



# p.s. 35 Nathaniel Woodhull School



*Where children come first, and everybody is somebody*

Mark Dempsey  
Principal

Andrea A. Belcher  
Assistant Principal

## Faculty Conference Notes March 2017 (Women's History Month)



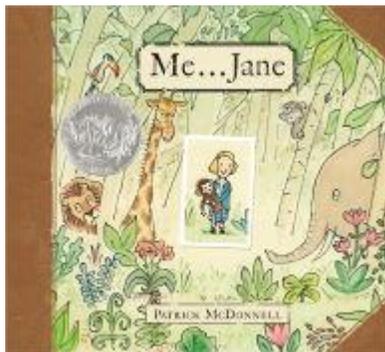
### I. INSTRUCTIONAL EXPECTATIONS

- If you are in **need** of materials to support your teaching, please let **Mark Dempsey** or **Andrea Belcher** know.
- **Hallway Bulletin Boards** need to be changed by Monday, March 7<sup>th</sup>. Ideally, a hallway bulletin board will have the teacher's name, the grade and class #, a brief description of the student work being showcased, a rubric, six or more publishable pieces with feedback.
- **Writer-of-the-Month** selections are due by Monday, March 6<sup>th</sup>. Please make sure that the selections are one-page only, or photocopied to one page. They need to have the student's name and class # listed. Please trace over pencil submissions with dark marker. Upper grade selections should be typewritten.
- **Classroom Bulletin boards** should **not** have work displayed for more than two months. Student work should have teacher comments. Please be sure to update your bulletin boards accordingly.
- Visiting other classes to observe instruction during your prep period is highly encouraged, even off your grade.
- A Teaching Point refers to the skill, knowledge, or level of awareness your student will have obtained by the end of the lesson.
- Keep good **conference notes** indicating what you have discussed with your individual students, where s/he is struggling, and next steps. Teachers in all grades are expected to confer with students in reading and writing while keeping conference notes.
- Wherever possible, **images** should accompany nouns on the Word Wall to assist our English Language Learners.
- Your **Teaching Points** and **Flow-of-the-Day** need to mirror the teaching/learning which is taking place in your class.
- Keeping solid **student portfolios** is critical. Friday assessments (5-10 questions) work beautifully in terms of building your student portfolios in Math.
- Please remember to invite **Mark Dempsey** and **Andrea Belcher** when you are scheduling **Publishing Parties** and **Town Hall Meetings**. We will do our best to attend, take photos, support and celebrate with you.

## II. LITERACY

Please consider reminding everyone that Read Across America is celebrated this year on March 2nd. While it was prompted by Dr. Seuss' birthday, it is really just a good excuse to remember how important it is to read aloud to children every day.

Please continue conferring with your students. We encourage you to have conference notes on all of our students as well as notes on our small group time.



The book-of-the-month for March 2017 is Me... Jane by Patrick McDonnell. In his characteristic heartwarming style, Patrick McDonnell tells the story of the young Jane Goodall and her special childhood toy chimpanzee named Jubilee. As the young Jane observes the natural world around her with wonder, she dreams of "a life living with and helping all animals," until one day she finds that her dream has come true.

The composer of the month is **Igor Stravinsky**. Please consider playing his music on [www.pandora.com](http://www.pandora.com) during independent work time, snack time, or when your students are doing artwork.

## III. NOTES FROM OUR LIBRARIAN

Remind parents that all school-aged children are eligible for their own public library cards.

Queens Public Library  
202-05 Hillside Avenue  
Hollis, NY 11423  
718-465-7355  
open Mondays through Saturdays



**March 2<sup>nd</sup>** (Read Across America Day) Basically educators, parents and people who interact with children are asked to read to them on this day. Good idea? Of course it is! That's why we do it everyday!

In celebration of READ ACROSS AMERICA DAY you may want to...

- ...switch places with the teacher next door and read to a "new" class.
- ...decorate your classroom door to look like the book you read.
- ...design a mural of the book's beginning, middle and end.
- ...create stick puppets of the story's characters.
- ...team up with an older/younger class to read as buddies.
- ...recite the Reader's Oath posted just outside the library door.
- ...google "Read Across America" to find thousands of other ideas.

Thanks for reading to our students! Even though the Common Core de-emphasizes poetry, we all agree that poetry is still important in our students' literary lives. Thursday, April 21, 2017 is the

annual celebration of **Poem in a Pocket Day**, a day to celebrate the enjoyment of poetry in very simple ways.

