

Bus leaves Grace King at 8:30 AM

DISTRICT NEWS

Infinite Campus Update

Please share with administrators and teachers.

Data Management recently upgraded Infinite Campus to version 1549.3. This upgrade went smoothly and resulted in only minor issues for some users. As with any upgrade, some portions of Infinite Campus may look and function differently. Thanks in advance for working through these issues. We recommend using Mozilla Firefox as your browser when using Infinite Campus. We will continue to utilize the District Announcements message board in Infinite Campus to address any major issues that may arise from this update.

If you have any questions, please contact Kevin Lusignan at kevin.lusignan@jppss.k12.la.us

Online Resources

Grace King High School

<http://king.jpschools.org/>

Jefferson Parish Public School System

<http://jpschools.org/>

Employee Resources

<http://jpschools.org/employees/employee-resources/>

Instructional Performance Support

<http://jpschools.org/resources/human-capital-resources/instructional-performance-resources/>

Support Performance Support

<http://jpschools.org/resources/human-capital-resources/support-performance-resources/>

JFT and JPBS Contract

http://jpschools.org/wp-content/uploads/2015/07/CBA-changes-highlighted-7-27-2015-JFT_3.pdf

District News and Press Releases

Grace King Senior Sunrise

<http://jpschools.org/grace-king-high-seniors-get-an-early-start-to-the-new-school-year/>

Louisiana Department of Education – Louisiana Believes

<http://www.louisianabelieves.com/>

Academics

<http://www.louisianabelieves.com/academics>

Teacher Support Toolbox

<http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox>

Louisiana Student Standards Review for English and Math

<http://www.louisiana.statestandards.com/>