



**Brentwood
Borough
School
District**

SUPERINTENDENT'S MESSAGE

BY DR. AMY M. BURCH



2020 Census – Only You Can Tell Your Story!

April 1, 2020 is National Census Day, and your participation matters. Did you know that the Census impacts essential services and community supports such as healthcare, housing, food, libraries, education, and roads? Every family of five not counted in the Census equates to a loss of \$100,000 in community resources. For our community, this means we could lose millions of dollars.

Pennsylvania is ranked second nationally in the amount of dollars that could be lost per person and Allegheny County is at the highest risk of undercounted people in all Western Pennsylvania. Across Pennsylvania there are three main areas directly impacted by the Census. The first is representation at the government level. Pennsylvania could lose one or more of the 18 representatives in the US House and potentially cost one or more of the 20 electoral votes. Secondly, over \$39 billion dollars in annual funding from the 55 largest federal programs relies on Census data. Thirdly, over a decade, the demographics of a community change. Brentwood is an excellent example of this. In the past six years, our student population has become diverse. Brentwood would benefit from an

updated count of young children, immigrants, refugees, students attending post-secondary education, people of color, and low-income housing.

There are multiple ways to respond to the Census, online, over the phone, or a paper questionnaire and the census is available in multiple languages. The results of the Census have significant impact on our community local community and our entire state. We urge all of our families to participate in the Census.



A Coffee a Day Keeps the Grumpies Away!

The #Adulting program at Brentwood High School continues to involve students in real life work experiences. Students are working under the direction of Mrs. Maria Vassileros, the AIU 1 speech pathologist, and are becoming coffee baristas. For the past few weeks, two students have been manning the mobile coffee cart and selling coffee to staff at the high school. Sophia Riley and Haley Weiss are stocking the coffee cart with necessary supplies (coffee cups, creamer and sugar, napkins, and stirrers), taking staff's coffee orders, delivering the coffee, taking payment, and making change. The girls' confidence is growing, and they are engaging in conversations with people they may not know. They even treat each customer to a coffee-inspired joke! This opportunity could potentially lead to the girls working for Starbucks! This project was made possible by a grant from the Pennsylvania Training and Technical Assistance Network (PATTAN) focusing on preparing students for the world of career and work after high school graduation.

Brentwood Computer Science Program and PAsmart Grant 2020



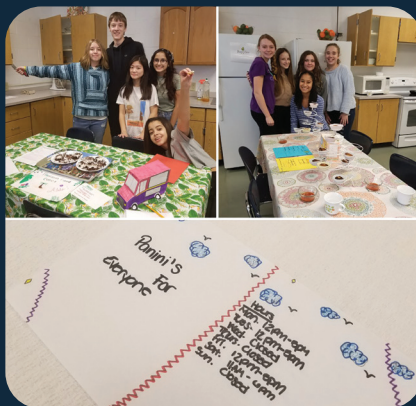
Over the past six years, the district has examined opportunities to expand course offerings that will prepare students to meet the challenges of the complex society. It was from this mission that a Computer Science program was piloted in a 2017-2018 school year with one class at the high school. In the following year, the STEAM Catalyst Grant enabled the district to expand the Computer Science program to three classes offered across grades 6-12 and enrollment spiked from nine students to 250 students. In 2019-2020, the district expanded an already thriving program to include five Computer Science classes, one of which included a partnership with the Carnegie Mellon University Computer Science Academy. With this expansion the Computer Science Program reached 321 students across grades

6-12. Recognizing that our elementary students would benefit from exposure to the field of computer science, a PAsmart Grant was authored and submitted by Computer Science teacher, Mr. Chris Pierce and Superintendent, Dr. Amy Burch. In January, Dr. Burch was invited to be a keynote speaker at the STEAM Showcase sponsored by the Allegheny Intermediate Unit's Transform Ed Department and Remake Learning. Immediately following Dr. Burch's presentation, the Pennsylvania Secretary of Education, Pedro Rivera who was also in attendance at the STEAM Showcase announced that the Brentwood Borough School District's PAsmart Grant would be funded. With this funding, a selected number of elementary teachers will be trained to incorporate computer science across the curriculum.

