“Every effort must be made in childhood to teach the young to use their own minds. For one thing is sure, if they don’t make up their own minds, someone will do it for them.”

~Eleanor Roosevelt
Welcome Our New Passengers

- Nikki Aurand - Title I teacher
- Kristin Kerchner - Kindergarten
- Lauren Schweitzer - 1st grade
- Leslie Fickes - P.E.
- Linda Shade - Music
- Melanie Zook - Math Coach
- Ken Runshaw - ESL
- Tammy Carbaugh - CSR Grade 1
- Michele Natale - Speech
Career and College Ready

- All Means All
- Minimum of 1 year’s worth of growth for all students with evidence
- Ensure best practices are in use with fidelity
• High Expectations for ALL Students

• Positive Learning Environment

• Citing Evidence/justifying answers
Literal comprehension and inferences; citing evidence from the text to support responses.

Read and comprehend complex literary and informational texts independently and proficiently.
Data Review

- AYP
- PVAAS
- How did we do against the odds?”
## Data Review

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<th>Adv</th>
<th>Pro</th>
<th>Ba</th>
<th>Bel</th>
<th>Tot</th>
<th>Playing the Odds-Low end</th>
<th>Playing the Odds-High end</th>
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<td>18</td>
<td>37</td>
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<td>9.7</td>
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</table>
Data Review

• Math 5-
  Every student with a achievement probability of 38% or greater was ADV/Pro
  We Beat the ODDS

• Math 4-
  Every student with a achievement probability of 60% or greater was ADV/Pro
  12 out of 13 students with a probability of \( \geq 50\% \) were Adv/Pro
  15 out of 17 students with probability of \( \geq 30\% \) were Adv/Pro
  We Beat the ODDS
Data Review

- **Reading 5-**
  
  Let's look at the 2 proficient kids that had a probability in the teens.

- **Reading 4-**

  Every student with an achievement probability of 60% or greater was ADV/Pro

  15 out of 17 students with probability of >= 30% were Adv/Pro

We Beat the ODDS
Activity 1

Thank you

Energy Bus

THE POWER OF A TEAM

“I can do things that you cannot. You can do things that I cannot. Together we can do great things.”

Mother Teresa

10 Rules to Fuel Your Life, Work and Team with Positive Energy!

www.TheEnergyBus.com
10 RULES FOR THE RIDE OF YOUR LIFE
1. You’re the Driver of the Bus.
2. Desire, Vision and Focus move your bus in the right direction.
PLC/Work Group

- New curriculum - planning
- Cross-curricular planning
- MAPS, DRA, Pre and post assessment data analysis and planning for instruction
- CLI
- Writers/Readers Workshop
- Investigations (Differentiation, Math Workshop, grade level connections, etc.)
- Power Teaching methods
Literacy Expectations

• Continue to implement at least 120 minute daily Literacy Block (includes writing)

• Utilize curriculum and standards with fidelity:
  • 3rd & 4th grade new curriculum
  • 5th grade pilot?
  • K-2 continue with current curriculum as well as Reading & Writing Workshop

• Primary Literacy Objective/LEQ should be posted & referred to throughout your lesson. Students must know what they are working towards during the lesson.

• Provide daily evidence of instructional strategies that promote student engagement and rigor, including strategies supported by the CLI

• In grades 2 – 5, utilize common assessments, review data, and adjust instruction accordingly.

Utilize Literacy Coach
Literacy Expectations continued

- A copy of your ELA pre and post assessment data should be handed into the Principal as each assessment is completed.

- ELA pre and post assessments should be utilized not only to drive instruction, but to assist in forming and reorganizing Guided Reading Groups and Strategy Groups. *Some teachers like to include a system’s analysis summary.

- DRAs should be competed for all new students. Utilize EOY DRAs for the start of the year. You will assess your students in the middle of the year and at the end of the year.
### SUMMARIZE AND PRIORITIZE AREAS OF STRENGTH AND AREAS OF CONCERN

**ELA**

<table>
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<tr>
<th>Areas of Strength</th>
<th>Areas of Concern</th>
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<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
<td>2.</td>
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**Next Steps: Strengths**

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<td>2.</td>
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<td>3.</td>
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</table>

**Next Steps: Concerns**

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<td>2.</td>
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<td>3.</td>
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</table>
Writing Workshop

- Writing Workshop is a requirement

SHARING

MINI LESSON

WRITING
Conferencing, Revising, Editing, Publishing
Conferencing - Teacher

- Most valuable teaching time
- Conversation – not interrogation
- Goal-oriented – pick ONE teaching point
- Brief and to the point
- Zone of proximal development
- Individual or group
- Meaning first, conventions last
Reading Workshop

