

# Welcome back Stevens



*“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- 1<sup>st</sup> 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



Goals



# Thaddeus Stevens Elementary School

800 Hollywell Ave. • Chambersburg, PA 17201  
Phone: 717-261-3469



- High Expectations for ALL Students
- Positive Learning Environment
- Citing Evidence/justifying answers

Goats



# Common Core Ladder

Literal  
comprehension and  
inferences; citing  
evidence from the  
text to support  
responses.



Anchor Standard 1

Anchor Standard 9

Anchor Standard 8

Anchor Standard 7

Anchor Standard 6

Anchor Standard 5

Anchor Standard 4

Anchor Standard 3

Anchor Standard 2

Anchor Standard 10

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



# Data Review

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



# Data Review

	Adv	Pro	Ba	Bel	Tot	Playing the Odds- Low end	Playin g the Odds- High end
>90	3	1	0	0	4	3.6	4
80-89	0	0	0	0	0	0	0
70-79	0	0	0	0	0	0	0
60-69	0	0	0	0	0	0	0
50-59	0	0	0	0	0	0	0
40-49	0	0	0	0	0	0	0
30-39	1	2	2	0	5	1.5	2
20-29	0	1	1	0	2	0.4	0.6
10-19	0	1	4	0	5	0.5	1
0-9	0	1	3	17	21	0	2.1
Total	4	6	12	18	37	6	9.7



# 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  $\geq$  to 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.

**We Beat the ODDS**

- Reading 4-

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

15 out of 17 students with probability of  $\geq 30\%$  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](http://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.
3. Fuel your Ride with Positive Energy.



# 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:
  - 3<sup>rd</sup> & 4<sup>th</sup> grade new curriculum
  - 5<sup>th</sup> 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.



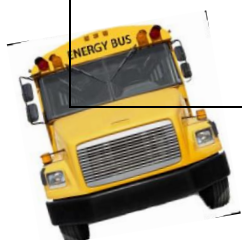
Name: \_\_\_\_\_

Dates: \_\_\_\_\_

Unit Name: \_\_\_\_\_

# SYSTEMS THINKING WORKSHEET

SUMMARIZE AND PRIORITIZE AREAS OF STRENGTH AND AREAS OF CONCERN ELA	
Areas of Strength	Areas of Concern
1.	1.
2.	2.
Next Steps: Strengths	
1.	1.
2.	2.
3.	3.



