



Coffee with the Principal

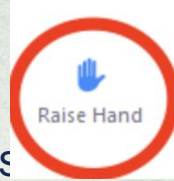
Cafe con la directora

Wednesday, December 11, 2024



Zoom Meeting Expectations

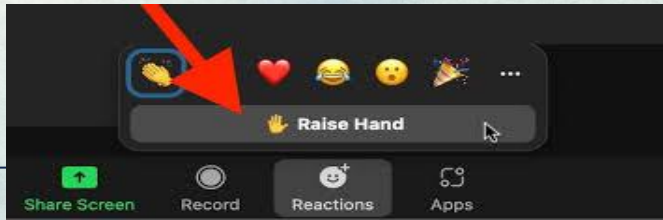
- Turn on your video if possible
- Stay engaged by asking questions in the chat that are relevant to the information being shared in
- Raise your hand when you would like to speak
- Stay muted until given permission to speak
- Be respectful



Expectativas Zoom

Active su video si es posible
Manténgase participativo, haciendo preguntas en el chat sobre la información compartida

- Levante la mano cuando quiera hablar
- Permanezca con su micrófono apagado hasta que se le otorgue la palabra
- Les invitamos a ser respetuosos



Agenda

Community Building	Actividad Comunitario
Standards Based Grading	Clasificaciones basadas en estándares
PowerSchool	PowerSchool
Parent Resources	Recursos para padres
Announcements	Anuncios

Community Building/ Actividad Comunitario



TPS:

- Name
- What is your favorite holiday tradition?

PPC:

- Nombre
- ¿Cuál es su tradición navideña favorita?

Community Building/ Actividad Comunitario



In the chat:

- Name
- What is your favorite holiday tradition?

En el chat:

- Nombre
- ¿Cuál es su tradición navideña favorita?

zoom

Standard Based
Grading/
Calificaciones basadas
en estándares



Grading at EJE/Clasificaciones en EJE

- We are a standards based school/ Somos una escuela basada en estándares
- Teachers use a grading system using numbers not letters/ Los maestros utilizan un sistema de calificación que utiliza números y no letras
- Grades are given based on what the child can do independently/ Calificaciones se dan en función de lo que el niño puede hacer independientemente.
- Students are assessed throughout the trimester (formative) and at the end of the unit (summative)/ Los estudiantes son evaluados a lo largo del trimestre (formativo) y al final de la unidad (sumativo)