Career Readiness

Mrs. Sztroin, the long-term substitute, for Mrs. Olexa's Career Planning and Life Management classes had freshmen engage in a lesson incorporating entrepreneurial, culinary, artistic, mathematical and literacy skills as they created a food truck project.

Students developed a plan for a food truck business and created menus with food items, prices, recipes, and



developed marketing strategies for the business and truck itself. The groups cooked one item off of their menus and had guests sample their delicious recipes. Students learned many lessons about several subject areas while being creative and having fun in class.



Children Who Have Experienced Trauma in our Schools

The focus of educators is becoming more about supporting students who face trauma, catastrophic events, multiple disabilities, and special talents, all without the benefit of a clear diagnosis. This is leaving schools responsible for a greater need for understanding of student learning that falls outside the realm of a worksheet and basal reader.

Trauma-informed education is now mandatory at all Pennsylvania public schools thanks to new legislation included in the state's 2019-2020 budget. Earlier this year, Pennsylvania legislators introduced two bills that included the implementation of trauma-informed approaches to student learning. The approaches included in the bills recognized the signs and symptoms of trauma and integrated that knowledge into education-based policies, learning procedures and practices. During the budget process, legislators combined the bills and incorporated them into Senate Bill 144.

The new bill recognizes that Adverse Childhood Experiences (ACEs) – which include factors such as abuse, neglect and other traumatic experiences – have a potentially long-lasting effect on children's cognitive functioning and physical, social, emotional, mental and spiritual well-being. The bill requires schools to implement mandatory training of administrators, staff and school board members to identify the signs and symptoms of trauma. That would lead to the school community using a multi-tiered support system for students and families who have experienced trauma, preventing its reoccurrence and promoting resiliency tailored to the entire school community.

Students are often faced with dire situations far outside their control. Managing these situations and addressing the emotional impact can make day-to-day instruction feel trivial in comparison. How do you face a traumatic event and continue to learn fractions?

This school year, we have seen flooding, fires, tornados, mudslides, earthquakes, and hurricanes affect communities. Surely these should be considered traumatic events!

Continued on next page >

Children Who Have Experienced Trauma in our Schools Continued

The National Child Traumatic Stress Network (NCTSN) counts natural disasters as traumatic events. The NCTSN defines a traumatic event as a “frightening, dangerous, or violent event that poses a threat to a child’s life or bodily integrity.” Each student reacts to trauma in his or her own way. While there is no clear-cut set of cues to spot, there are many resources describing possible signs of trauma to keep an eye out for. According to the NCTSN, there is a variety of behaviors that you might observe in students affected by trauma.

These students are dealing with issues that are far outside of the classroom, yet impact learning. How students deal is unique to them, but they do not qualify for special services immediately. Trauma-screening resources are available for educators to help providers identify children’s and families’ needs. Knowing the signs and resources is a first step to managing a general education classroom with these special students.

Students who face trauma certainly require special accommodations. Their world and work are significantly impacted by forces outside of their control. There are behaviors we can look for and resources we can put in place, but as educators, and often participants of the same catastrophic events, we need to be aware of the resources and act as *part* of the solution, not the only solution.

Educators are well aware of the impact of poverty on students and learning. But, do you know how many students are homeless? This is a challenge being faced by more students than you might expect, and under new Every Student Succeeds Act (ESSA) requirements, increased focus is being placed on monitoring the academic growth of this specific population. Again, these students fit outside the realm of traditionally acknowledged special education students.