All adults are asked to tuck a poem in their pocket just in case they are asked to share one with a child.

All adults are asked to tuck a poem in their pocket and deliberately share it with a child.

All adults are asked to tuck a poem in their pocket and walk into a classroom to share it with the children.

All adults are asked to tuck a poem in their pocket and stop a class in the hallway to read or recite it to the children.

Teachers may want to try one of these activities:

1. Schedule a Po-e-Tea. Each child recites his/her poem and iced tea is served. Snack time would be a perfect time for this activity.\* Visit a neighboring class and establish Poetry Pals. Give the children 15 minutes to find 3 pals in the other class to recite his/her poem to. Might work well with classes of different ages.

2. Have a Poetry Slam. Play some jazz as a background and have children recite their poems using a microphone.

3. Turn poetry into a good reason to practice handwriting. Have kids write their poem neatly, illustrate it and then laminate the results. It can be used now as a placemat.

4. Invite an adult to your class to share a poem and enjoy some of the children's poems. Perhaps a secretary, nurse, guidance counselor, lunch worker, school aide, security guard, custodial worker, administrator or someone not usually in a classroom would like to visit.

5. Take a Poetry Walk to read the poems that will be displayed in the hallways.

6. Teach poems in preparation for the ELA. Old tests on the web contain poems for practice.

#### **IV. SCIENCE**

**KINDERGARTEN:** Mr. Ruiz and students have been busy making fabric designs. Students are now finish with the weaving project. Next is several experiments on various fabrics with H<sub>2</sub>O.



Mr. Ruiz expects students to...

- Develop a growing curiosity and interest in the physical world around them.
- Observe and describe the properties of different fabrics.
- Compare different fabrics to discover how they are alike and how they are different.
- Observe interactions of fabric with water and other substances.
- Communicate observations.
- Acquire the vocabulary associated with the properties of fabric.

**Fabric All Around:** Students explore a set of ten fabrics, investigating their properties and playing a matching game with feely boxes. They go on a fabric hunt and label the room to highlight all the things that are made of fabric. Student are making collages with various fabrics and are discovering how some fabric can be colored while other cannot.

**FIRST GRADE:** Mr. Ruiz and scientist are now exploring the different water levels of liquids in various containers. We will be conducting various experiments with different liquids and using various sizes of containers to see water levels.

Mr. Ruiz expects students to...

- Develop a curiosity and interest in the objects that make up their world.
- Investigate materials constructively during free exploration and in a guided discovery mode.
- Recognize differences between solids and liquids.
- Explore a number of liquids.
- Observe and describe the properties of solids and liquids.
- Sort materials according to properties.
- Combine and separate solids of different particle sizes.
- Observe and describe what happens when solids are mixed with water.
- Observe and describe what happens when other liquids are mixed with water.
- Use information gathered to conduct an investigation on an unknown material.
- Acquire the vocabulary associated with the properties of solids and liquids.
- Use written and oral language to describe observations.

Students are now exploring liquids with various liquids. Students just finished solid objects, such as pieces of wood, plastic, and metal. They observed, described, and sort the objects according to their properties. They constructed towers (and other structures), using the properties inherent in the materials to accomplish the task.

**CLASS 203:** Mr. Ruiz and Tamburri are now conducting experiments that are balancing different objects on popsicle sticks. Class 203 and Ms. Tamburri are now exploring a dynamic world where everything is in motion, or so it seems. But not everything is moving the same way. Some things move from one place to another. Other things go around and around in a rotational motion. Still other things are stationary, stable for a time, balanced on a thin line between stop and go. These are the global phenomena that students experience in this module, **Balance and Motion**.

Mr. Ruiz and Ms. Tamburri expects students to...

- Develop a curiosity and interest in the motion of objects.
- Investigate materials constructively during free exploration and in a guided discovery mode.
- Solve problems through trial and error.
- Develop persistence in tackling a problem.
- Explore concepts of balance, counterweight, and stability.
- Observe systems that are unstable and modify them to reach equilibrium.
- Discover different ways to produce rotational motion.
- Construct and observe toys that spin.
- Explore and describe some of the variables that influence the spinning of objects.
- Observe and compare rolling systems with different-size wheels.
- Explore and describe the motion of rolling spheres.
- Acquire the vocabulary associated with balance and motion.

