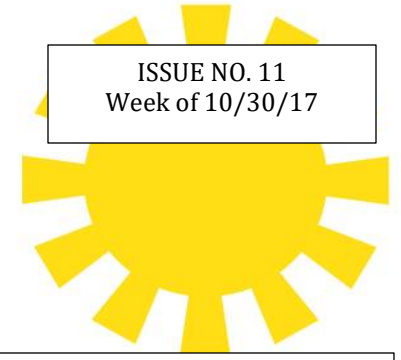


# Newsletter



## Announcements

Please join us on



## Message from the Principal

School Accountability Dashboard

California is adopting new reports on the performance of schools and districts that look at all aspects of a quality school environment to include:

Four state indicators of school success with performance standards: readiness for college and careers, graduation rates, progress of English learners and suspension rates.

Two state indicators of school-success scores on state standardized tests and chronic absenteeism.

Four local indicators to gauge basic conditions at a school, school climate, progress towards meeting subject matter, content standards and parent and family engagement.

A system to ensure schools that do not meet performance standards will be provided technical assistance and, if needed, intervention.

Data will provide schools and districts information on model best practices, showing what schools that perform well do and also provide resources for schools to improve.

Access PYA

at: <https://www.caschooldashboard.org/#/Details/39686760121798/1/EquityReport>

Dr. Shelley Spessard, Principal

Congratulations to our students that had their art displayed for the 2017 Brubeck Jazz Festival. The art was inspired by the music of Ella Fitzgerald. The students combined images of Japan and Ella to represent her tour in Japan.

Baylen Ponte  
Daisy Gomez  
Sophia Matty  
Alisa Baker

Eriana Teczon  
Zahirah Hakim  
Melanie Miyai  
Vickie Koayen



# Thank You

On behalf of our entire Primary Years Academy Team, I want to thank our parents, grandparents, community volunteers, school district employees and students for coming together to help us host Dia de Los Muertos Trunk or Treat. We had an amazing turnout.



## Turkey Trot

PYA will hold our first Annual Turkey Trot on November 17th. Each class will compete in a race. The winner will receive a frozen turkey. We are looking for donations of frozen turkeys. Please email Dr. Spessard at [sspessard@stocktonusd.net](mailto:sspessard@stocktonusd.net) if you are able to donate.

## Costume Parade October 31<sup>st</sup> at 9:45 am

Students will be allowed to come in costume on October 31<sup>st</sup>. **No Blood, gore, Non wearable accessories or face masks.** Students that wish not to participate will have an alternative activity. Please let your child's teacher know in advance.



**COSTUME PARADE**





## IB Coordinator's Corner

Hello PYA Families,

There are five essential elements to IB's primary years program at PYA. Our teachers incorporate these five elements of IB in the Units of Inquiry that are taught in our school.

- **Knowledge: What do we want students to know?** We teach different subjects through the Units of Inquiry. Our teachers design lessons that start with IB's Transdisciplinary Themes and dives deeper into global topics at each grade level.
- **Approaches to Learning: What do we want students to be able to do?** A goal of the IB program is that students become life-long learners; learning continues even after they have completed school. These skills focus on research, social, communication, thinking, and self-management skills needed to be a better student and a life-long learner.
- **Key Concepts: What do we want students to understand?** There are eight concepts that we use to help guide students to deeper learning in the Unit of Inquiry and make connections to the world around them.
- **Attitudes: What do we want students to feel, value and demonstrate?** Students will learn to value other people, cultures and environments as part of becoming "global citizens".
- **Action: How do we want students to act?** Part of learning here at PYA is that students "act" upon their learning. They take responsible action with their learning and make an impact in the world around them.

Over the next few weeks, we will look at each of these essential elements more closely. This will also be a topic at one of our IB Family meetings later in the year.

Thank you!

