



# Curriculum and PLC Playbook

2021-2022

## **Harrington Campus Mission Statement**

Harrington Elementary will educate and inspire successful life long learners,  
every day in every way.

## **Harrington Campus Vision Statement**

Building positive relationships and trust  
Fostering respect and collaboration  
Inspiring independent learners

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# Curriculum and Instruction

## Language Arts

### Reading Workshop Model

Our classrooms follow the workshop model.

<b>Engagement Piece/ Focus</b>	<ul style="list-style-type: none"><li>● 3-5 minutes.</li><li>● Examples include read aloud, song, video about topic, discussion question, sentence stem to activate prior knowledge</li></ul>
<b>Mini Lesson</b>	<ul style="list-style-type: none"><li>● 10 - 15 minutes</li><li>● TEKS Foundational skills, decoding and comprehension strategies are taught and reinforced</li><li>● Begin by reading learning target, then break it down with the kids, read it again all together</li><li>● Teacher models a strategy or a skill through authentic literature</li><li>● Use of anchor charts and critical vocabulary as needed</li></ul>
<b>Heart of the Workshop</b>	<ul style="list-style-type: none"><li>● 40-45 minutes</li><li>● Teacher will pull small groups &amp; confer with students as needed</li><li>● Students participate in activities that reinforce skills taught in mini lesson or previously taught skills</li><li>● Visual posted of student expectations of tasks (Rotation schedule or Student task list)</li><li>● The activities will be in alignment with current and previous learning targets</li><li>● Use of technology</li><li>● Use Reader response journal as appropriate in grade levels</li></ul>
<b>Wrap-Up</b>	<ul style="list-style-type: none"><li>● 5 minutes</li><li>● Students will discuss their learning target, experiences, ah-ha's, questions, etc...</li><li>● Share exemplar student work from workshop</li><li>● Exit Tickets</li><li>● Teacher notes next steps for learning</li></ul>

## Writing Workshop Model

Our classrooms follow the workshop model.

<b>Engagement Piece/ Focus</b>	<ul style="list-style-type: none"><li>• 3-5 minutes</li><li>• Mentor Text</li></ul>
<b>Mini Lesson</b>	<ul style="list-style-type: none"><li>• 10 - 15 minutes</li><li>• Begin by reading learning target, then break it down with the kids, read it again all together</li><li>• Teacher models a grammar or writing strategy</li><li>• Use of anchor charts and critical vocabulary as needed</li></ul>
<b>Heart of the Workshop</b>	<ul style="list-style-type: none"><li>• 10-20 minutes</li><li>• Students are writing independently and practicing targeted skill from mini lesson</li><li>• Teacher is conferencing with students or pulling small strategy groups as needed</li><li>• Visual posted of student expectations of tasks</li><li>• Use of technology if appropriate</li></ul>
<b>Wrap-Up</b>	<ul style="list-style-type: none"><li>• 5-10 minutes</li><li>• Students share their writing in large group or with a partner</li></ul>

## What We Teach

### TEKS and Essential Standards

The **Texas Essential Knowledge and Skills** and district identified essential standards are taught on a daily basis. The scope and sequence is organized on the [Big Picture Plan](#).

### Learning Targets

Learning targets are created collaboratively with teams during grade level planning and are written in kid friendly, "I can" language. The learning targets show the increments of learning for each essential standard. They are displayed for all content areas and updated daily.

# How We Teach

## **Guided Reading**

Teachers will meet daily with groups of students based on instructional reading levels to give direct instruction in areas of phonemic awareness, decoding, fluency, and comprehension. Small group instructions will begin as soon as BOY testing is completed. Groups should be flexible as students show growth on reading record data, formal, and informal assessments. Small groups should not exceed 6-7 students.

### Meeting frequency expectations

Approaching Instructional expectations	Daily instruction
Meets instructional expectations	3/4X a week
Exceeds instructional expectations	2/3X a week

### \* [K-5 District Instructional Reading Level Expectations](#)

## **Strategy Groups**

Teachers will meet with on grade level or above readers to build comprehension in targeted areas of need, such as central idea, summarizing, inferring, etc. These groups should be flexible and have students with mixed reading abilities.