Grading at EJE/Clasificaciones en EJE

English Language Arts/Artes del lenguaje en inglés	T1	T2
4.ELA.RI.01 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text./Se refieren a los detalles y ejemplos en un texto para explicar lo que dice explícitamente el texto y hacer inferencias del mismo.	3	
4.ELA.RI.02 Determine the main idea of a text and explain how it is supported by key details; summarize the text./Determinan la idea principal de un texto y explican la forma en que los detalles clave apoyan dicha idea; hacen un resumen del texto.		4
4.ELA.RI.03 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text./Explican los acontecimientos, procedimientos, ideas o conceptos de un texto histórico, científico o técnico, incluyendo lo que sucedió y por qué, basándose en la información específica del texto.		3
4.ELA.RI.07 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears./ Interpretan información presentada visualmente, cuantitativamente y oralmente y explican cómo la información contribuye a la comprensión del texto en el que aparece.	3	
4.ELA.RI.08 Explain how an author uses reasons and evidence to support particular points in a text./Explican cómo el autor utiliza las razones y evidencia para apoyar determinados puntos de un texto.		4
4.ELA.W.01 Write opinion pieces on topics or texts, supporting a point of view with reasons and information./Escriben propuestas de opinión sobre temas o textos, en las que apoyan un punto de vista con razones e información.		4
4.ELA.W.02 Write informative/explanatory texts to examine a topic and convey ideas and information clearly./Presentan un tema o texto con claridad, expresan su opinión y elaboran una estructura organizativa en la que se agrupan las ideas relacionadas con el mismo para apoyar el propósito del escritor.	3	
4.SL.01a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic./Vienen preparados a las conversaciones, después de haber leído o estudiado el material necesario; se basan explícitamente en esa preparación y cualquier otra información conocida sobre el tema.	3	
4.ELA.L.01c Use modal auxiliaries (e.g., can, may, must) to convey various conditions./Usan verbos auxiliares con el infinitivo del verbo para expresar diversas condiciones (ejemplo: Puedo correr. Debo dormir) o con la forma condicional del verbo (ejemplo: podría correr, desearía dormir).		4
4.ELA.L.01d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)/Ordenan una serie de adjetivos dentro de una oración de acuerdo a los patrones convencionales (ejemplo: una pequeña bolsa roja en lugar de una roja bolsa pequeña).		4
4.ELA.L.01e Form and use prepositional phrases./Forman y usan frases preposicionales.	3	
4.ELA.L.01f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons./Forman oraciones completas, reconocen y corrigen los fragmentos inadecuados y corridos o desconectados.*		4
4.ELA.L.02a Use correct capitalization./Emplean correctamente las letras mayúsculas.	3	
4.ELA.L.04 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies./Determinan y aclaran el significado de palabras o frases desconocidas y de significados múltiples basándose en lecturas de contenido académico de cuarto grado, eligiendo con flexibilidad entre una serie de estrategias.		4
4.ELA.L.05B Recognize and explain the meaning of common idioms, adages, and proverbs./Reconocen y explican el significado de expresiones idiomáticas comunes, adagios y proverbios.	3	
4.SPRF.03e Usan correctamente el acento escrito de acuerdo con el acento tónico en palabras apropiadas al nivel de grado aplicando un análisis sistemático con el acento tónico en palabras	3	

6th Grade ELA		
MSEFS.1	Effort	S
SC.1	Student Citizenship	O
6.RL.10	Read and comprehend literature with scaffolding as needed	2
6.RI.02	Determine central idea and how it is conveyed through details; summarize	2
6.RI.05	Analyze how a section of text contributes to the development of the ideas	4
6.RI.06	Determine an author's point of view or purpose and explain how it is conveyed	3
6.W.02	Write informative/explanatory texts1	3
6.W.02c	Use appropriate transitions	4
6.W.04	Produce coherent writing appropriate to task, purpose, and audience	3
6.W.06	Use technology to produce and publish writing as well as to collaborate	4
6.W.07	Conduct short research projects, drawing on several sources	3
6.W.08	Gather information from multiple sources; assess credibility of sources	3
6.W.09	Draw evidence from literary or informational texts	3
6.L.01	Demonstrate command of English grammar when writing or speaking.	3
6.L.02	Demonstrate capitalization, punctuation, and spelling when writing4	4

Grading Scale/Escala de calificaciones

Academics/Académico

Citizenship/ciudadanía

4	Exceeds Standards/ Norma superada	O	Outstanding/ Sobresaliente
3	Meets Standards/ Norma lograda	S	Satisfactory/ Satisfactorio
2	Nearly Meets Standards/ Norma casi lograda	N	Needs Improvement/ Necesita mejorar
1	Does Not Meet Standards/ Norma no lograda	U	Unsatisfactory/ No Satisface

Grading Scale/Escala de calificaciones

1	2	3	4
<p>Student has difficulty demonstrating understanding and needs support to complete key tasks.</p>	<p>Student is able to demonstrate some understanding of the concept(s) required by the standard, but lack proficiency in key areas.</p>	<p>Student demonstrates proficiency and applies knowledge at the standard target goal(s).</p>	<p>Student demonstrates proficiency and can apply knowledge through various contexts above and beyond the standard target goal(s).</p>
<p>El estudiante tiene dificultades para demostrar comprensión y necesita apoyo para completar tareas clave.</p>	<p>El estudiante es capaz de demostrar cierta comprensión de los conceptos requeridos por el estándar, pero le falta competencia en áreas clave.</p>	<p>El estudiante demuestra habilidad y aplica el conocimiento a la meta(s) estándar.</p>	<p>El estudiante demuestra competencia y puede aplicar el conocimiento a través de varios contextos por encima y más allá de las meta(s) estándares.</p>

Example/Ejemplo

4.OA.A.3

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Standard: LI.3.9 Comparan y contrastan los puntos más importantes y los detalles clave que se presentan en dos textos sobre el mismo tema.