Hola familias PYA,

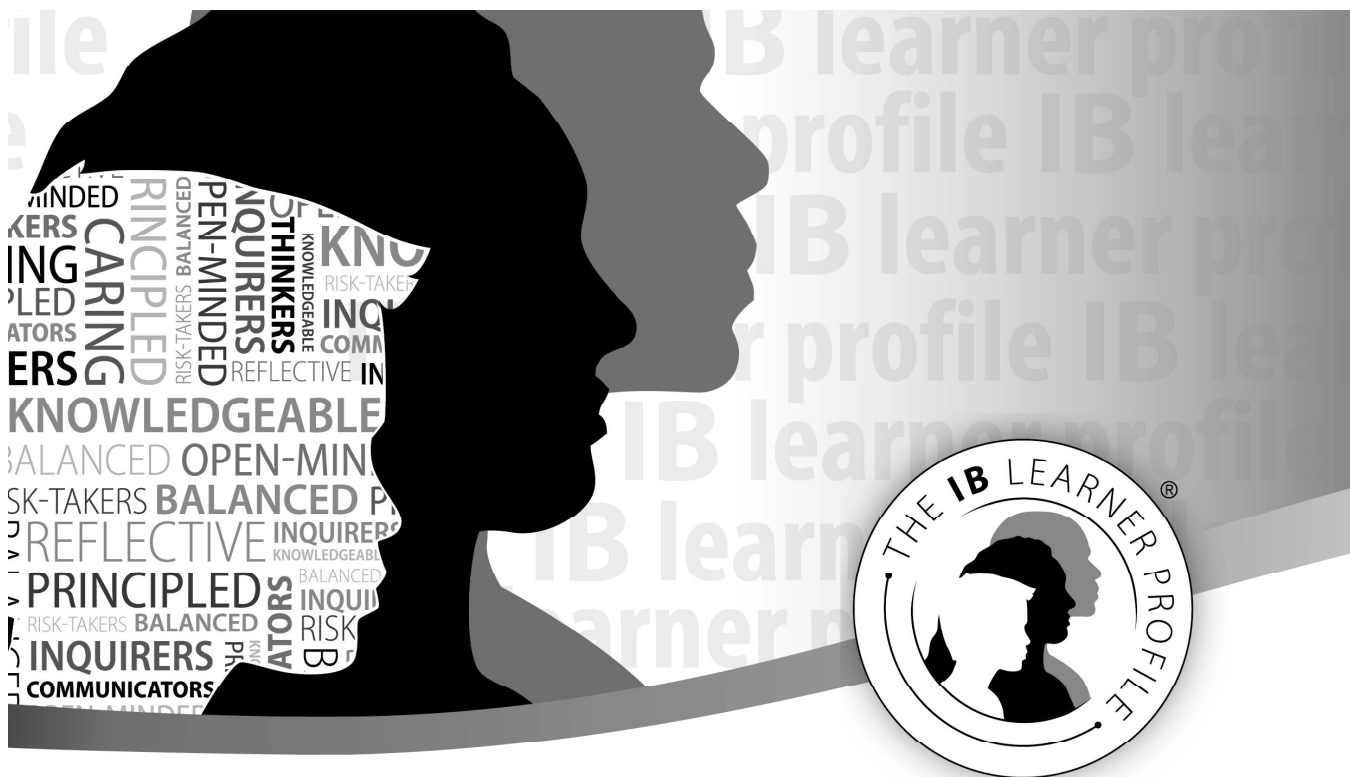
Hay cinco elementos esenciales para el programa de años principales de IB en PYA. Nuestros profesores incorporan estos cinco elementos de IB en las Unidades de investigación que se enseñan en nuestra escuela.

- **Conocimiento: ¿Qué queremos que los estudiantes sepan?** Enseñamos diferentes materias a través de las Unidades de Investigación. Nuestros profesores diseñan lecciones que comienzan con los Temas Transdisciplinarios del IB y profundizan en temas globales en cada nivel de grado
- **Enfoques para el aprendizaje: ¿Qué queremos que los estudiantes puedan hacer?** Una meta de los programas IB es que los estudiantes se conviertan en aprendices de por vida; el aprendizaje continúa incluso después de haber completado la escuela. Estas habilidades se centran en la investigación, las habilidades sociales, de comunicación, de pensamiento y de autogestión necesarias para ser un mejor estudiante y un aprendiz de por vida.
- **Conceptos clave: ¿Qué queremos que los alumnos entiendan?** Hay ocho conceptos que utilizamos para ayudar a guiar a los estudiantes a un aprendizaje más profundo en la Unidad de Investigación y establecer conexiones con el mundo que los rodea.
- **Actitudes: ¿Qué queremos que los estudiantes sientan, valoren y demuestren?** Los estudiantes aprenderán a valorar a otras personas, culturas y entornos como parte de convertirse en "ciudadanos globales".
- **Acción: ¿Cómo queremos que los estudiantes actúen?** Parte del aprendizaje aquí en PYA es que los estudiantes "actúen" sobre su aprendizaje. Toman medidas responsables con su aprendizaje y tienen un impacto en el mundo que los rodea.