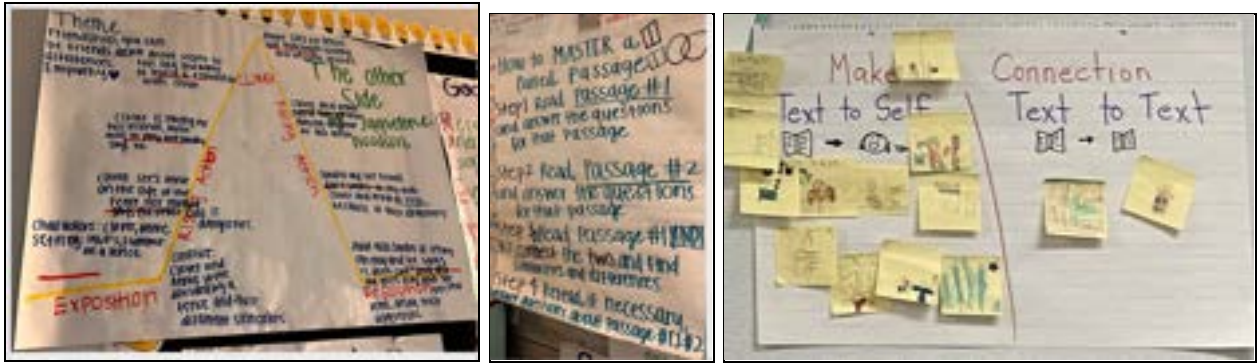
## **Reading Conferences**

Conferences are used across all grade levels to give specific feedback to students to reinforce strengths and identify specific areas of growth in reading and writing. Students are expected to self-reflect, show what they've learned, ask for support, and practice strategies. Teachers offer new strategies or support for ones still being practiced, give feedback, and guide readers. Conferences are short- 5 minutes per student. They are specific and purposeful. As teachers confer with students, they are expected to document strengths, growth areas and goals for each student.

- [Reading Conference Guidance and Expectations](#)

## **Anchor Charts**

Anchor charts should be used as visual resources that are made with students during the mini lesson. They should align with the standard and can include the specific learning target depending on the skill students are learning. Anchor charts will be displayed in the classroom all year as a reference for students.



## Book Boxes/Bags

Book Boxes/Bags are used across grade levels to reinforce reading strategies to increase fluency and comprehension.

- Grades K-2 expectations
  - Students have 3-6 books that are on current reading levels. These books should be rotated every 2-3 weeks to ensure students are reading on current independent reading level. Books can be ones that students have read during guided reading or free choices.
- Grades 3-5 expectations
  - Students have 2 books on students' independent reading levels and 1 book of interest (below or above reading level) that can be used during independent reading time. Students should change out their book choices every 2-3 weeks. Teachers should check book boxes frequently to see what and how much students are reading. Book Boxes/Bags should be easily accessible to students and teachers. Book Boxes/Bags will be accessible to students in their ELAR classroom.

## Classroom Library

Teachers have a wide variety of books in the classroom that are organized by genre, topic, or interest. Teachers should have a checkout system in place so students can independently check out books. If you need ideas to build a classroom library, please discuss it with your team leader.



## Literacy Word Wall

- Grades K-2 Expectations
  - High-frequency words and high interest words are added to the wall as they are introduced during the year. Students are encouraged to refer back to the word wall during writing and reading as needed.



- Grades 3-5 Expectations



Words are content based and may change depending on the current unit of study. Critical Vocabulary Words can be found in Unit plans under the “Stage 1: Acquisition” section with bolded words that are new to grade level. Students are encouraged to refer back to the word wall during writing and reading as needed.

## How We Know They Learned

### Assessments

- **Reading Records** are formally given 3 times a year using the Next Step Guided Reading Assessment Kit.(BOY, MOY, and EOY) **However they should be administered on a regular basis to monitor progress.** Literacy Footprint assessment kit can be used for progress monitoring.
- **Unit Assessments:** It is a district expectation for grades 3-5 to give and track in Edugence
- **Common Formative Assessments (CFAs)** are given as determined by team during collaborative planning
- **District Literacy Assessment** given 3 times a year
  - Reading Record
  - Mclass (K-2)
  - Composition evaluation

- All data should be entered into Edugence
- **Early Literacy Screeners K-2** (optional): Can be used to give additional data about students' knowledge of letter/sound ID and high frequency words.
- **Words Their Way Spelling Inventory** (optional): Can be used to help identify students' spelling patterns.