# Writing Workshop

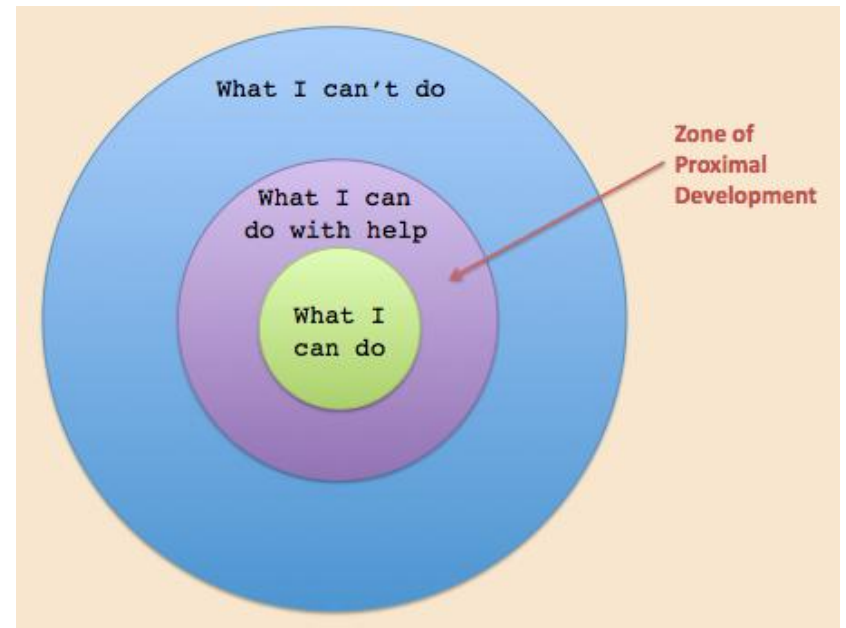
- Writing Workshop is a requirement





# Conferencing - Teacher

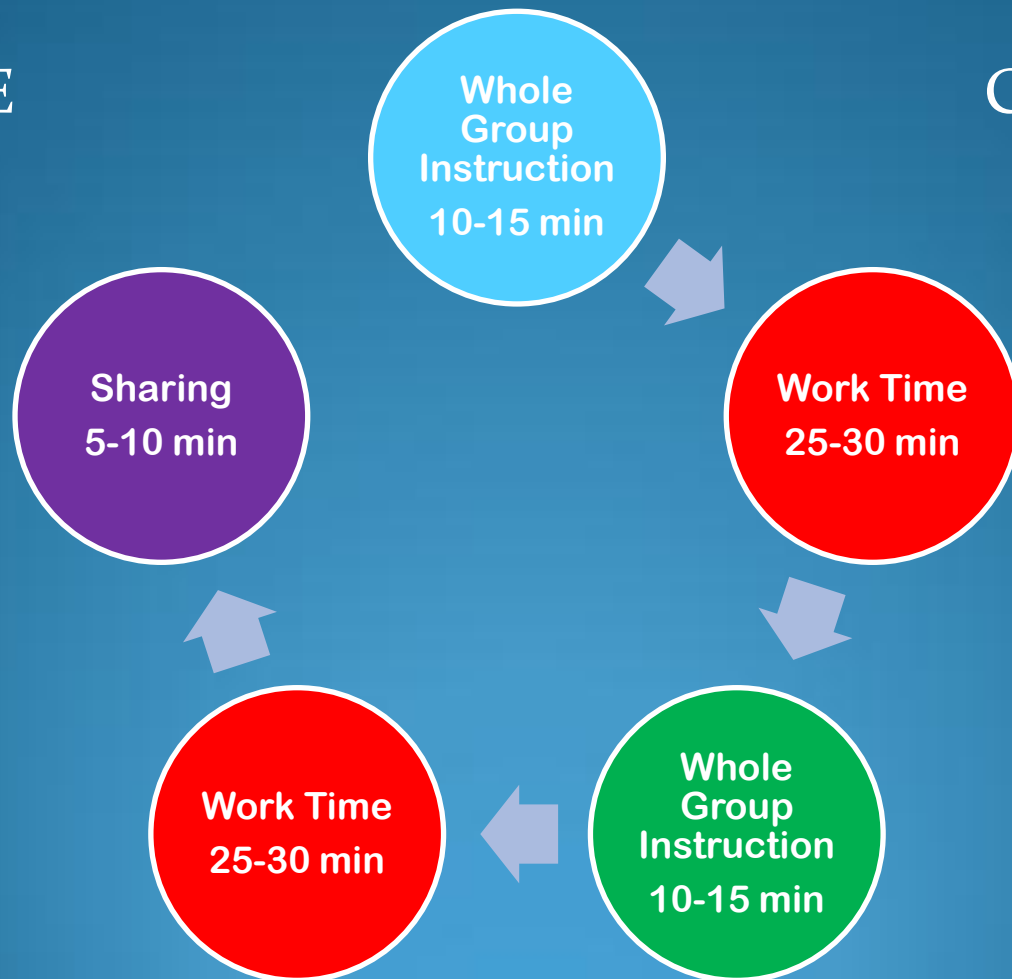
- Most valuable teaching time
- Conversation – not interrogation
- Goal-oriented – pick ONE teaching point
- Brief and to the point
- Zone of proximal development
- Individual or group
- Meaning first, conventions last



# Reading Workshop

TIMES ARE  
FLEXIBLE

COMPONENTS  
ARE NOT



# *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

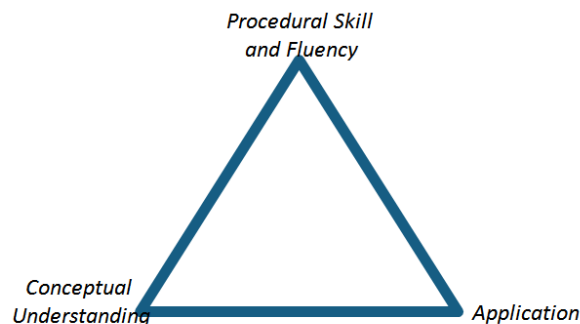
## WHAT IT ISN'T

- 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>
- K-1 same as last year (for time being)
- 2<sup>nd</sup>-5<sup>th</sup> 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