Prompt: Describe cómo surgió y se desarrolló el Departamento de Bomberos de Nashville. Escribe 2 o 3 oraciones para explicarlo. Usa detalles del pasaje en tu respuesta.

Example/Ejemplo

4.OA.A.3

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.



A group of 90 people went on a trip to a state park. Once the group arrived, 10 people from the group went on a walk. The remaining people in the group wanted to go canoeing. Each canoe held 3 people.

- Write and solve an equation to show the number of canoes the group needed. Explain your answer.
- The canoeing group decided that a total of 26 canoes were needed. Explain why the canoeing group's decision was correct or incorrect.

Enter your equation and your explanations in the space provided.



▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	(·)	[·]
=	<	>	≠
\$	°	?	



Student response includes the following 3 elements.

- **Computation component** = 1 point
 - The student provides a valid equation and solution that represents the number of canoes needed, with work shown.
- **Reasoning component** = 2 points
 - The student provides a valid explanation of why the group's decision is incorrect.
 - The student provides a valid explanation based on interpretation of the remainder.

Sample Student Response:

$$90-10=80$$

$$80 \div 3 = 26 \text{ with a remainder of } 2$$

The group needs 27 canoes to hold the entire group of 80. The canoeing group's decision is not correct. They did not include the 2 remaining people in the group, $26 \times 3 = 78$. The group needs one more canoe to include the other 2 remaining people.

Notes:

- A variety of explanations are possible. As long as the explanation shows a clear understanding of the incorrect thinking of the group, credit should be given.
- If a computation mistake is made, credit cannot be given for the computation component, but 2 points can be given if both reasoning components are given.

4	Student response includes 3 of the 3 elements.
3	Student response includes 2 of the 3 elements.
2	Student response includes 1 of the 3 elements.
1	Student response is incorrect or irrelevant.



Ejemplo en español

3er Grado

Standard: LI.3.9 Comparan y contrastan los puntos más importantes y los detalles clave que se presentan en dos textos sobre el mismo tema.

Prompt: Describe cómo surgió y se desarrolló el Departamento de Bomberos de Nashville. Escribe 2 o 3 oraciones para explicarlo. Usa detalles del pasaje en tu respuesta.

Respuesta Ejemplar:

El NFD se creó a principios del siglo XIX. Al principio, usaba voluntarios y cubetas de agua para apagar los incendios. Luego, adquirió una carreta llamada “el Cheatham” y una brigada con cubetas. En el siglo XX, el NFD compró carros de bomberos e instaló hidrantes. Hoy tiene 38 estaciones y más de 1,000 bomberos.

Rúbrica

Rúbrica de calificación de 2 puntos para la pregunta 14

2

La respuesta explica claramente cómo se desarrolló el NFD e incluye dos o más detalles relevantes del pasaje para apoyar la explicación.

1

La respuesta explica parcialmente cómo se desarrolló el NFD e incluye detalles limitados del pasaje para apoyar la explicación.

0

La respuesta no explica cómo se desarrolló el NFD ni incluye detalles relevantes del pasaje o la explicación es vaga o incompleta.

Questions/Preguntas

TPS: What questions came up for you as you reflected on your parent teacher conference or your child's report card?

PPC: ¿Qué preguntas te surgen al reflexionar sobre su conferencia de padres o sobre la boleta de calificaciones de su hij@?