For homeless students, the classroom could be the one safe, stable place in their day-to-day lives, an important connection to the safety and security of routine and, perhaps most critically, an essential support in the journey out of poverty and into a better situation. These students are being forced to deal with significant, difficult, and interrelated challenges outside of the classroom that inevitably impact academic performance and the ability to participate in instruction.

It is important from the beginning that students are supported by one unified team that assists students in the best way possible. At the end of the day, parents AND school staff want the best for the children, and it’s important to remember that. Educators play an important role in students’ lives, and they make sure that their voice is heard, but they also recognize that they must listening to what parents have to say. The best guideline is to keep children’s best interests in mind.



“Career Day” at Brentwood Middle School

Brentwood Middle School hosted its annual Career Day. Fifteen guest speakers volunteered their time to visit the middle school and share information about their particular occupations with the students. All middle school students in grades 6, 7, and 8 were able to attend four sessions chosen based on their individual interests. The careers represented during the day consisted of:

District Justice	Police Officer
FBI Agent/State Trooper	Safety Director for Contracting
Director of Facilities	Social Worker
Nurse/Health Assistant Instructor	Teacher/Coach
Real Estate Agent	Natural Gas Scheduler
Engineering Manager	Crime Scene Lab Technician
Accountant	Stork Nurse
Geologist	

The Career Day program helps to satisfy the “Career and Preparation” strand of the PA Career Education and Work (CEW) standards. In addition, this annual event allows the students to gain valuable insight into a variety of occupations and assists them as they begin to prepare for high school and post-secondary options. Brentwood Middle School would like to thank all of our presenters as well as our school counselor, Mrs. Whitney Reynolds, for making Career Day a huge success!

Collaboration with the GBU - Operation Reach Out

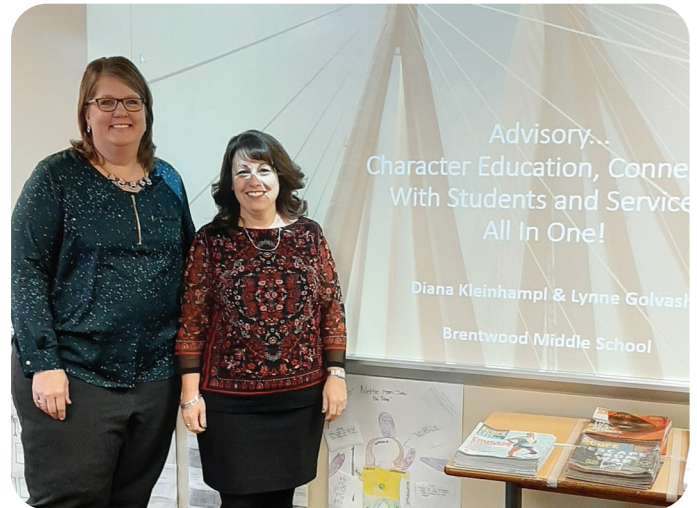
Brentwood’s National Honor Society and Interact Club joined forces to help with Operation Reach Out Project. The Brentwood students helped pack 5000 boxes that were shipped to US troops in Iraq and Afghanistan. GBU Financial Group has served as a tremendous partner to the district in the past and with their generosity to fund the travel and student lunches, our students were able to give back to the troops that are serving our country.

Brentwood Middle School Advisory Program Highlighted at PAMLE Regional Conference

Each year, the PA Association for Middle Level Education (PAMLE) hosts a regional conference to highlight best practices and effective programs in middle schools throughout western Pennsylvania. This year's conference was held South Fayette Middle School.

Two Brentwood teachers, Lynne Golvash and Diana Kleinhampl, were selected to present a workshop on Brentwood Middle School's Advisory Program at the 2020 PAMLE conference. Teachers and administrators from various school districts attended the workshop to learn more about how the Advisory Program has a positive impact on the 6th, 7th, and 8th grade students at Brentwood.

