

ELT
 BELL SCHEDULE 2019-2020
 REVISED 8/1/19

7:35 –	BREAKFAST	
7:50 – 8:00	LOCKERS	
8:00 – 9:10	HOME ROOM/1ST	6TH / 8TH GRADE 7TH GRADE CONNECTIONS
9:10 – 9:50	2 ND PERIOD ELT	MATH
9:50 – 10:55	3 RD PERIOD	7 TH / 8 TH GRADE 6 TH GRADE CONNECTIONS
10:55 – 12:00	4 TH PERIOD	8 TH GRADE
10:55 – 12:25	4 TH PERIOD	6 TH / 7 TH GRADE & LUNCH
12:00 - 1:30	5 TH PERIOD	8 TH GRADE & LUNCH
12:25 – 1:30	5 TH PERIOD	6 TH / 7 TH GRADE
1:30 – 2:10	6 TH PERIOD ELT	READING
2:10 – 3:20	7 TH PERIOD	6 TH / 7 TH GRADE 8 TH GRADE CONNECTIONS

LUNCH SCHEDULE:

TEAM 7A	10:55 - 11:20	Gallagher, Keel, C. Daugherty, Johnston, Dayhuff, McKown
TEAM 7B	11:05 - 11:30	Arnold, K. Phillips, Cook, Bowen, Vischetti, Young
TEAM 6A	11:35 - 12:00	Kehir, Whitworth, Baugh, McAfee, Boesing, Kennedy
TEAM 6B	11:45 - 12:10	Knox, McCole, McDavid, Culpepper, Young, C. Phillips
TEAM 8B	12:15 - 12:40	Blackwood, Prescott, Slaven, T. Daugherty, Peoples, Petty
TEAM 8A	12:40 - 1:05	Reese, Doxsee, Shiraef, Williams, Emerson, Elkins

NO ELT
BELL SCHEDULE 2019-2020
REVISED 8/1/19

7:35 – 7:50	BREAKFAST	
7:50 – 8:00	LOCKERS	
8:00 – 9:25	HOME ROOM/1ST	6TH / 8TH GRADE 7TH GRADE CONNECTIONS
9:25 – 10:45	3 RD PERIOD	6TH GRADE CONNECTIONS
9:25 - 11:15		7TH GRADE AND LUNCH
9:25 - 10:45		8TH GRADE
10:45 – 12:35	4 TH PERIOD	6TH GRADE & LUNCH
11:15 – 12:35	4 TH PERIOD	7TH GRADE
10:45 - 12:05	4TH PERIOD	8TH GRADE
12:35 - 1:55	5 TH PERIOD	6TH & 7TH
12:05 – 1:55	5 TH PERIOD	8TH GRADE & LUNCH
1:55 – 3:20	7 TH PERIOD	6 TH / 7TH GRADE 8 TH GRADE CONNECTIONS

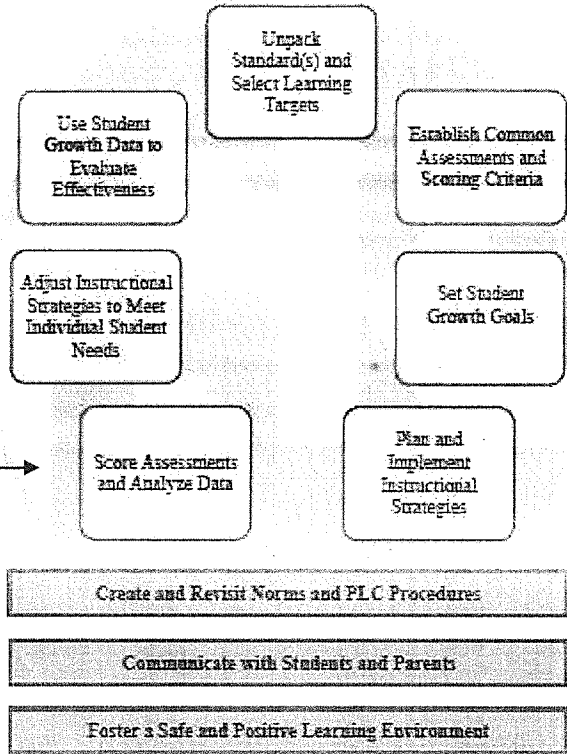
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PLC Feedback Form

Meeting Date: _____ Team: _____

Members Present:

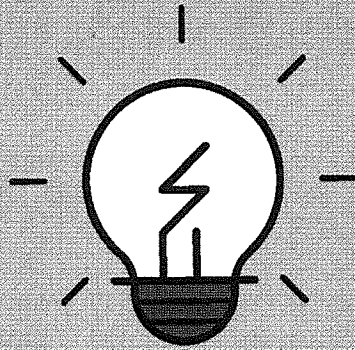


Which part of **The PLC Process** did you focus on?