En las próximas semanas, veremos cada uno de estos elementos esenciales más de cerca. Este también será un tema en una de nuestras reuniones de la familia del IB más adelante en el año.

¡Gracias!





# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

## Message from the Principal cont....

An additional activity effort — [Fire Up Your Feet](#) — provides a full range of age-appropriate resources and educational materials to encourage physical activity to, from and at schools, with simple ways to track activity, earn awards, fundraise in a healthy way and stay motivated in a fun and friendly environment.

Hosted by Kaiser Permanente, Safe Routes to School National Partnership and National PTA, the program inspires families, students and teachers to get moving raising funds to invest in items like gym equipment, bike racks and many other options to boost physical activity at our own schools. Find out more and get fired up today!

Register at: <http://ca.fireupyourfeet.org/>

# November 2017

Sun Mon Tue Wed Thu Fri Sat

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2 Student Council Executive Board Meeting 10:45 -11:25	3 1st grade walking Field trip	4
5	6	7	8	9	10 Holiday No School	11
12	13	14	15	16	17 Turkey Trot & Movie Night	18
19	20	21	22	23	24	25
26	27	28	29	30		

## MINDSET INTRODUCTION FOR PARENTS

Your school is teaching students about Mindset. It is important for you to be aware of what it is, why it's important, and how you can support it.

### WHAT IS MINDSET AND WHY IS IT IMPORTANT?

Mindset is a simple idea discovered by world-renowned Stanford University psychologist Carol Dweck in decades of research on achievement and success. Dr. Dweck identified two mindsets people can have: a fixed mindset and a growth mindset. In a fixed mindset, people believe their basic qualities, like intelligence or talent, are fixed traits. They spend their time documenting their intelligence or talent instead of developing them, and believe that talent alone creates success, which is wrong. In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all people who achieved top performance had these qualities. Research shows that people with this view reach higher levels of success than people with fixed mindset beliefs. Teaching a growth mindset creates motivation and productivity in the worlds of business, education, and sports. It enhances relationships, and increases achievement.

### HOW CAN YOU SUPPORT A GROWTH MINDSET IN YOUR CHILDREN?

No parent thinks, "I wonder what I can do today to undermine my children, subvert their effort, turn them off learning, and limit their achievement." Of course not. We think, "I would do anything, give anything, to make my children successful." Yet many of the things we do boomerang. Our best intentioned judgments and our motivational techniques often unintentionally send the wrong message. In fact, every word and action sends a message. It tells children – or students or athletes – how to think about themselves. It can be a fixed mindset message that says: "You have permanent traits and I'm judging them," or it can be a growth mindset message that says: "You are a developing person and I am interested in your development." The most important thing you can do to help your child develop a growth mindset is to praise them for effort rather than for talent. Messages like "You learned that so quickly! You're so smart!" teach the child that they either are or aren't smart, and that effort is a sign of weakness. When they encounter difficulty in the future, they tend to then feel not smart and retreat. Instead, messages such as "I like the way you approached that problem", or "Good job to hang in there and find a different strategy that did work," or "Sorry, that seemed to be too easy for you, let's do something more challenging," teaches kids that effort is something we can all benefit from to reach our full potential, and that they need to be working purposefully and taking on challenges in order to grow.