The Advisory Program has been a fixture at Brentwood Middle School for the past two decades. However, the program has continued to evolve over the years to best meet the needs of the students. The three primary elements of the Advisory program are character education, building positive connections between students and staff, and providing community service opportunities. Each of these elements are interwoven throughout the program. Mrs. Golvash and Mrs. Kleinhampl serve as the leaders of the Advisory Program at Brentwood Middle School and meet each summer to come up with new ideas for that school year.



Fifteen middle school teachers serve as advisors for groups of 15-20 middle school students. Once a student is paired with an advisor, they remain together for all three years of middle school, providing each student with a mentor for their middle school experience. Students and teachers are paired based on common interests or other factors that foster positive relationships.

Advisory is a program that Brentwood Middle School is very proud of and it was exciting to share the program with other educational professionals at the PAMLE conference!

HIGH SCHOOL NEWS

Interact Club

Brentwood Interact students attended the World Affairs Institute for Student Leaders at the Senator John Heinz History Center. The students participated in discussion groups on what it will take to achieve a sustainable world for all. The students were sponsored by the Pleasant Hills Rotary. The students that attended included:

Rachel Bohenek	Makala Shy
Bailey Wertz	Alona Washington
Courtney Keeling	Rachel Salina-Garcia
Pamela Ebo	



OPERATION REACH OUT





Steel Center for Career and Technical Education (CTE) Offers New Career Options for 2020-2021

Steel Center for CTE has offered the Health Assistant program for many years and it is one of the most popular programs that the school offers. The Health Assistant program provides students with an introduction to health careers, basic anatomy and physiology, medical terminology, legal and ethical aspects of health care and communications and at least three planned courses for the knowledge and skills for the occupational area such as medical assisting, ward clerk, and nursing assisting. The program is designed to prepare individuals for entry-level employment in a minimum of three related health occupations under the supervision of a licensed health care professional.

In response to the popularity of this program, Steel Center for CTE has expanded the Health Science cluster. Beginning in the fall of 2020, students will have the option to select programs in Health Assistant, Veterinary Technician, Rehabilitation Aide, or Healthcare Technology.

The Veterinary Technician program prepares individuals to support veterinarians by aiding during animal examinations, treatment administration and monitoring; by keeping animal and related health record information; and by performing a range of selected practice-related duties. This program is designed to provide instruction in preparing the animal for examination and treatment, sterilizing equipment and performing selected routine laboratory procedures under direct supervision of the veterinarian. Instruction also includes maintaining medical and business records, charting and scheduling activities and a wide range of practice-related duties as applied to animal health care, the biomedical field and the pet industry.

The Rehabilitation Aide program prepares individuals to assist in rehabilitation services under the supervision of physical therapists, occupational therapists, speech-language pathologists, and other therapeutic professionals, and to perform routine functions in support of rehabilitation.

The Healthcare Technology program prepares individuals to apply knowledge and skills in the health occupations. Instruction is provided in the basic skills in a variety of areas associated with health occupations such as health and medical services, pharmaceutical and medical instruments and supplies. Instruction includes but is not limited to foundations of health (medical terminology); anatomy and physiology; legal, ethical and economic aspects of health care; clinical laboratory procedures; basic health occupational skills; aseptic techniques; OSHA regulations; and infection control.

Steel Center for CTE is very excited to offer the expansion of the Health Science Cluster. Offering the Health Assistant program, as well as the three new courses, provides students a variety of options to choose for future career fields. These programs serve a need that exists in the local market for employment and career opportunities.

Brentwood Borough School District Honored on 10th Annual AP Honor Roll

The Brentwood Borough School District was recognized on the 10th Annual AP Honor Roll. Over the past three school years, Brentwood High School has partnered with the National Mathematics and Science Initiative (NMSI) which focused on AP offerings in English, mathematics, science, and computer science. Additionally, Brentwood High School offers AP courses in social studies and foreign language. Over the past three years the AP offerings at the high school have been expanded. As a result of the expansion more students are being encouraged to take AP classes as part of their program of studies and the students have responded with the additional supports by earning more qualifying scores. In 2017, 15 students had qualifying scores on AP exams, and as a result of the changes there were 50 qualifying scores in 2019. Another positive result of the AP focus was in 2017 there were 33 AP tests administered to Brentwood students. In 2020, 136 AP exams will be administered to students. The increase in test takers and qualifying scores has been recognized by including the district on the 10th Annual AP Honor Roll.