TIMES ARE FLEXIBLE

COMPONENTS ARE NOT

Whole Group Instruction
10-15 min

Work Time 25-30 min

Whole Group Instruction
10-15 min

Work Time 25-30 min

Sharing 5-10 min

TIMES ARE FLEXIBLE

COMPONENTS ARE NOT
Reading Workshop

WHAT IT IS

- Driven by our standards-based curriculum
- Differentiates instruction
- Driven by student assessment
- Students choosing what to read independently according to their levels and interests
- Mentor texts

WHAT IT ISN’T

- Driven by a textbook or novel
- Same instruction for all students
- Driven by the teacher’s manual
- Students reading the same story at the same time
- Worksheets/Packets
Math Expectations

- Continue to implement Investigations with Fidelity
- Checklist will be provided
- 75 minute math block
- 15 minutes to be used at teacher’s discretion
- Utilization of curriculum and standards with fidelity
- Use LEQ / Focal Points frequently in each 75 minute block
- Provide evidence of instructional strategies that promote student engagement and rigor
- Build HOTS and differentiation into daily lessons
Math Expectations continued...

- All documents will be loaded onto the math Wiki page [http://casdmathresources.wikispaces.com/home](http://casdmathresources.wikispaces.com/home)
- K-1 same as last year (for time being)
- 2\textsuperscript{nd}-5\textsuperscript{th} grade-all new documents have been provided to you:
  - Grade level units
  - Benchmark Assessment sheets-to be handed into administrator after each post test
  - Assessments
  - SBR
Lesson Plans

• Copy of highly recommended form
  Printed – 3 days in advance, the current day
  and the next 2. When leaving Friday LP’s
  need to be completed for Monday and
  Tuesday.
• Must have components:
  • PLO (Primary Literacy Objective/LEQ or
    Focus Point (math)
  • K-1 ELA only need UEQ
  • HOTS
  • Material
  • Procedures
  • Assessment
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45 – 9:05</td>
<td>Students arrive, lunch count, unpack, book selection in classroom library; and independent reading/morning work.</td>
</tr>
<tr>
<td>9:05 – 9:50</td>
<td>SPECIAL</td>
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<tr>
<td>9:50 – 9:55</td>
<td>Class bathroom break</td>
</tr>
<tr>
<td>9:55-11:30</td>
<td>READING BLOCK</td>
</tr>
<tr>
<td>Mini Lesson</td>
<td>(9:55-10:10) Topic/Strategy:</td>
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<tr>
<td>Work Session</td>
<td>(10:10-10:30) Guided/Strategy Groups:</td>
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<tr>
<td>PLO/LEQ</td>
<td>Mini Lesson #2 or Guided Practice (10:30-10:45)</td>
</tr>
<tr>
<td>Texts/Materials Needed:</td>
<td>Work Session (10:45 – 11:05) Guided/Strategy Groups:</td>
</tr>
<tr>
<td>Assesment</td>
<td>Share/Closure related to Primary Literacy Objective (11:05-11:15)</td>
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<tr>
<td>11:15-11:30</td>
<td>1st Recess/Class bathroom break</td>
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<tr>
<td>11:30-11:45</td>
<td>READ ALOUD</td>
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<tr>
<td>11:45 – 12:30</td>
<td>WRITING BLOCK</td>
</tr>
<tr>
<td>Mini Lesson</td>
<td>Activation:</td>
</tr>
<tr>
<td>Unit:</td>
<td></td>
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<tr>
<td>Standard(s):</td>
<td>Model:</td>
</tr>
<tr>
<td>PLO/LEQ:</td>
<td>Guided Practice:</td>
</tr>
<tr>
<td>Texts/Materials Needed:</td>
<td>Share:</td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
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</table>
12:30 – 12:35 – Class bathroom break/wash hands

12:35 – 1:05 – Lunch
1:05 – 1:20 – 2nd Recess – Duty (Yes/No)

1:20 – 2:05
Science/Social Studies

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Materials Needed:</th>
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<tr>
<td>1:20-2:05</td>
<td>Activation:</td>
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<tr>
<td></td>
<td>Guided Practice:</td>
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<td></td>
<td>Group/partner work:</td>
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<td></td>
<td>Independent Practice:</td>
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<td>Closure:</td>
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<td>Assessment:</td>
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</table>

2:05 – 2:10
Class bathroom break/transition

2:10 – 3:20
Math Workshop

<table>
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<tr>
<th>Time</th>
<th>Activity</th>
<th>HOTS Checklist</th>
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<tr>
<td>2:10-3:20</td>
<td>Mini Lesson:</td>
<td>Check off levels of</td>
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<td>Bloom’s that are</td>
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<td></td>
<td>addressed in this lesson.</td>
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<td>Knowing</td>
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<td>List, Define, Tell,</td>
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<td>Describe, Identify,</td>
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<td>Collect, Examine</td>
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<td>Understanding</td>
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<td>Explain, Discuss,</td>
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<td>Compare, Interpret,</td>
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<td>Predict, Summarize,</td>
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<td>Demonstrate, Calculate,</td>
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<td>Illustrate, Solve,</td>
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<td>Analyze, Explain,</td>
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<td>Select, Separate, Infer,</td>
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<td>Classify, Debate,</td>
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<td>Connect, Compare,</td>
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<td></td>
<td>Recommend, Support,</td>
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<td>Rank, Conclude, Decide,</td>
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<td>Test</td>
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<td>Create, Prepare</td>
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<tr>
<td>3:20 – 3:25</td>
<td>Agenda, start homework, pass out papers,</td>
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<td>jobs, pack up, dismissal</td>
</tr>
</tbody>
</table>

