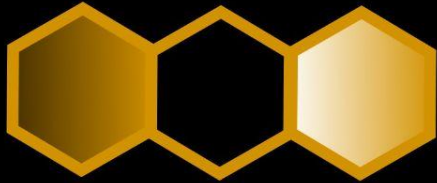
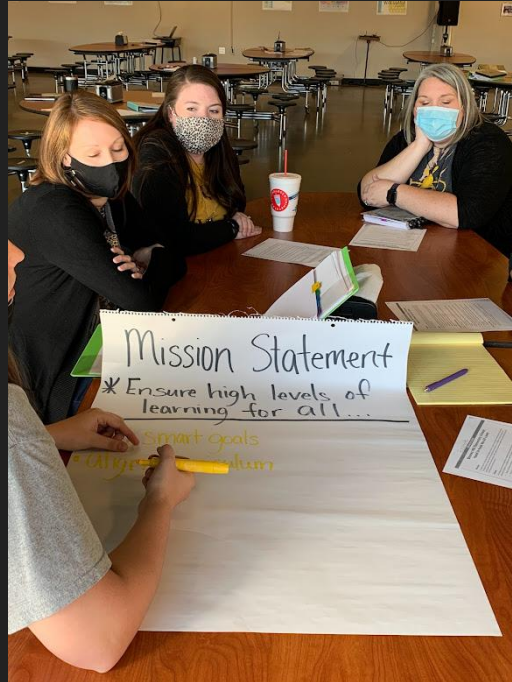
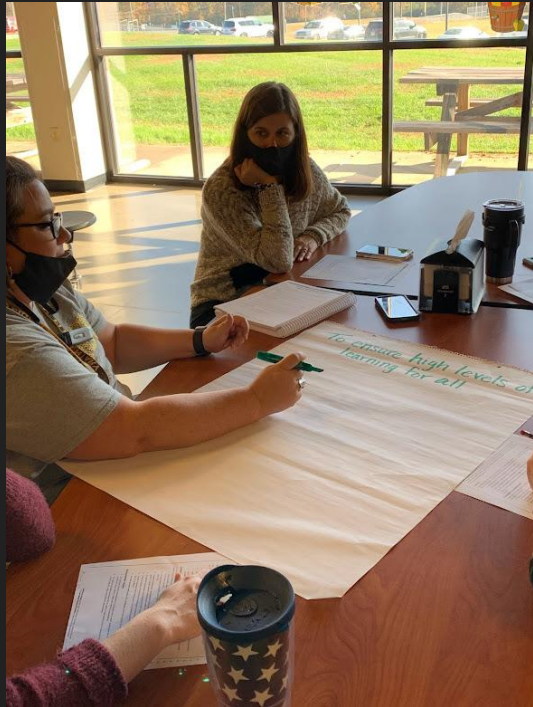