Inclusion on the 10th Annual AP District Honor Roll is based on the examination of three years of AP data, from 2017 to 2019, for the following criteria:

- Increased participation/access to AP by at least 4% in large districts, at least 6% in medium districts, and at least 11% in small districts.
- Increased or maintained percentage of American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Other Pacific Islander students taking exams and increased or maintained the percentage of American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Other Pacific Islander students scoring 3+ on at least one AP Exam; and

10TH ANNUAL**AP[®] District
of the Year
Winner**

CollegeBoard

AP[®]

- Improved performance levels when comparing the percentage of students in 2018 scoring a 3 or higher than those in 2016, unless the district has already attained a performance level at which more than 70% of its AP students are scoring a 3 or higher.

Brentwood High School is very proud of the work that the students have put forth in the preparation for the AP exams. Their hard work has paid off for them personally and their contribution to the district being recognized by the College Board. We would also like to thank and recognize our instructors who are:

- Mr. Colin McDonald – AP English Literature & Composition
- Mrs. Kristin Cramer – AP English Language & Composition
- Mrs. Jennifer O'Shea and Dr. Ian Shortt – AP European History
- Mr. Kenneth Solomon – AP United States History
- Mrs. Kathryn Phillips – AP Calculus AB and AP Calculus BC
- Mr. Kevin Patterson – AP Statistics
- Mr. Christopher Pierce – AP Computer Science Principles
- Mr. Christopher Chatham – AP Physics I: Algebra-Based and AP Physics C: Mechanics
- Mrs. Amy Kyrk – AP Spanish Language and Culture
- Mrs. Cynthia Hebestreit – AP German Language and Culture

The professional teaching staff has worked extremely hard on preparing themselves in their respective subject areas and preparing the students for the exam. The teachers have been involved with professional development which has addressed AP content as well as test taking strategies to share with the students.

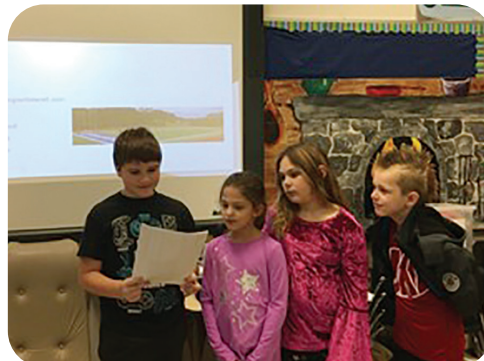
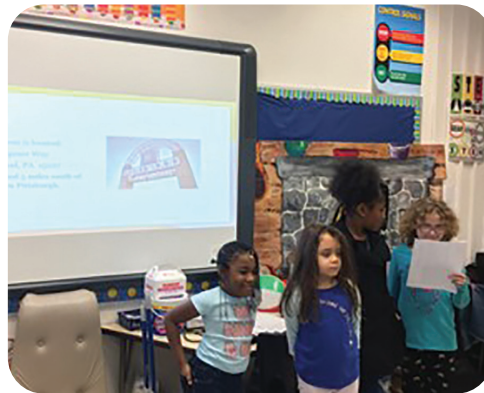
Star Light Star Bright- What Constellation Will You See Tonight?