## Common Formative Assessments

CFAs should be given on a consistent basis to monitor progress in a specific standard. These will be created during planning and will focus on one essential standard. Teachers will create rubrics specific with expected criteria to measure proficiency in masters, meets, or approaches categories. CFAs will be analyzed as a team to guide further instruction.

### Examples of Literacy CFAs and rubrics

- [K CFA Example](#), [K Rubric Example](#)
- [2nd Grade CFA Example](#), [2nd grade CFA rubric](#)
- [4th grade CFA example](#), [4th grade CFA rubric](#)

## Literacy and Technology Resources

-  Technology Resources
  - HMH-iRead
  - Pathblazers
  - Amplify (Grades K-2)
- HMH Reading Curriculum
  - Guided reading library
  - Leveled readers
  - Intervention Resources
- Literacy Footprints (Digital and hardcopies available)
- Words Their Way (Digital and hardcopies available)
- Handwriting Without Tears
- [Next Steps to Guided Reading](#) by Jan Richardson
- [Writing Strategies Book](#) by Jen Serravallo
- [Reading Strategies Book](#) by Jen Serravallo
- [Patterns of Power](#) by Jeff Anderson
- Comprehension Toolkit
- [Lead 4ward Field Guide](#) & [IQ investigation](#)
- Lucy Calkins Reading and Writing
- [TEKS Guide](#)



# Math

## Workshop Model

Our classrooms follow the workshop model.

<b>Number Talks</b>	<ul style="list-style-type: none"><li>● 3 - 5 minutes</li><li>● Use this time as an opener to activate students' number sense</li><li>● Linked in Unit Plan</li></ul>
<b>Mini Lesson</b>	<ul style="list-style-type: none"><li>● 10 - 20 minutes</li><li>● Begin by reading learning target, then break it down with the kids, read it again all together</li><li>● Teacher models a strategy or skill</li><li>● Students' are involved in the lesson with manipulatives, whiteboards, etc.</li><li>● Use of anchor charts and critical vocabulary as needed</li></ul>
<b>Heart of the Workshop</b>	<ul style="list-style-type: none"><li>● 45-60 minutes</li><li>● Teacher will pull small groups &amp; confer with students</li><li>● Take notes on students' as needed</li><li>● Visual posted of student expectations of tasks (Station rotation schedule or Student task list)</li><li>● Students will independently practice the skill modeled for them during the mini lesson or previously taught skills</li><li>● Students will participate in math activities independently or with partner(s)</li><li>● The activities will be in alignment with previous learning targets and current learning targets</li><li>● Use of technology</li><li>● Use of math notebooks</li></ul>
<b>Wrap-Up</b>	<ul style="list-style-type: none"><li>● 5 -10 minutes</li><li>● Exit tickets</li><li>● Students will discuss their learning target, ah-ha's, questions, etc...</li><li>● Students share exemplar work from the day</li><li>● Teacher notes next steps for learning</li></ul>

# **What We Teach**

## **TEKS and Essential Standards**

The **T**exas **E**ssential **K**nowledge and **S**kills and district identified essential standards are taught on a daily basis. The scope and sequence is organized on the [Big Picture Plan](#).

## **Learning Targets**

Learning targets are created collaboratively with teams during grade level planning and are written in kid friendly, "I can" language. The learning targets show the increments of learning for each essential standard. They are displayed for all content areas and updated daily.

# **How We Teach**

## **Guided Math Groups/Small groups**

Math groups are pulled based on common formative assessment data, teacher observations, exit tickets, student work, etc...These groups are flexible. Students will receive intervention & enrichment during their small group time. Small groups should not exceed 6-7 students.

## Meeting Frequency Expectations

Approaching Instructional expectations	Daily
Meets instructional expectations	Minimum 3-4x/week
Exceeds instructional expectations	Minimum 2-3x/week

## **Manipulatives**

These items are located in a spot in the classroom that is accessible to all students at any time.