Reminders for students:

- 12:30 – 12:35: Class bathroom break/wash hands
- 12:35 – 1:05: Lunch
- 1:05 – 1:20: 2nd Recess – Duty (Yes/No)
- 2:10 – 3:20: Math Workshop
- 3:20 – 3:25: Agenda, start homework, pass out papers, jobs, pack up, dismissal
Activity 2

• Thank you
• Energy Bus

THINK BIG!
Because every journey begins with a desire to go somewhere and do something.
4. Invite People on Your Bus and Share your Vision for the Road Ahead.
5. Don’t Waste Your Energy on those who don’t get on your Bus.
6. Post a Sign that says “No Energy Vampires Allowed” on your Bus.
Supervision & Evaluation

Types...

- Clinical / Traditional (2 or four observations)
- Self-Directed, Peer Collaboration and Peer Coaching
- Intensive Supervision- Provide support for a staff member who receives an unsatisfactory rating or identified deficiency.
Differentiated Options Request Form
Self-Directed, Peer Collaboration, Peer Coaching

Staff Name: __________________________________________
Other Members of Group: (if applicable) __________________________________________

Professional Learning Goals: Complete all of the following questions (digitally):

1. What is your personal learning goal? What are you seeking to improve in your own classroom instruction?
   a. What is your rationale for selecting this goal?
   b. What is the impact of this goal on student learning?

2. a) Standards of Teaching: Which specific components of the four domains will this goal address?
   *Specify which category/categories? (Ex: Using questioning and discussion techniques, Engaging students in learning)

   Domain 2: The Classroom Environment:
   Domain 3: Instruction:

3. Evidence: What artifacts, data or tools will you use to measure and document the progress of your goal(s)?

4. What materials, supplies or support will you need to implement this goal?

For Administrative Use
(To be returned by the 2nd week of school)

Approved: ___  Disapproved: ___

Name of Administrator: __________________________________________

Signature of Administrator: ___________________ Date: __________
Teacher Effectiveness

• More information in our small group meetings on Thursday AM
• All Phase 2 and 3 teachers must submit their plan by the end of the 2\textsuperscript{nd} week of school
Walkthroughs

- Specific Walkthrough forms for Guided Reading, Writer’s workshop, etc. are in progress

- Math Walkthrough form
- Will provide copies of walkthroughs
Dress Code

- Week 1
  - no harm/no foul
  - Letter home
  - More than 1 offense in the first week - phone call

1st Offense – warning, letter, phone call, change of clothes
2nd Offense – warning, letter, phone call, change of clothes
3rd Offense – warning, letter, phone call, change of clothes
4th Offense – letter, phone call, 1 day loss of recess-walking
5th Offense – letter, phone call, 2 day loss of recess-walking
6th Offense – letter, phone call, 1 day In-School Suspension (parent meeting)
7th Offense – letter, phone call, 1 day Out-of-School Suspension (illegal absence)

All dress code violations must be sent to the office no later than 10:00 - send email to Amy
Miscellaneous

- Peer Collaboration  Self Directed forms due September 9
- Bible Release/Good News Club
- Field trips
- Resiliency Training
- MAPS
- Dismissal
Security

- District Safety Plan
- Drills-Second Day 2 of each month, except March
- Off-Campus Drill
- ID Badges
- Social Media Form
- Doors
- Cameras
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<th>2</th>
<th>3</th>
<th>4</th>
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<td>PE-Fisckes</td>
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<td>Music-Shade</td>
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Behavior Referral Process

Step 1
Whole School/Classroom

~School behavior/ticket system
~Individual classroom behavior/reward system
~Parent communication including
  (letters, phone calls and teacher/parent meetings
  ~Counselor referral

Step 2
Individual Student

~Meeting with parent to include
  o Teacher
  o Counselor
~Ongoing individual or group counseling sessions
~Informal Behavior Plan
  o Teacher/Counselor
  o Data collection minimum 4 weeks

Step 3
Intensive Intervention

~Referral to administration & Psychologist
~Functional Behavior Assessment (FBA)
~Formal Positive Behavior Support Plan (PBSP)
Activity 3

- Thank you
- Energy Bus
7. Enthusiasm attracts more Passengers and Energizes them during the Ride.
8. Love your Passengers.
9. Drive with Purpose.
10. Have Fun and Enjoy the Ride.
Let’s Make a Difference!

Bus Ticket

- How will you make a difference?