The fifth grade recently completed a STEAM constellation project that helped enrich their understanding of how explorers used the stars to navigate the open sea. Mrs. Duing, the fifth-grade math and social studies teacher, and Mrs. Smeltz, the technology and



STEAM teacher, worked with students to create a replica of the constellations. Students worked in groups to research, create, and code for each constellation. Using Hummingbird Robotics kits, students were able to illuminate their projects by coding their LED lights to glow, change colors, and blink! To see their constellations in action, follow our STEAM adventures on Twitter using the handle @smeltztech!

What Makes the Brentwood Community Great!



In third grade students have been learning about the Brentwood Community and the different departments that make up a community. With the help of Mrs. Rittiger and Mrs. Smeltz, students researched and explored information for the departments of Fire, Police, EMS, Parks and Recreation, Library, Brentwood Towne Center, and the Brentwood school district. Students then created a Google slideshow presenting their findings to their class on the purpose, location and features found in each department. The students enjoyed learning new information about why Brentwood is a great community and a wonderful place to live!

Super STEAM Challenges

In the first half of the year, the fourth-grade students at Elroy Elementary have been participating in different STEAM-related challenges. Fourth-grade teachers, Mrs. Very and Mrs. Dobson, along with the STEAM and technology teacher, Mrs. Smeltz, have provided students with different STEAM-related challenges. Spaghetti Tower, Paper Chain, and Marshmallow Bridge are some of the exciting challenges the students have faces.

These challenges have allowed students to problem-solve in a unique and collaborative manner engaging in hands-on learning that requires various skills to come up with a solution in a creative and unique way. The challenges also help students learn about teamwork, collaboration, perseverance, and encouraging each other. Our next challenge will involve a cross-curricular project with ELA, Science, and Hummingbird robotics kits. Follow us on Twitter, @smeltztech, to see what new and exciting projects the students will be creating!



The Importance of Music and Art in Child Development

Many studies have been done about the importance of music and art in early development of children. Music exposure can accelerate brain development, language acquisition, and reading skills. Learning to play an instrument can improve math skills. Music improves the body-brain connection and allows the body and the brain to work together. Several studies have shown that exposure to music helps children speak more clearly and strengthens social and emotional skills. If a child dances to music, he is using his motor skills. If he sings along to music, he practices vocalization. Both actions allow for self-expression and can build self-esteem. Parents play an important role in a child's musical development. Music can be used to help express happiness, sadness, anger, and to calm a child. Younger school-age children love to sing. They enjoy songs about counting, the alphabet or songs meant to help them remember facts. Older school-age children begin to develop preferences for different types of music. They might begin to show an interest in learning to play an instrument. Our third graders at Elroy are introduced to the recorder and will be able to try different instruments at the end of the year to begin lessons next school year.

Just as music helps the brain development, artistic expression is important too. Art is a non-verbal language used to express ideas and emotions. The artistic process helps us tap into our activity and soothe our souls. Exposure to art activities helps to stimulate the brain through sound, movement and color. These activities strengthen and exercise the brain. Engaging in art activities stimulates both sides of the brain. In addition, art expressions improve memorization, attention, and concentration. Art can aid in developing reading skills, improving performance in math and science, and help in learning new concepts. As children get older, art experiences can help improve self-esteem, provide opportunities for self-expression and allow children to learn to work together. Art can also help children learn persistence and consistency. Our new Art teacher at Elroy has provided many opportunities for our students to express themselves using art as a medium. We are very fortunate at Elroy Elementary to have a great and passionate music and art teacher.



Parents' Role in Homework

As a parent, you are the most important and influential person in your child's life. Your child needs you to be interested and involved in his/her education. While parents may feel that being involved in their children's homework means doing it for them, it really sends the message that children are incapable of doing the work and that the main objective is perfection. This denies the student the opportunity to develop skills and gain understanding from the experience. We want students to have the responsibility and the perseverance to work through a task to completion. In fact, one of the greatest benefits of children doing their homework by themselves is that it teaches them that they can struggle, try several different approaches and succeed. This gives them confidence in their own abilities that will carry over to other school tasks. If your child wants you to correct the completed homework, you may point out errors or better yet, the types of errors that were made. It is important to discover and correct their own errors.