### HOW CAN I LEARN MORE?

You can visit the Mindset Works website, [www.mindsetworks.com](http://www.mindsetworks.com), read Dr. Carol Dweck's book *Mindset*, or visit the Mindset Works Parenting pages at [www.mindsetworks.com/parents](http://www.mindsetworks.com/parents) to learn about ways to infuse the growth mindset into your parenting.



## INTRODUCCIÓN A MINDSET PARAPADRES

Su escuela les está enseñando a los niños acerca de Mindset. Es importante que usted conozca de qué se trata, por qué es importante, y cómo puede apoyarlo.

### **¿Qué es Mindset y por qué es importante?**

Mindset es una idea simple, descubierta por la psicóloga de renombre mundial de la Universidad de Stanford Carol Dweck durante décadas de investigación sobre el rendimiento y el éxito –una idea simple que hace toda la diferencia. La Dra. Dweck reconoció que hay dos tipos de mentalidades: la mentalidad fija y la mentalidad de crecimiento. En una mentalidad fija, las personas creen que sus cualidades básicas, como la inteligencia o el talento, simplemente son características fijas. Pasan su tiempo documentando su inteligencia o su talento en lugar de desarrollarlos. También creen que el talento por sí solo genera éxito -sin esfuerzo. Están equivocados. En una mentalidad de crecimiento, la gente cree que sus habilidades más básicas se pueden desarrollar a través de la dedicación y el trabajo duro –el cerebro y el talento son sólo el punto de partida. Este punto de vista crea un amor por el aprendizaje y una capacidad de resiliencia que es esencial para los grandes logros. Prácticamente todas las personas que alcanzaron un rendimiento máximo tenían estas cualidades. La investigación muestra que las personas con este punto de vista alcanzan niveles más altos de éxito que las personas con creencias basadas en la mentalidad fija. La enseñanza de una mentalidad de crecimiento crea motivación y productividad en el mundo de los negocios, la educación, y el deporte. Mejora las relaciones y aumenta los logros.

### **¿Cómo puede usted apoyar una mentalidad de crecimiento en sus hijos?**

Ningún padre piensa “qué puedo hacer hoy para debilitar a mi hijo, perturbar su esfuerzo, impedir su aprendizaje, y limitar su logro”. Por supuesto que no. Pensamos “haría cualquier cosa, daría todo, para que mi hijo sea exitoso”. Sin embargo, muchas de las cosas que hacemos tienen un efecto bumerán. Sin querer, nuestros juicios mejor intencionados, nuestras enseñanzas, nuestras técnicas de motivación, suelen enviar el mensaje equivocado. De hecho, cada palabra y acción envía un mensaje. Les dice a los niños -o estudiantes o atletas- cómo pensar acerca de sí mismos. Puede ser un mensaje de mentalidad fija que dice: “Tienes características permanentes y las estoy juzgando”, o puede ser un mensaje de mentalidad de crecimiento que dice: “Eres una persona en desarrollo y estoy interesado en tu desarrollo”. Lo más importante que usted puede hacer para ayudar a inculcarles a sus hijos una mentalidad de crecimiento es elogiarlos por el esfuerzo y no por el talento. Mensajes como “¡Has aprendido tan rápido! ¡Eres tan inteligente! les enseña a los niños que el esfuerzo es un signo de debilidad y que pueden ser inteligentes o no serlo. Si en el futuro se encuentran con una dificultad, no sabrán cómo lidiar con ella. En cambio, mensajes como “me gusta la forma en que abordaste ese problema”, o “qué bien que hayas perseverado y hayas encontrado una estrategia diferente que funcione”, o “lo siento, eso fue muy fácil para ti, hagamos algo más desafiante”, les enseña a los niños que el esfuerzo es algo de lo que todos podemos beneficiarnos para alcanzar nuestro máximo potencial, y que deben trabajar con determinación para crecer.

## ¿Y si quiero saber más?

Puede visitar el sitio web de Mindset, <http://www.mindsetworks.com/>, leer el libro *La Actitud del Éxito* de la Dra. Carol Dweck (o en inglés, llamado *Mindset*), o visite las páginas mentalidad de Obras para padres en <http://www.mindsetworks.com/parents> para aprender acerca de maneras de infundir la mentalidad de crecimiento en su crianza .