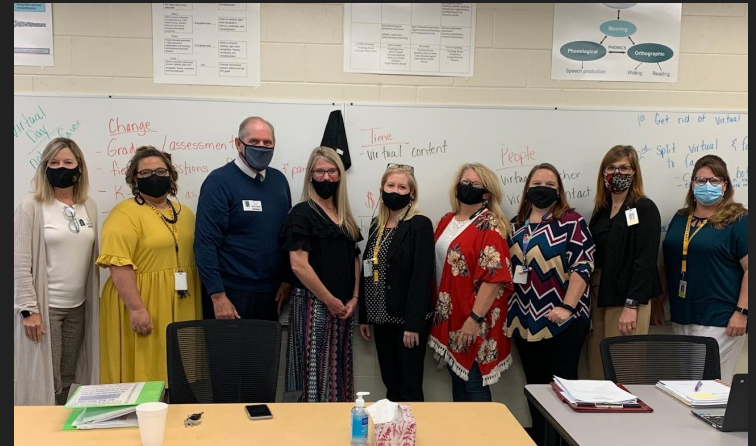
**CLINTON**  
ELEMENTARY

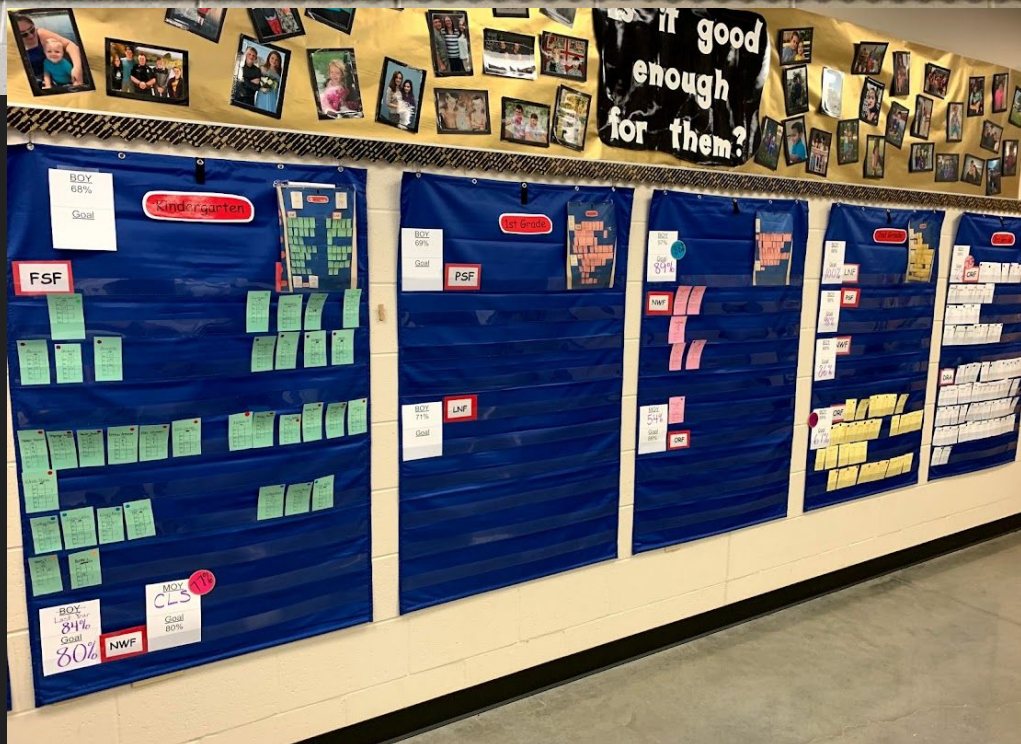


# Year 1 PLC Process: 2020-21



Establishing Mission





Establishing School Culture for ALL students.



Kicking off staff PD with “OUR WHY”



Mrs. Hagans graduated from Master Principal Academy after attending the 3 year academy.

Group 4

Blue

## Steps of the Unwrapping Process

### Template

#### Step 1 - Annotate the Standard

- \* Spotlights key concepts and skills (standards to address)
- \* Put brackets around any information in the standard that tells about the context
- \* Circle the verbs
- \* Underline significant noun or noun phrases

#### Step 2 - Identify Specific Learning Targets (Learning targets)

- \* Crucial Knows and dos

#### Step 3 - Identify Any Academic Language or Vocab

- \* Should see redundancy between these list of words and targets

#### Step 4 - Examine the Rigor of Learning Targets (DOK)

- \* Recall & reproduction
- \* Skills and concepts
- \* Strategic thinking & reasoning
- \* Extended thinking