Parents can help children develop good study habits if they:

- Take an active interest in their children's homework by finding out what assignments are, talking with them about assignments, and looking over completed work.



- Set aside a regular time that works for your child and your family. Help your children manage their time and get organized so that homework isn't done just before bed or at the last minute.
- Pick a place that has enough room to work and lighting to see – it doesn't have to be fancy!
- Reduce distractions by turning off the TV. This could be a "quiet time" for others in your household, and a time when adults can set an example by reading or working on things like balancing the checkbook.
- Be willing to help (taking them to the library or getting materials they might need).
- Find out about teachers' homework policy and talk with them if you are concerned, or if you just want to give them feedback.
- Provide support and encouragement, especially when they are frustrated.
- Be your child's greatest supporter. Your child has what it takes to succeed, but your support and love are the engine that drives that success!

MOORE ELEMENTARY

Teamwork Lightens the Load- How collaboration makes learning fun

"Learning is hard." That is a sentiment that I often find myself sharing with students, and my own children, when they are struggling with tackling a new concept. However, one way to make learning seem less difficult is to incorporate working with others. Collaboration is considered a twenty-first century skill; something that everyone should be able to do in their future careers. The heart of collaboration is working together to achieve a common purpose. As the students

and their teachers at Moore embrace STEAM (science, technology, engineer, arts, and mathematics) learning, they find themselves presented with opportunities for collaboration.

On an average day at school you can see the numerous ways in which students are engaging with one another, the curriculum and learning. Students have been observed playing math games with each other to reinforce math fact fluency. Third graders worked together to solve the problem of how to pollinate their Carolina fast plants. This collaboration goes beyond our walls as well; a group of middle school students visited our second grade classrooms and taught about astronomy and the solar system.

Moore students also collaborate with their teachers and peers to pursue projects that support our community. In the fall and winter several of our teachers created projects to give back to the community. Students brought in candy, toys, gloves, hats, and food to share with the local food banks and senior citizen centers. The teachers and students worked together to sort and package the items for these organizations.

For our students and teachers, collaboration isn't just an important twenty-first century skill. It teaches students to work towards a global goal to help many more than they could have on their own.



Giving Back

For the second year in a row, students brought in their extra or unwanted Halloween candy. After the candy was collected, it was delivered to the Stewart Avenue Food Pantry and the Heritage Manor Senior Living Facility. We cannot thank all of our students and their families enough for making our second year so successful!



Moore School Spelling Bee

Recently, the Moore School students participated in the Moore School Spelling Bee. Ten top spellers from 4th grade and ten from 5th grade competed for the honor of moving on to the Scripps National Spelling Bee – Regional Competition. Our contestants were well prepared, and the Bee went for 15 rounds! Fawn Brendel, our winner, will represent Moore School in March at the regional round held at Robert Morris University. Congratulations to all the top spellers including Nate Javorski, the regional bee alternate, and 2nd place winner of the Moore School Spelling Bee.



The Citizenship Challenge

"And the first runner-up is..."

Moore Students from 4th and 5th grade explored the Heinz History Center and participated in lectures and activities about the United States Constitution. Schools that visited, as well as all schools in the Pittsburgh area, were invited to participate in "The Citizenship Challenge" sponsored by The Rendell Center located in Philadelphia, PA. Last year, The Rendell Center expanded their annual challenge to the western side of the state. This year's challenge was to write an essay on "Which part of the Bill of Rights, do you think is the most important and continues to exert the greatest impact on Americans today?"

Coming home from the History Center, inspired, every student in 5th grade tackled the challenge. From all the essays, Mrs. Ziegler chose five students to pen an original essay in collaboration with each other. Those students were Safira Bhujel, Caitlin DeShetler, Allison Schruben, Marley Soukup and Anna Svoboda. They chose to highlight the 1st amendment of the Constitution. The essay was submitted and was voted a finalist out of over 200 essays from the Pittsburgh area. The team and their classmates were invited back to the Heinz History Center to present their essay in a creative way to be judged for prizes.