Meeting Outcomes:

Plan for Next Meeting:

Administrator Comments:



**3 BIG IDEAS OF THE PLC
PROCESS**

**BIG IDEA 1: A FOCUS ON
LEARNING**

**BIG IDEA 2: A
COLLABORATIVE
CULTURE**

**BIG IDEA 3: A RESULTS
ORIENTATION**

Essential Standards Unit Plan

Use the four-step process (page 89) to complete the following plan.

Essential standard:		<input type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning		<input type="checkbox"/> Performance skills <input type="checkbox"/> Product	
End-of-unit assessment:		When taught:		Instructional days needed:	
Knowledge Targets	Reasoning Targets	Performance Skills Targets	Product Targets		
Student-friendly learning targets:					
Assessment (Which target or targets are being assessed? How will the assessment be used? Is it a common or individual assessment?)	Connection to Standard (How will this assessment set up students for successful mastery of the standard?)	Student Involvement (How will students engage in the assessment process?)	Time Line		
1.					
2.					
3.					

Critical Issues for Team Consideration

Team Name: _____

Team Members: _____

Use the scale below to indicate the extent to which each of the following statements is true of your team.

1	2	3	4	5	6	7	8	9	10
Not True of Our Team			Our Team Is Addressing				True of Our Team		

- | | |
|--|--|
| <p>1. ___ We have identified team norms and protocols to guide us in working together.</p> <p>2. ___ We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.</p> <p>3. ___ Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.</p> <p>4. ___ We have aligned the essential learnings with state and district standards and the high-stakes exams required of our students.</p> <p>5. ___ We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.</p> <p>6. ___ We have agreed on how to best sequence the content of the course and have established pacing guides to help students achieve the intended essential learnings.</p> <p>7. ___ We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our course and each unit of this course.</p> <p>8. ___ We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.</p> <p>9. ___ We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.</p> <p>10. ___ We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.</p> | <p>11. ___ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.</p> <p>12. ___ We have developed common summative assessments that help us assess the strengths and weaknesses of our program.</p> <p>13. ___ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.</p> <p>14. ___ We have agreed on the criteria we will use in judging the quality of student work related to the essential learnings of our course, and we practice applying those criteria to ensure consistency.</p> <p>15. ___ We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.</p> <p>16. ___ We evaluate our adherence to and the effectiveness of our team norms at least twice each year.</p> <p>17. ___ We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.</p> <p>18. ___ We use the results of our common assessments to identify students who need additional time and support to master essential learnings, and we work within the systems and processes of the school to ensure they receive that support.</p> |
|--|--|



LIFE SCIENCE



ESSENTIAL STANDARD

I will know I'm awesome when:

I can use a punnett square to predict what trait or characteristic (physical feature) a child may be born with.

How did I do? _____

I have mastered the essential standard.

I'm almost there and I'm on my way to mastering the essential standard.

After my extra effort, how did I do? _____

Imagine Norms

Going from this....

Start and end on time.

To this.....

We will co-create an intervention plan
Within 2 days of giving the common
Assessment.

"Team norms are not intended to serve as rules but rather as collective commitments-public agreements shared among the members."

Norm light: Deciding how often to meet, start and stopping time, participation, paraphrasing when we want to ensure we understand the other perspectives, coming prepared for meetings, looking for ways to celebrate work, using technology only to support the process, following written agendas, etc.

Examples:

Be on Time.

Tech used only to support the process

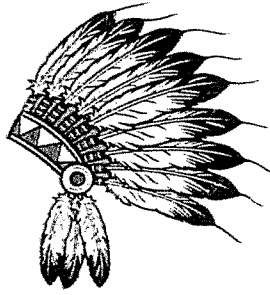
Norm Heavy: How soon before a unit will the common formative assessments be created? How soon after formative assessments are given are they to be graded? How many formatives will be co-graded to ensure inter-rater reliability? How long after the assessment will results be compared? How long after results are compared will a plan for intervention and extension be implemented? Will students be traded for a day or two for immediate intervention and extension days after CFA?

When our norms are broken, we will:

We will notify administration when:

Examples:

- *Create common formative assessment at least one week prior to unit start.*
- *Formative assessments must be graded and data compared within one week of given day*
- *Plan for intervention will be created the day data is compared*



*“Each year is a process of visiting, refining, and getting better--
a culture of continuous improvement.”*

Preparing For Next Year-August 2019

Team Collaboration:

- Pacing guide (1st nine weeks/1st semester)
- 1st unit plan (essential standards, learning targets, common assessments)
- Evaluate your assessments: determine level of rigor for each question/match learning target-standard to questions

Things to think about for next year:

- Grading consensus among data teams (protocols for late work, homework, zeros, lowest grade, giving 100's for non-academic tasks, etc.)
- School-wide Writing Non-Negotiables
- Create a google classroom for sharing data team docs with admin

Summer Reading by the pool:

- *Kid by Kid, Skill by Skill* by Robert Eaker & Janel Keating
- Chapter 4: Using the Effective Teacher's Toolbox

Have an AWESOME & SAFE summer!