# Unwrapping the Essential Standards

# MASTER SCHEDULE

	K	1st	2nd	3rd	4th	5th	Activity	Friday
				Breakfast				
		BUZZ TIME 8:00-8:30			BUZZ TIME 8:00-8:30	BUZZ TIME 8:00-8:30	BUZZ TIME 8:00-8:30	3rd ACT/Prep 8:05-8:45
Protected Time 8:15-8:45		(Dyslexia 8:45)	BUZZ TIME 8:45-9:15	BUZZ TIME 8:45-9:15	(Dyslexia 8:45)	(Dyslexia 8:45)		
		Protected Time 8:45-9:15		GT pullouts			4th grade 8:45-9:30	4th Act/Prep 8:50-9:30
			(Dyslexia 9:30)	(Dyslexia 9:30)	4th grade 8:45-9:30			
			Protected Time 9:30-10:00	Protected Time 9:30-10:00		5th grade 9:35-10:20	5th grade 9:35-10:20	5th Act/Prep 9:35-10:15
					Protected Time 10-10:30			
recess 10:25-10:55		recess 11:15- 11:45				Protected Time 10:40-11:10	Activity Lunch/ Prep 10:20-11:30	
lunch 11:00-11:30		Lunch 11:50-12:15						2nd Act/Prep 10:30-11:10
		Activity 12:15 - 1:00	lunch 11:10-11:35	Recess 11:05-11:35	Lunch 11:30-11:55			Kindergarten 11:30-12:10
Activity 11:30-12:10			Recess 11:35-12:05	Lunch 11:40-12:05	Recess 11:55-12:25	Lunch 12:05- 12:30		
Protected Time 12:15-12:45		Protected Time 1:00-1:30	Protected Time 12:10-12:40		Protected Time 12:30-1:00	recess 12:30-1:00	K 11:30-12:10	1st Grade 12:15-12:55
BUZZ TIME 1:10-1:40			GT/Couns 12:40-1:10	Protected Time 12:10-12:40	Counseling 12:25-12:55		1st 12:15 - 1:00	
			Activity 1:10-1:55	counseling 1:25-1:55			2nd 1:10-1:55	Lunch/Prep for Activity Teachers 12:55-2:05
GT/Couns 1:40-2:10		Recess 2:05-2:20				Protected Time 1:45-2:15		
Recess 2:15-2:30		GT/Couns. 2:25-2:55	recess 2:00-2:15	Activity 2:00-2:45		counseling 2:10-2:40	3rd 2:00-2:45	Dismiss 2:05
				recess 2:45-3:00	recess 2:40-2:55	recess 2:40-2:55	Bus notes/duty 2:45	



# Bus STING

## Stay Safe

- Stay Seated Until Bus Stops
- Face Forward
- Treat Others with Respect
- Obey Driver
- Voice Level 2
- Hands/Feet to Self
- Inspire & Motivate
- Set a good example
- Use Manners
- Never Give Up
- Remember STING the Entire Trip, and Exiting
- Give No Excuse
- Keep Up with Belongings
- Throw Trash Away



# Classroom STING

## Stay Safe

- Walk
- Knees Under Table
- Hands/Feet to Self
- Treat Others with Respect
- Voice Level 0 in Line, Voice Level 1 at Table
- Inspire & Motivate
- Set a good example
- Use Manners
- Never Give Up
- Try Opening Drink & Packages on Your Own
- Give No Excuses
- Pick Up After Self & Others
- Bathroom Quick, Get Back



# Hallway STING

## Stay Safe

- Walk to the Right
- Stop at Corners
- Treat Others with Respect
- Hands & Feet to Self
- Voice Level 0
- Inspire & Motivate
- Set a good example
- Use Manners
- Never Give Up
- Stay Together
- Focus
- Give No Excuses
- Be consistent
- Follow Directions

# PBIS



# STING

## Stay Safe

## Treat Others with Respect

## Inspire & Motivate

## Never Give Up

## Give No Excuse



# Bathroom STING

## Stay Safe

- Walk
- Feet on Floor
- Wash Hands
- Treat Others with Respect
- Flush
- Give Privacy
- Voice Level
- Inspire & Motivate
- Set a good example
- Use Manners
- Never Give Up
- Wait Patiently for Your Turn
- Give No Excuses
- Use Supplies Appropriately
- Be Quick