PowerSchool



Accessing PowerSchool

PowerSchool is web-based student information system. It is intended to provide parents, students and teachers with a tool to communicate student performance. PowerSchool is also used to track student attendance.

PowerSchool es un sistema de información estudiantil en la web. Su objetivo es proporcionar a los padres, estudiantes y maestros una herramienta para comunicar el desempeño de los estudiantes. PowerSchool también se usa para rastrear la asistencia de los estudiantes.

Link

<https://ballantyne.powerschool.com/public/home.html>

Use cell phone registered with the school



PowerSchool

PowerSchool SIS Student and Parent Portals Quick Start Guide

Students and Parents use the same web address to access the Sign In page

Student Sign In

Students enter the student username and password provided by their school to sign in. Students can see only their personal account information.

Parent Sign In

Before parents can sign in to PowerSchool SIS, they must create a parent account:

PowerSchool SIS

Student and Parent Sign In

Sign In Create Account

Username #####

Password

Forgot Username or Password?

Sign In

1. Click Create Account
2. Enter first name, last name, and email address
3. Enter the student's name, access ID, and access password, and the parent's relationship to the student
4. Click Enter

Once the account is created, parents use their account information to sign in to either the portal or the app.

POWERSCHOOL NAVIGATION BUTTONS AND FEATURES FUNCIONES Y BOTONES DE NAVEGACIÓN DE POWERSCHOOL

The screenshot displays the PowerSchool SIS interface for viewing Student Score Reports (Assessments). The page title is "Student Score Reports (Assessments)" and the URL is "ballantyne.powerschool.com/guardian/scoreReports.html".

Navigation Sidebar (Left):

- Grades and Attendance
- Grade History
- Attendance History
- Teacher Comments
- School Bulletin
- Class Registration
- Balance
- My Schedule
- School Information
- Score Reports

Main Content Area:

Student Score Reports (Assessments)

Access Student Score Reports (SSR) for assessments taken by this student

Select Options:

- Assessment: All
- Year: 2020
- Get Report

Table Header:

Assessment Name	Language	Year	Grade	Score Report Link
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Bottom Navigation:

- District Code: RSFJ
- Download on the App Store
- GET IT ON Google play

CHECKING GRADES/REVISANDO CALIFICACIONES

Standards Grades x +

ballantyne.powerschool.com/guardian/standardGrades.html

▼ P5(B,D) 8TH GRADE ELA - 20-21 Rocha, Alexandra

Standards	S1
MSEFS.1 Effort <i>(Not Directly Graded)</i>	
SC.1 Student Citizenship	0
8 Eighth Grade <i>(Not Directly Graded)</i>	
8.LA Language Arts <i>(Not Directly Graded)</i>	
8.RL Reading - Literature <i>(Not Directly Graded)</i>	
8.RI Reading - Informational Text <i>(Not Directly Graded)</i>	
8.RI.10 Read and comprehend literary nonfiction independently and proficiently	2
8.W Writing <i>(Not Directly Graded)</i>	
8.SL Speaking and Listening <i>(Not Directly Graded)</i>	
8.L Language <i>(Not Directly Graded)</i>	

► P5(C,E) 8TH GRADE UNITED STATES HISTORY - S1 Samaniego, Juan F

► P7(B,D) STUDENT LEADERSHIP - 20-21 Flores, Jorge Blanco

[Standards Grades Classic View](#)

Legend

Icons - This section has no associated standards. | - A comment exists for this standard grade.