**THIRD GRADE:** Mr. Ruiz and chemist are now exploring energy at different levels. Students were giving hot temperatures of water to how much energy is in the liquid and to discover the absence of heat. The **Energy Module** provides first-hand experiences in physical science dealing with energy and change. Students investigate electricity and magnetism as related effects and engage in engineering design while learning useful applications of electromagnetism in everyday life. They explore energy transfer through waves, repeating patterns of motion, that result in sound and motion. The five investigations focus on the concepts that energy is present whenever there is motion, electric current, sound, light, or heat, and that energy can transfer from one place to other. Students conduct controlled experiments by incrementally changing variables to determine how to make an electromagnet stronger and how the amount of energy transfer changes when balls of different masses hit a stationary object. Students interpret data from graphs to build explanations from evidence and make predictions of future events. They develop models to represent how energy moves from place to place in electric circuits and in waves. Students gain experiences that will contribute to the understanding of crosscutting concepts of patterns; cause and effect; systems and system models; and energy and matter. This module provides grade 3 students with physical sciences core ideas dealing with forces and interactions, matter and its interactions, and with engineering design. Magnetism and gravity are the forces students explore as they look for patterns of motion to predict future motion. Students work with magnets and paper clips, wheel and-axle systems, paper air twirlers, and rotating tops. Students use their knowledge of science to enter the engineering design process and through the process refine their science understanding. Students build on the science concepts of matter and its interactions developed in grade 2 using new tools to quantify observations. Students use metric tools to refine observations by measuring mass and volume, they make mixtures and solutions to develop a foundational understanding of conservation of mass, and they observe a simple chemical reaction to extend their understanding of conservation. These new experiences with matter will prepare students for the disciplinary core ideas introduced

**FOURTH GRADE:** Mr. Ruiz is conducting a mock Science state test, students were now being exposed to the test. Many students scored 4s and are now ready.

The **Energy and Electromagnetism Module** consists of five sequential investigations, each designed to introduce or reinforce concepts in physical science dealing with energy and change. Students experience electricity and magnetism as related effects and learn useful applications of electromagnetism in everyday life. In this module, students will...

- Ask questions that can be answered about electricity and magnetism.
- Plan and conduct investigations about electromagnetism; record and organize data using appropriate tools for the task.
- Analyze observations; build reasonable explanations; discuss and justify the merits of explanations.
- Conduct an experiment to determine how the force of attraction between two magnets changes with the distance between the magnets.
- Conduct an experiment to determine how the number of winds in an electromagnet coil affects the strength of the magnetism.

- Design and build a model telegraph system.
- Use tools and techniques to make observations and build explanations about light.
- Students investigate electric current and circuits, the pathways through which electricity flows. They work with a variety of components—D-cells, solar cells, light bulbs, motors, switches, wires—and explore conductors and insulators.
- They observe energy transfer that results in heat, light, sound, and motion. Students are introduced to sources of energy and components that store energy for later use.
- The **Energy and Electromagnetism Module** consists of five sequential investigations, each designed to introduce or reinforce concepts in physical science dealing with energy and change.
- Students experience electricity and magnetism as related effects and learn useful applications of electromagnetism in everyday life.

**FIFTH GRADE:** Mr. Ruiz and geologist are observing how the core and the inner core create the magnetic field of the earth. The computer animation helped students understand what beneath our feet. The **Landforms Module** consists of five investigations that introduce students to these fundamental concepts in earth science: change takes place when things interact; all things change over time; patterns of interaction and change are useful in explaining landforms. Students also learn about some of the tools and techniques used by cartographers and use them to depict landforms.

FOSS expects students to...

- Gain experience with models and maps.
  - Gain experience with the concepts of erosion and deposition.
  - Observe the effect of water on surface features of the land, using stream tables.
  - Plan and conduct stream-table investigations.
  - Relate processes that they observe in the stream-table models to processes that created famous landforms.
  - Become familiar with topographic maps and some of the techniques used to create them.
  - Gain experience with the concepts of contour and elevation.
  - Use measurement in the context of scientific investigations.
  - Apply mathematics in the context of science.
  - Acquire vocabulary associated with landforms and the processes that create landforms.
- Use scientific thinking processes to conduct investigations and build explanations: observing, communicating, comparing, organizing, and relating.