Since the challenge was to present the most impactful amendment in today's world, we choose to do a news skit that integrated our freedoms in everyday stories. Each author was a news reporter and the rest of the students in fifth grade acted out the current events. The top stories were Hanukkah/Christmas decorating on Main Street, tax protest at the Town Hall and a controversial author visit at the local library. The group worked enthusiastically, and the final presentation was a success. We were selected as a runner – up and received a civics library from



The Rendell Center and \$250 Gateway Financial and their CEO Mr. David Malone. We will use the money for a future civic lesson or experience. The challenge was filmed and broadcast live on PCN. For more information or to see clips from previous challenges visit:

<https://www.rendellcenter.org/citizenshipchallenge/pittsburgh/>

<https://pcntv.com/2018/12/07/citizenship-challenge-essay-contest-from-pittsburgh/>

Learning Across Grade Levels

In ELA, the first graders at Moore School in Anne Steigerwald's class were learning about nouns. They decided to build a "Noun Town" with the help of Hummingbird Robotic Kits. Students brainstormed different types of nouns and chose which one they wanted to include in the town. With the help of Jessica Graff, Moore School's Art Teacher, students created 3D figures using supplies from Moore's Maker Space.

Some of the fifth-grade students in Rebecca Hagerty's science classes partnered with the 1st grade students to make their vision for their noun come to life! Students added lights and motion, using the Hummingbird Robotics kits and MakeCode programming.

This was a great way to introduce our first graders to block coding and robotics! 1st grader Luken Brendel said, "I felt proud about myself because I built a really cool pool!"

Fifth grade student Delaney Rosing said, "I really enjoyed working on the Noun Town project with the first graders because I liked teaching them about different technology!"



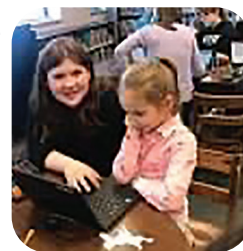
Phil isn't always right, but WTAE is!

WTAE Chief Meteorologist Mike Harvey and his Carnegie Science Center partner, "radical" Ralph, visited Moore Elementary to teach our students all about the weather. Mr. Harvey presented wow-worthy weather facts including information about pressure, tornados, and even volcanos! Each weather item had an amazing demonstration to follow. Students learned about electricity, pressure, and that a pencil can break a piece of wood in half- a demonstration of the power of wind in a tornado! After listening to Mr. Harvey and Ralph there is no doubt in our minds as to why WTAE gets the weather right!



Collaboration Between Grades

Collaboration is the name of the game at Moore Elementary this school year! First grade teacher, Mrs.



Steigerwald, fourth grade teacher, Miss Downey, and librarian, Ms. Cosner, worked together with their students to promote KDKA's weather assembly at the school in February 2020. The teachers chose students in the fourth and first grades to collaborate within groups to create and film a news report. Each team explored and researched specific segments of the news, such as; sports, local news, and the weather. One group created a "book talk" centered around one of their favorite books. Together, the teams wrote drafts, practiced their lines, and then finally presented in front of a green screen. The teachers recorded each segment and posted the videos online. Planning these sessions together has been an incredible way to not only foster positive communication and 21st Century Skills for students in different grades at Moore Elementary, but to also hone these skills for all staff involved.



ATHLETICS - SENIORS



Swimming seniors from left to right: Sarah Livingston, Akir Deng, Stella Barker, Aiden Hoffman, Adele Sedlar, Paige Umbel



Senior girls' basketball player Maddi Travis.



Senior boys' basketball players from left to right: Zach Keib, A.J. McPherson, John Milcic, Ian Thomas, Jayneil Latham, C.J. Ziegler, Shane Lesko