Examples of manipulatives always available:

- Grades K - 2
  - Unifix Cubes
  - Number Lines
  - 100/120 Chart
  - Counters
  - Dice
- Grades 3 - 5
  - Rulers
  - Base Ten Blocks

- Place value chart
- Protractor

Additional manipulatives will be available based on the current unit. For example, multiplication charts, fraction strips, etc.

## **Math Anchor Charts and Vocabulary**

Math classrooms will have a math wall with vocabulary and anchor charts displayed. Math vocabulary should be added to the wall as the words are introduced. Words that are specified in the district scope & sequence (Unit Plan → Stage 1 → Acquisition → Critical Vocabulary) need to be taught and displayed according to sequence. It's important that anchor charts are made with the students during the mini lesson.



## **Number Talks**

Used to activate students' number sense and math process skills to flexibly solve problems mentally. Number Talks should align with the current unit being taught. Number talks are student led and teacher facilitated. Number talks aligned to the current unit are linked in the UBD and can be refined to meet students' needs.

## **How We Know They Learned**


### **Assessments**

District assessments will be given in Edugence for 3rd-5th. K-2nd district assessments are linked in the unit planner and are administered in small groups.

- **Assessing Math Concepts (K-2)**
- Plano ISD Unit Assessments (given in Edugence)
- **Math Common Formative Assessments**
  - [Kindergarten Example of Rubric](#), [Kindergarten Example Documentation Sheet](#)
  - [4th Grade Rubric](#), [4th Grade CFA Activity](#)

# Math and Technology Resources

This is a list of district allowed resources that can be used to guide your daily instruction, small group, and intervention and enrichment.

-  Technology Resources
  - Dreambox
  - SAVVAS
- PISD Lessons
- Envisions
- Investigations
- Math Exemplars I & II
- LoneSTAAR
- [Lead 4ward Field Guide](#) & [IQ investigation](#)
- Motivation Math (3rd - 5th)
- Hands on Standards (1st-5th)
- Engaging Math (2nd - 5th)
- Developing Number Concepts (K-2)
- Think Tank (1st-5th)

## Science (Grades 3-5)

### Workshop Model

Our classrooms follow the workshop model.

<b>Science Talks</b>	<ul style="list-style-type: none"><li>● 5 - 10 minutes</li><li>● Use this time as an opener to activate students' prior knowledge</li><li>● Linked in Unit Plan</li></ul>
<b>Mini Lesson</b>	<ul style="list-style-type: none"><li>● 10 - 15 minutes</li><li>● Begin by reading learning target, then break it down with the kids, read it again all together</li><li>● Teacher models a strategy, skill, or experiment</li><li>● Use of anchor charts and critical vocabulary as needed</li></ul>
<b>Heart of the Workshop</b>	<ul style="list-style-type: none"><li>● 15 - 30 minutes</li><li>● Teacher will pull small groups &amp; confer with students as needed</li><li>● Students participate in experiment or practice the lesson modeled independently or with partner(s)</li><li>● Visual posted of student expectations of tasks</li></ul>

	<p>(Rotation schedule or Student task list)</p> <ul style="list-style-type: none"> <li>• The activities will be in alignment with previous learning targets and current learning targets</li> <li>• Use of technology</li> <li>• Use of science notebook</li> </ul>
<b>Wrap-Up</b>	<ul style="list-style-type: none"> <li>• 5 minutes</li> <li>• Students will discuss their learning target, ah-ha's, questions, etc...</li> <li>• Students share exemplar work from the day</li> <li>• Teacher notes next steps for learning</li> </ul>

## **What We Teach**

### **TEKS and Essential Standards**

The **Texas Essential Knowledge and Skills** and district identified essential standards are taught on a daily basis. The scope and sequence is organized on the [Big Picture Plan](#).

### **Learning Targets**

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### **Coding**

This is an enrichment option for your students.

- [Coding Enrichment Resource](#)
- Coding Connections (Curriculum Planner → Stage 3 → Science Toolbox )

### **Engineering**

Engineering lessons are embedded in unit plans. The lesson will use the binders in your grade level titled, Engineering is Elementary.

## **How We Teach**

### **Science Talks**

The discussion questions are linked in the unit plan as a weekly presentation and spiral all grade level essential standards.