Be sure to let our Science Cluster Teacher **Paul Ruiz** know if you need any materials or need assistance with planning your science lessons.



## V. SOCIAL STUDIES

Classroom teachers should be preparing to move on to unit 4 in social studies instruction. Your students will be continuing on through unit 3 in the social studies lab.

### Units of study for classroom teachers in March:

- Kindergarten: Unit 4 - Families, Change, and Time
- 1st Grade: Unit 4 - Community Economics
- 2nd Grade: Unit 4 - Rights, Rules, and Responsibilities
- 3rd Grade: Unit 4 - Nigeria

### Units of Study for the Social Studies Lab in March:

- Kindergarten: Unit 3 - Geography, People, and the Environment
- 1st Grade: Unit 3 - The Community
- 2nd Grade: Unit 3 - Urban, Suburban, and Rural Communities
- 3rd Grade: Egypt; Case Study

**Fourth Grade:** The constitution is a framework for government; Key individuals and groups from NY who helped strengthen US democracy; Individuals and groups are protected by rights and freedoms; Values, practices and traditions that unite all Americans.

**Fifth Grade:** Geography of Canada; European exploration and the Native Peoples; Key events and people in Canadian independence; Effects/outcome of independence.

## VI. NEWS FROM THE COMPUTER LAB



Our Computer Lab is humming along nicely. Students are proficient at using Mathletics.

They are sharpening their skills in anticipation of the upcoming standardized tests and to keep them in tune with the Common Core. During **Kelly**

**Longardino's** lunch periods, teachers and their students are utilizing the technology lab to enter Pearson Assessments and Mathletics. As a gentle reminder, please supervise your students to make sure that they are respectful of the equipment and have them sit in the same seat. Mrs. Longardino is very careful about making sure that the Computer Lab stays new and fresh for our students. The equipment is very expensive and needs to be taken care of. All students are accountable and responsible for any broken equipment. If you are not going to be using the Computer Lab please call 2411 to let me know so that Mrs. Longardino can lock the room. Mrs. Longardino does not like keeping the Computer Lab open when no one is using it. If you would like to schedule a Computer Lab visit with your class, please coordinate with Mr. Mizutani. The Computer Lab is open and available period 1 (Mrs. Longardino's prep) and period 5 (Mrs. Longardino's lunch hour). Teachers and students are asked **not to print** in the Computer Lab since toner is scarce and must be saved for technology classes.



Here is a list of classes who are scheduled to use the Computer Lab during 5<sup>th</sup> period (Mrs. Longardino's lunch)

Monday and Tuesday's are Open Periods

Class 331 Mrs. Eckert/Ms. Brown Wednesday's

Class 201 Mrs. Hyland Thursday's

Class 301 Mrs. Tolmie Friday's



Great News...Istation is back! During the month of March, our students will practice I-Station, so that our data reflects their progress and





permits me to tailor lessons to the needs of individual students. If it is your preference that your students work on a particular skill, please let me know. Home access for students will be available shortly. Stay tuned...

Pre-K to 1<sup>st</sup> Grade are using ABC Mouse and Starfall. Students are working on assignments and earning tickets to purchase virtual items in school and at home. ABC Mouse has now included a Second Grade Curriculum. Second grade students have been issued an account for school and home use. Every month, students are given assignments to complete. All classes are using Kodable. Students are learning the basics of computer programming in as little as 20 minutes a week.



**Tagxedo** Grades 4 and 5 are using two new FREE Websites called Tagxedo and Wordle.



All classes are using Pixie 4 to share ideas; use their imagination through a combination of text, original artwork, voice narration, and images. Creating with technology appeals to diverse learners, and encourages thinking, creativity, and communication skills.

Students will use Pixie 4 to create St. Patrick's Day Cards and Spring Projects. Grades 2-5 were introduced to Google Earth! Google Earth is a fantastic, free app that is both fun to use and an excellent learning tool. Google Earth is interactive, and lets the user direct the whole globe, look at satellite imagery with overlays of roads,

buildings, geographic features, and more



All classes are spending time learning how to type using the following free website called Dance Mat Typing.

All 4<sup>th</sup> grade classes created a "Historical Figure-Factbook Page". Students choose a historical figure of their choice and used the computer lab to research and print. Students enjoyed creating a "factbook page" and I look forward to displaying them outside the Computer Lab.