Date:	<b>SAMPLE</b>		Day: Special:
<b>8:45 – 9:05</b> – Students arrive, lunch count, unpack, book selection in classroom library, and independent reading/morning work.			
<b>9:05 – 9:50 – SPECIAL</b>			
<b>9:50 – 9:55</b> – Class bathroom break			
<b>9:55-11:30 – Reading Block</b>	<b>Mini Lesson (9:55-10:10)</b> <b>Topic/Strategy:</b>  <b>Unit:</b> <b>Standard(s):</b>  <b>PLO/LEQ:</b>  <b>Texts/Materials Needed:</b>	<b>Work Session (10:10-10:30)</b> <b>Guided/Strategy Groups:</b>  <b>Mini Lesson #2 or Guided Practice (10:30-10:45)</b>  <b>Work Session (10:45 – 11:05)</b> <b>Guided/Strategy Groups:</b>  <b>Share/Closure related to Primary Literacy Objective (11:05-11:15)</b>  <b>Assessment:</b>	<b>HOTS Checklist</b> <i>Check off levels of Bloom's that are addressed in this lesson.</i> <b>Knowing</b> List, Define, Tell, Describe, Identify, Collect, Examine <b>Understanding</b> Explain, Discuss, Compare, Interpret, Predict, Summarize <b>Applying</b> Demonstrate, Calculate, Illustrate, Solve, Examine <b>Analyzing</b> Analyze, Explain, Select, Separate, Infer, Classify Debate, Connect, Compare <b>Evaluating</b> Assess, Grade, Recommend, Support, Rank, Conclude, Decide, Test <b>Creating</b> Design, Integrate, Compose, Plan, Invent Create, Prepare
<b>11:15-11:30 – 1<sup>st</sup> Recess/Class bathroom break</b>			
<b>11:30-11:45 – Read Aloud</b>			
<b>11:45 – 12:30 – Writing Block</b>	<b>Mini Lesson:</b>  <b>Activation:</b>  <b>Unit:</b> <b>Standard(s):</b>  <b>PLO/LEQ:</b>  <b>Texts/Materials Needed:</b>	<b>Model:</b>  <b>Guided Practice:</b>  <b>Share:</b>  <b>Assessment:</b>	<b>HOTS Checklist</b> <i>Check off levels of Bloom's that are addressed in this lesson.</i> <b>Knowing</b> List, Define, Tell, Describe, Identify, Collect, Examine <b>Understanding</b> Explain, Discuss, Compare, Interpret, Predict, Summarize <b>Applying</b> Demonstrate, Calculate, Illustrate, Solve, Examine <b>Analyzing</b> Analyze, Explain, Select, Separate, Infer, Classify Debate, Connect, Compare <b>Evaluating</b> Assess, Grade, Recommend, Support, Rank, Conclude, Decide, Test <b>Creating</b> Design, Integrate, Compose, Plan, Invent Create, Prepare

## Sample Lesson Plan

12:30 – 12:35 – Class bathroom break/wash hands		
12:35 – 1:05 – Lunch		
1:05 – 1:20 – 2 <sup>nd</sup> Recess – Duty (Yes/No)		
<b>1:20-2:05</b> <b>Science/Social Studies</b>  Unit: RC Standard:  LEQ/Focus Question:	<b>Activation:</b>  <b>Guided Practice:</b>  <b>Group/partner work:</b>  <b>Independent Practice:</b>  <b>Closure:</b>  <b>Assessment:</b>	<b>Materials Needed:</b>
2:05-2:10	Class bathroom break/transition	
<b>2:10 – 3:20</b> <b>Math Workshop</b>  Unit:  LEQ's:  Standard(s):  Materials Needed:	<b>Mini Lesson:</b>  <b>Activation:</b>  <b>Model:</b>  <b>Guided Practice:</b>  <b>Independent Practice:</b>  <b>Closure:</b>  <b>Assessment:</b>	<b>HOTS Checklist</b> Check off levels of Bloom's that are addressed in this lesson. <b>Knowing</b> List, Define, Tell, Describe, Identify, Collect, Examine <b>Understanding</b> Explain, Discuss, Compare, Interpret, Predict, Summarize <b>Applying</b> Demonstrate, Calculate, Illustrate, Solve, Examine <b>Analyzing</b> Analyze, Explain, Select, Separate, Infer, Classify Debate, Connect, Compare <b>Evaluating</b> Assess, Grade, Recommend, Support, Rank, Conclude, Decide, Test <b>Creating</b> Design, Integrate, Compose, Plan, Invent Create, Prepare
3:20 – 3:25 – Agenda, start homework, pass out papers, jobs, pack up, dismissal		
Reminders for students:		

## Sample Lesson Plan



# 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

Supervision &  
evaluation

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 2<sup>nd</sup> 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<sup>nd</sup> 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 then 1 offence 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 then 10:00- send  
email to Amy



# *Miscellaneous*

- Peer Collaboration Self Directed forms due September 9
- Bible Release/Good News Club
- Field trips
- Relisiency 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



# Specials

1	2	3	4	5
PE-Fisckes		PE-Fisckes		
			Music-Shade	Music-Shade
			Art-Hummer	Art-Hummer
Lib-Bragg	Lib-Bragg (Flex)	Lib-Bragg		



# Behavior

Make sure referrals  
go to counselor and  
Office

## 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

## ENJOY THE RIDE

Because You  
Only Have One...



**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.**





# Bus Ticket

- How will you make a difference?