# Playground STING

## Stay Safe

- Follow Equipment Rules
- Stay Within Boundaries
- Treat Others with Respect
- Take Turns
- Be Kind
- Help Others
- Inspire & Motivate
- Set a good example
- Invite Others to Play
- Never Give Up
- Make Good Choices
- Remember STING
- Give No Excuses
- Report Issues to Duty Teachers
- Return Equipment



# Technology STING



## Stay Safe

Use staff-approved sites only 🐝 Only share to teacher unless approved by staff

## Treat Others with Respect

Use appropriate language and kind words at all times

Only change settings with permission 🐝 Digital footprint does not harm others

## Inspire & Motivate

Set a good example 🐝 Be polite to others

## Never Give Up

Actively participate, be engaged 🐝 Do my best at all times

## Give No Excuses

Understand all school staff may observe my online interactions at any time

Notify teacher if I see inappropriate activity 🐝 Follow teacher directions

# STING Reset Behavior Form

Student:

Date:

Referring Staff:

Homeroom Teacher:

Behavior Concern:

## RESET NOTES

1. Tell me what happened.

When this happened, how do you think your teacher felt? \_\_\_\_\_

2. What was going through your mind?

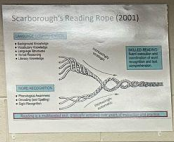
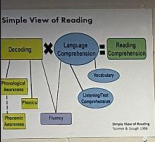
3. What have you thought about since it happened?

4. What do you think you need to do to make things right?

5. What can I help you with today to make this right?

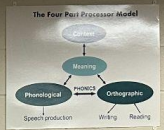
6. What can your teacher do to help?

Other Notes:



Assessment	What it Measures	When to Use
Phonics Inventory	Phonics skills	Baseline, progress monitoring
Phonological Awareness Inventory	Phonological awareness skills	Baseline, progress monitoring
Reading Fluency Inventory	Reading fluency skills	Baseline, progress monitoring
Reading Comprehension Inventory	Reading comprehension skills	Baseline, progress monitoring

Reading



Assessment	Description	Frequency
Phonics Inventory	Phonics skills	Baseline, progress monitoring
Phonological Awareness Inventory	Phonological awareness skills	Baseline, progress monitoring
Reading Fluency Inventory	Reading fluency skills	Baseline, progress monitoring
Reading Comprehension Inventory	Reading comprehension skills	Baseline, progress monitoring

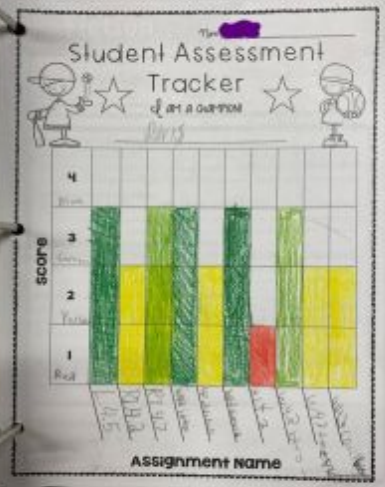
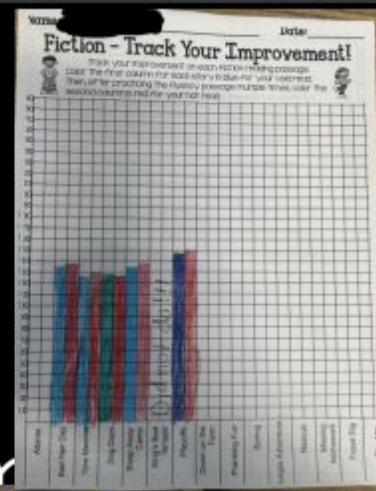
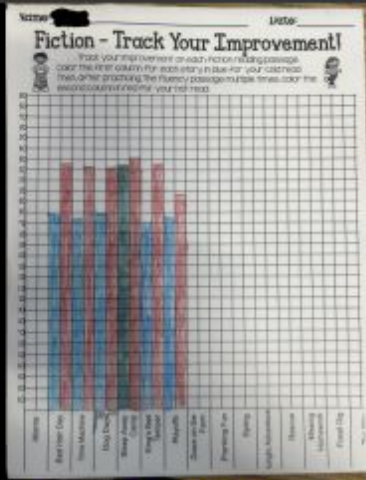