For technical support, please call the DOE Help Desk at (718) 935-5100. Hours are Monday - Friday: 6am-5pm. Call 2411 for any computer related questions or assistance.

## VII. NEWS FROM THE ESL LAB

### **Strategies for Teaching ELLs by Alison Schmitt**

English language learners come from varying linguistic and cultural backgrounds and have different levels of English proficiency, so supporting them in your classroom is no simple task. Here are some strategies you can implement right away.

#### **1. Incorporate language objectives in your lessons.**

We always write a learning objective that is related to the content of our lesson, but we also need to ask ourselves what language is needed to meet that objective. Will students need to use adjectives to describe, or use words ending in -er and -est to compare? An example of a content objective and an accompanying language objective could be:

*Content Objective:* Students will be able to compare the length of various objects in the room by using non-standard units of measurement.

*Language Objective:* Students will be able to orally compare the length of various objects by using suffixes such as -er and -est (for example: longer, longest).

The Common Core speaking, listening and language standards are a valuable resource with respect to what language objectives are grade-appropriate.

## **2. Linguistic frames and words banks are your friends.**

The cognitive load of a task is doubled when students do not have the language they need to access the content. Providing students with sentence starters to get their ideas flowing is a great beginning. But some children still need more language to express complete thoughts and ideas.

A linguistic frame provides the entire sentence to students with various parts omitted, depending on the level of the student. For example, shorter "blanks" and a word bank of pretaught words would be a highly supportive scaffold, whereas longer "blanks" without a word bank would reduce the support of this scaffold.

*Highly supportive:* My favorite character is \_\_\_\_\_ because he/she is \_\_\_\_\_ . (Word Bank: Junie B., Ollie, kind sneaky, funny)

*Less supportive:* My favorite character is \_\_\_\_\_ because in the part when \_\_\_\_\_, he/she is \_\_\_\_\_.

The Bilingual Common Core Initiative on EngageNY.org has aligned the Common Core standards with scaffolds differentiated for all language-proficiency levels and focused on using linguistic frames and word banks.

## **VIII. FROM THE ART STUDIO**



**Pre-K, Kindergarten:** Students will explore the family paintings by Botero, and discuss use of shape, detail, and space. During a class discussion the students will describe how each family is uniquely different. After a short demonstration by the teacher, students will then create a family painting that focuses on use of shape, detail, and space.

**Grade 1:** Students will explore the family paintings by Botero, and discuss use of shape, detail, and space. During a class discussion the students will describe how each family is uniquely different. After a short demonstration by the teacher, students will then create a family painting that focuses on use of shape, detail, color and composition. Painting techniques will be modeled and students will use visual rubrics to self-evaluate their painting skills.

**Grade 2:** Read Me and Uncle Romie, by Cllaire Hartfield. Introduce the collage/photo-montage technique, which is seen in the work of Romare Bearden. View and discuss The Block, by Romare Bearden. Explore city landmarks, and details typical for New York City. Create a large group collage of New York City that focuses on attention to detail, observation skill and color theory. Visual Rubrics will be used for self-evaluation.

**Grade 3:** Read Me and Uncle Romie, by Cllaire Hartfield. Introduce the collage/photo-montage technique, which is seen in the work of Romare Bearden. View and discuss The Block, by Romare Bearden. Explore city landmarks, and details typical for New York City. Create a large group collage of New York City that focuses on attention to detail, observation skill and color theory. Visual Rubrics will be used for self-evaluation.

**Grade 4:** View and discuss various works from the history of Abstract Expressionism. Discuss how the Elements of Art and Design can be applied to communicate emotion. Create an abstract expressionistic painting that demonstrates attention to unity, overlapping, composition, and expression. Small group critiques will be held at a regular basis.

**Grade 5:** View and discuss various prints from the history of Abstract Expressionism. Discuss how the Elements of Art and Design can be applied to communicate emotion. Create an abstract expressionistic painting that demonstrates attention to unity, overlapping, composition, and expression. Small group critiques will be held at a regular basis. Individual and class critiques as well as self-evaluation will be implemented on a regular basis. Introduce new art vocabulary. For extra credit students may research one abstract expressionist.