Parent Resources/
Recursos para
padres

Parent Coordinator

Priscilla Sanchez

priscilla.sanchez@ejeacademies.org

619-357-9595



Community Schools Coordinator

Juan Samaniego

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858- 424- 0936

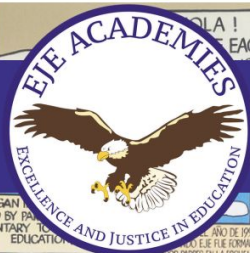


Both the coordinators can meet with parents for **support**:

- Completing school documents
- Becoming a Volunteer
- ParentSquare
- PowerSchool
- ESL Class Info
- Eagle Center

Ambos coordinadores pueden reunirse con los padres para recibir **apoyo**:

- Para completar documentos escolares
- Para voluntariar en la escuela
- ParentSquare
- PowerSchool
- Info sobre clases de Inglés
- Centro Águila



EAGLE CENTER



WE CAN HELP CONNECT YOU TO:

- Food Distribution Resources
- Housing Assistance
- Domestic Violence Survivor Resources
- Youth Services
- Self-Sufficiency Programs

WHAT WE OFFER:

- Alumni Support
- Powerschool Support
- ParentSquare Support
- Assistance with Basic Necessities
- Support completing school documents
- Support finding Resources



HOURS OF OPERATION

Open starting Monday, September 30th

Monday

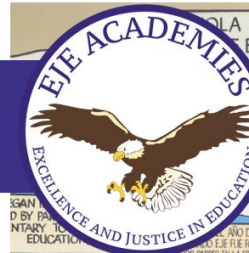
8:30 am - 10:00 am

Tuesday

2:00 pm - 4:00 pm

*Walk-ins welcome

NEED AN APPOINTMENT? CONTACT US



CENTRO ÁGUILA



PODEMOS AYUDARLE A CONECTARSE CON:

- Recursos para la distribución de alimentos
- Asistencia para la vivienda
- Recursos para sobrevivientes de violencia doméstica
- Servicios para jóvenes
- Programas de autosuficiencia

LO QUE OFRECEMOS:

- Apoyo a ex-alumnos/graduados
- Apoyo con Powerschool
- Apoyo con ParentSquare
- Asistencia con necesidades básicas
- Apoyo para completar documentos escolares
- Apoyo para encontrar recursos



HORARIO DE ATENCIÓN

Abierto a partir del lunes, 30 de septiembre

Lunes

8:30 am - 10:00 am

Martes

2:00 pm - 4:00 pm

*sin cita previa

¿NECESITA UNA CITA? CONTÁCTENOS

Parent Involvement



Lectoescritura



Lectoescritura



Liderazgo Familiar

Committees/Comités



EL-PAC

EL-PAC: English Language Advisory Committee

- Discuss ways to strengthen the services provided for the diverse needs of our English language learners
- Meets 3x a year

Currently have 8 parents in elementary and 4 in middle school. Will send votes out today.



EL-PAC: Comité Consultivo del idioma inglés

- Habla acerca de las formas para fortalecer los servicios proporcionados para las diversas necesidades de nuestros estudiantes del idioma inglés
- Se reúne 3 veces al año

Actualmente tienen 8 padres en primaria y 4 en secundaria. Enviaré los votos hoy.

Announcements/ Anuncios



Coffee with the Principal Dates

~~Wednesday, October 30th~~

~~Wednesday, December 11th~~

Wednesday, January 22nd

Wednesday, February 19th

Wednesday, March 19th

Wednesday, May 14th

Fechas- Café con la directora

~~Miércoles, el 30 de octubre~~

~~Miércoles, el 11 de diciembre~~

Miércoles, el 22 de enero

Miércoles, el 19 de febrero

Miércoles, el 19 de marzo

Miércoles, el 14 de mayo

Morning/Por la mañana → 8:15-9:15
Evening/Por la tarde → 5:30-6:30 (Zoom Only)

Important Dates/ Fechas importantes

- December 2nd-13th → NWEA testing
- Monday, December 16th-20th→ 6th Grade Camp
- December 20th is our last day before winter break, please plan accordingly
- December 23rd-January 13th→ Winter Break
- January 14th→ Return from Winter Break
- January 20th→ MLK- No School
- January 22nd→ Coffee with the Principal
- January 24th→ MS end of Semester 1→ Report Cards by Feb. 7th
- February 3rd- March 7th→ ELPAC Testing