CES Data Wall to Track K-5 Growth

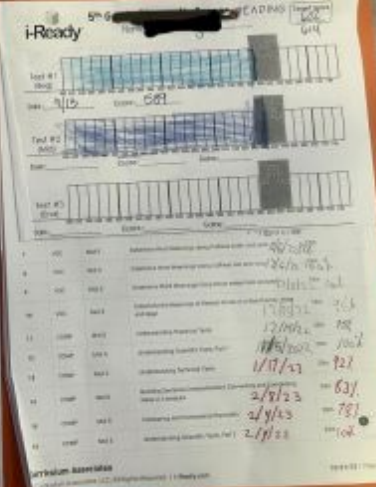
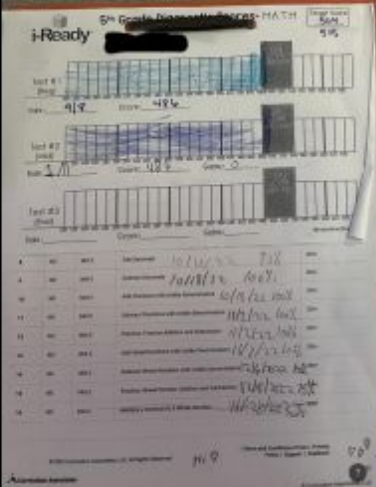


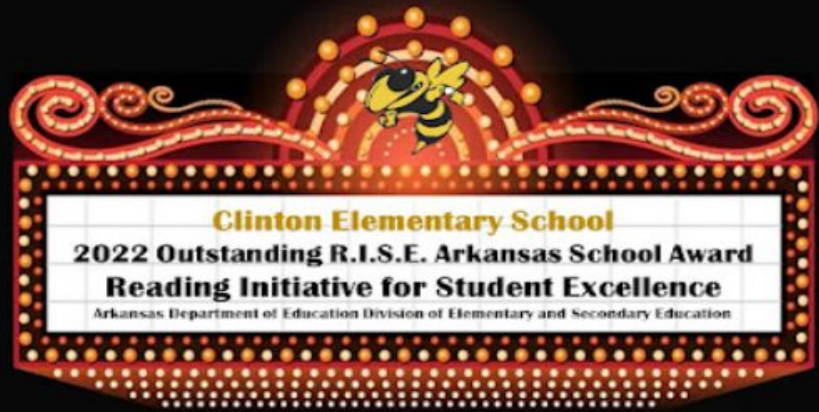
**Highly Score**  
On i-Ready 50 week

**Most Lessons**  
Passed On i-Ready  
This Week



**Class & Individual Student Assessment Data**





# SHOUT OUTS



A collection of approximately 20 small cards scattered on a light-colored wooden plank background. Each card features a drawing of a mountain range with green grass in the foreground and a yellow sun in the sky. The cards contain handwritten text, mostly in red and black ink, expressing gratitude. The text is arranged in a grid-like pattern across the wooden surface.

**Sample Card 1 (Top Left):**  
Dear [Name], I just wanted to say thank you for [text] to help me with [text]. It was so nice of you to do that. I really appreciate it. Thank you so much. [Signature]

**Sample Card 2 (Top Center):**  
Thank you for [text] that helped me [text] so much. I'm glad you're a friend of a Smith. [Signature]

**Sample Card 3 (Top Right):**  
Thank you for [text] that helped me [text] so much. I'm glad you're a friend of a Smith. [Signature]

**Sample Card 4 (Middle Left):**  
Thank you for [text] that helped me [text] so much. I'm glad you're a friend of a Smith. [Signature]

**Sample Card 5 (Middle Center):**  
Thank you for [text] that helped me [text] so much. I'm glad you're a friend of a Smith. [Signature]