## **IX. HEALTH & PHYSICAL EDUCATION**



Kindergarten:

1. Introduction to striking an object with your hand
2. Striking a Balloon with a partner as a challenge
3. Striking a Balloon with partners in a large group

1st Grade:

1. Re-introduce striking and object
2. Striking a Balloon and a Beach ball with your hand
3. Striking a Beach ball with a partner
4. Striking a Beach Ball with a large group

2<sup>nd</sup> Grade:

1. Striking a hand
2. Striking with a short handle object(Racquets)
3. Striking with a long handle object(Long racquets and bats)
4. Striking continuous against a wall or stationary target
5. Striking with a partner

### 3<sup>rd</sup> Grade:

1. Review striking with the hand
2. Review striking with a short handle object continuously and with a partner
3. Volley with a wall- Activities & Stations
4. Volley with a partner-(Tennis)

### 4<sup>th</sup> & 5<sup>th</sup> Grades:

1. Concluding all Fitnessgram assessments
2. Concluding Flag Football- team activities and games
3. Introduction to Volleyball Serving, Passing, Hitting

## X. FROM THE NURSE'S OFFICE

Please make it a regular practice to inform the School Nurse one week in advance of all school trips. The Nurse will arrange for a nurse to accompany the students who are not self directed with their medication.



## XI. ADMINISTRATIVE

- **Parent Surveys** - The Parent Surveys are coming! Please encourage all of your parents to complete the Surveys at Parent-Teacher Conferences. We are working on a raffle to awards baskets of books to parents.
- **Religious observances** - Wherever possible, teachers are asked to *consider* taking partial day absences to attend religious services in the morning or evening.
- **Field Trips** - In order to take part in field trips, teachers are required to submit lesson plans ahead of time indicating how they plan to integrate the learning from the trip into their lessons. Field Trips are excellent learning opportunities which need to be planned strategically.
- **Sub Plans** - All teachers need to update their sub plans (including materials and activities) for scheduled and unscheduled absences. These plans enable the substitute teacher to work effectively with your students and are critical to sustaining continuity of instruction. Please see Mrs. Belcher and Mrs. Bellovin about replenishing your sub plans.
- **Parent-Teacher Conference Tabulating Forms** are due by Friday, March 17<sup>th</sup>. Please use Tuesday, March 14<sup>th</sup> Parent Engagement time to reach out to parents who did not attend March 9<sup>th</sup>'s Parent-Teacher Conferences.
- We have loaded up the **PBIS Store** with student books and other items. They can be purchased for a single Starbucks!

## DATES TO REMEMBER

- Feb 27, Monday** School Implementation Team Meeting @ 8:15am  
Marvelous Monday PD #17
- Feb 28, Tuesday** Mighty Milers @ 7:15am  
4<sup>TH</sup> Grade Assessment (50 students) - NAEP  
(National Assessment of Educational Progress) in Rm 410  
President's Council District 29 Meeting at I.S 59Q  
(132-55 Ridgedale St, Queens, NY) at 7:00pm  
Consultation Meeting 2:25-3:10pm  
Principal Support Network Meeting @ P.S. 95 3-6pm

### MARCH 2017:

- Mar 1, Wednesday** School Band Rehearsal @ 2:20pm  
Teacher Leadership Meeting 4-7pm
- Mar 2, Thursday** Dr. Seuss' Birthday (Read Across America Day)  
School Band Rehearsal @ 2:20pm  
District 29 Mentor Leaders Meeting 4-7pm
- Mar 3, Friday** District Office Meeting in the School Library 9:30-11am
- Mar 4, Saturday** Saturday Academy launches! 8:30-11am
- Mar 6, Monday** Pupil Personnel Team Meeting @ 8:15am  
Marvelous Monday #18
- Mar 7, Tuesday** Mighty Milers @ 7:15am  
Parent Engagement
- Mar 8, Wednesday** Dancing Classrooms visit @ 9:20am + Teacher Orientation @ 10am  
School Band Rehearsal @ 2:20pm
- Mar 9, Thursday** Mighty Milers @ 7:15am  
School Band Rehearsal (CANCELED)  
Parent-Teacher Conferences 12:30-2:30pm & 4:30-7:30pm
- Mar 10, Friday**
- Mar 11, Saturday** Saturday Academy-Session #2 8:30-11am
- Mar 13, Monday** School Implementation Team Meeting @ 8:15am  
Marvelous Monday #19
- Mar 14, Tuesday** Mighty Milers @ 7:15am  
Dancing Classrooms - Session #1  
School Leadership Team Meeting @ 3:20pm
- Mar 15, Wednesday** Safety Meeting @ 8:15am  
Picture Day (Kindergarten Graduates)  
School Band Rehearsal @ 2:20pm
- Mar 16, Thursday** Mighty Milers @ 7:15am Leadership Meeting  
CPR Training (Code Blue Team) 8am-2pm  
District Leadership Meeting  
School Band Rehearsal @ 2:20pm  
March PTA Meeting @ 6pm
- Mar 17, Friday** St. Patrick's Day  
Dancing Classrooms - Session #2