**Sample Card 6 (Middle Right):**  
Thank you for [text] that helped me [text] so much. I'm glad you're a friend of a Smith. [Signature]

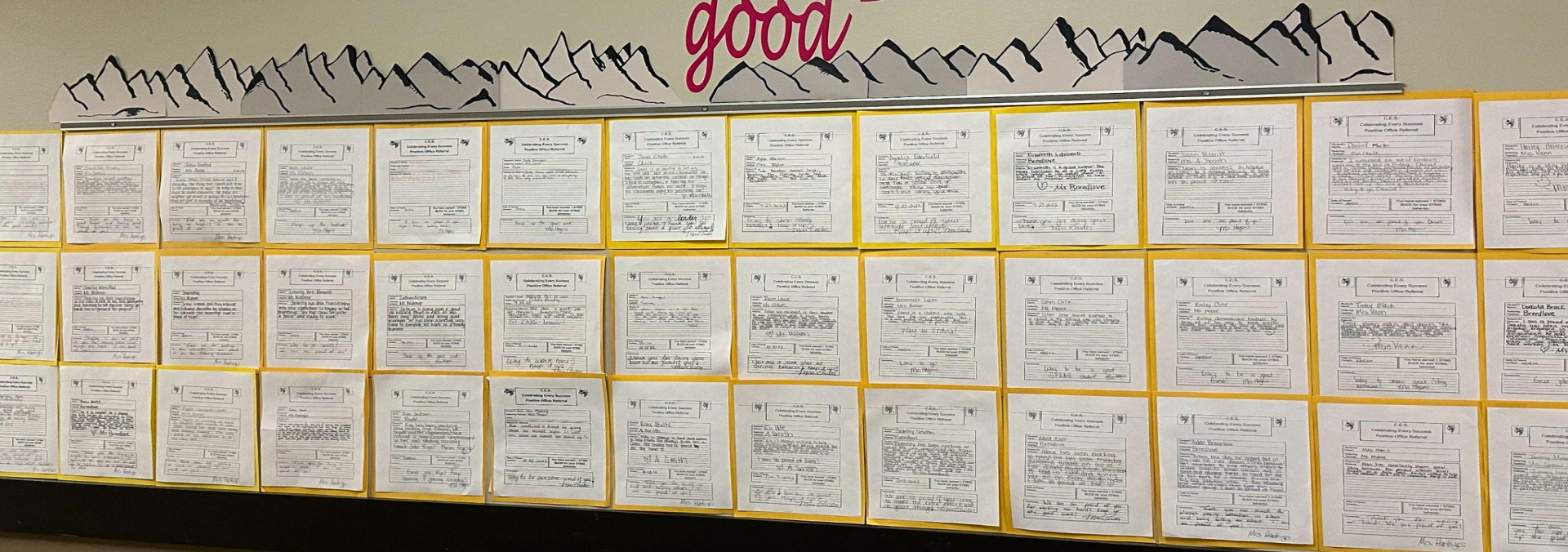
**Sample Card 7 (Bottom Left):**  
Thank you for [text] that helped me [text] so much. I'm glad you're a friend of a Smith. [Signature]

**Sample Card 8 (Bottom Center):**  
Thank you for [text] that helped me [text] so much. I'm glad you're a friend of a Smith. [Signature]

**Sample Card 9 (Bottom Right):**  
Thank you for [text] that helped me [text] so much. I'm glad you're a friend of a Smith. [Signature]

een or go-  
der.

# TELL me something good



# CES I-Ready Growth

	Math	Reading	total growth
beginning to middle of Year			20,509
middle to end of year			

2022-2023

total Student growth



# CES I-Ready Growth

32,202

	Math	Reading	Total
Beginning to Middle of Year	7,053	10,229	17,282
Middle to end of year	5,934	8,986	14,920



# Celebrations!



ONE SMART  
COOKIE  
presented to:  
*Yony Lopez*

for demonstrating excellence in the classroom.

Sponsored by: *The Painted Cookie* BAKING CO.