Breakfast-with-the-Principal 8:30-9:15am  
 Parent-Teacher Conference Tabulating Forms due

**Mar 18, Saturday** Saturday Academy-Session #3 8:30-11am

**Mar 20, Monday** Pupil Personnel Team Meeting @ 8:15am  
 Mr. Rogers' Birthday "Won't you be my neighbor?"  
 Marvelous Monday #20

**Mar 21, Tuesday** Mighty Milers @ 7:15am  
 Dancing Classrooms - Session #3

**Mar 22, Wednesday** School Band Rehearsal @ 2:20pm

**Mar 23, Thursday** Mighty Milers @ 7:15am  
 Principal Conference Meeting @ I.S. 59 8:30am-1pm  
 School Band Rehearsal @ 2:20pm  
 CDEC Meeting @ P.S. 52 @ 6:45pm

**Mar 24, Friday** Dancing Classrooms - Session #4

**Mar 25, Saturday** Saturday Academy-Session #4 8:30-11am

**Mar 27, Monday** School Implementation Team Meeting @ 8:15am  
 Marvelous Monday #21

**Mar 28, Tuesday** Mighty Milers @ 7:15am  
 ELA Exam (Day 1)

**Mar 29, Wednesday** ELA Exam (Day 2)  
 School Band Rehearsal @ 2:20pm

**Mar 30, Thursday** Mighty Milers @ 7:15am  
 ELA Exam (Day 3)  
 Birthday-with-the-Principal @ 1:30pm in the MPR  
 School Band Rehearsal @ 2:20pm

**Mar 31, Friday** Dancing Classrooms - Session #5  
 Friday Clubs-Cycle I-launches!

## APRIL 2017

**Apr 1, Saturday** April Fool's Day  
 Saturday Academy-Session #5 8:30-11am

**Apr 3, Monday** Pupil Personnel Team Meeting @ 8:15am

**Apr 4, Tuesday** Mighty Milers @ 7:15am

**Apr 5, Wednesday** School Band Rehearsal @ 2:20pm

**Apr 6, Thursday** Mighty Milers @ 7:15am  
 School Band Rehearsal @ 2:20pm

**Apr 7, Friday** Friday Clubs-Cycle I-Session #2 2:20-4:10pm

**Apr 10-18** SCHOOL CLOSED - Spring Recess

**Apr 19, Wednesday** SCHOOL RE-OPENS  
 Safety Meeting @ 8:15am  
 School Band Rehearsal @ 2:20pm

**Apr 20, Thursday** Mighty Milers @ 7:15am  
 Principals Conference @ P.S./I.S. 208 8:30am-1pm  
 District Leadership Meeting @ P.S./I.S. 208 1-2:30pm  
 School Band Rehearsal @ 2:20pm

Demystifying ACS Parent Workshop 5-6pm  
 April PTA Meeting @ 6pm

**Apr 21, Friday** Breakfast-with-the-Principal + School Tour 8:30-9:15am  
 Friday Clubs-Cycle I-Session #3 2:20-4:10pm

**Apr 24, Monday** Pupil Personnel Team Meeting @ 8:15am

**Apr 25, Tuesday** Mighty Milers @ 7:15am  
 School Leadership Team Meeting @ 3:20pm

**Apr 26, Wednesday** Administrative Professional Appreciation Day!  
 School Band Rehearsal @ 2:20pm

**Apr 27, Thursday** Mighty Milers @ 7:15am  
 School Band Rehearsal @ 2:20pm

**Apr 28, Friday** Friday Clubs-Cycle I-Session #4 2:20-4:10pm

**Apr 29, Saturday** NY Roadrunners Foundation Track Jamboree @ Icahn Stadium  
 7am-2pm