## Science Experiments

Each unit allows students the opportunity to conduct investigations and experiments where they will record observations, analyze and interpret data, and communicate conclusions.

## Vocabulary Routine




This is when the teacher introduces the critical vocabulary words that the students are expected to use and apply throughout the unit. The words are added to the science wall.

## How We Know They Learned

- District Unit Assessments
- Science Notebooks
- Project and Experiment Rubrics

## Science and Technology Resources

This is a list of district allowed resources that can be used to guide your daily instruction or small group.

-  Technology Resources
  - Discovery Education
  - Generation Genius
- PISD Lessons
- Sciencosaur Book
- Engineering is Elementary Binders
- Unit Choice Boards (Curriculum Planner → Stage 3 → Science Toolbox )

## Social Studies (Grade 3-5)

\*\*\*Integrate into Reader's and Writer's Workshop when able

<b>Introduction</b>	<ul style="list-style-type: none"><li>• 2-5 minutes</li><li>• Use this time as an opener to activate students' prior knowledge</li></ul>
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<b>Mini Lesson</b>	<ul style="list-style-type: none"> <li>● 5-10 minutes</li> <li>● Begin by reading learning target, then break it down with the kids, read it again all together</li> <li>● Teacher models a strategy or skill</li> <li>● Teacher facilitates positive discussion with students when they are sharing opinions on specific topics</li> <li>● Use of anchor charts and critical vocabulary as needed</li> </ul>
<b>Heart of the workshop</b>	<ul style="list-style-type: none"> <li>● 15-20 minutes</li> <li>● Students are participating in collaborative research projects</li> <li>● Students are reading material that is related to current topic of study</li> <li>● Use of technology</li> <li>● Students will write reflections on their learning in their social studies notebook as needed</li> <li>● Teacher is checking in as students are working to ensure understanding of learning target</li> </ul>
<b>Wrap up</b>	<ul style="list-style-type: none"> <li>● 5 minutes</li> <li>● Students will discuss their learning target, ah-ha's, questions, etc...</li> <li>● Students share exemplar work from the day</li> <li>● Teacher notes next steps for learning</li> <li>● Exit Ticket</li> </ul>

## **What We Teach**

### **TEKS and Essential Standards**

The **Texas Essential Knowledge and Skills** and district identified essential standards are taught on a daily basis. The scope and sequence is organized on the [Big Picture Plan](#).

### **Learning Targets**

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# **How We Teach**

## **Vocabulary Routine**

This is when the teacher introduces the critical vocabulary words that the students are expected to use and apply throughout the unit. The words are added to the Social Studies content wall.

## **Collaborative Research Projects**

Each unit contains projects where students get to research, create visuals, and record responses collaboratively as a team.

## **Social Studies Notebooks**

Students take notes and respond and reflect on their learning.

# **How We Know They Learned**

- District Unit Assessments
- Student Response Paragraphs
- Research Plan
- Project Rubrics
- Seesaw Responses

# **Resources**

-  Technology Resources
  - Discovery Education
  - SAVVAS (MyWorld Social Studies Curriculum)
- District provided resources and activities for instruction

# **Inquiry and Innovation (I&I): Grades K- 2**

\*Grade K = 30-40 minutes

\*Grades 1-2 = 45-60 minutes

## **Workshop Model**

Our classrooms follow the workshop model.

<b>Introduction</b>	<ul style="list-style-type: none"><li>• 2-5 minutes</li><li>• Use this time as an opener to activate students' prior knowledge</li><li>• Linked in Unit Plan</li></ul>
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<b>Mini Lesson</b>	<ul style="list-style-type: none"> <li>● 10 - 15 minutes</li> <li>● Begin by reading learning target, then break it down with the kids, read it again all together</li> <li>● Teacher models a strategy or skill</li> <li>● Use of anchor charts and critical vocabulary as needed</li> </ul>
<b>Heart of the Workshop</b>	<ul style="list-style-type: none"> <li>● 15 - 30 minutes</li> <li>● Teacher will facilitate small groups &amp; confer with students to check for understanding</li> <li>● Students participate in experiment or practice the lesson modeled independently or with partner(s)</li> <li>● Visual posted of student expectations of tasks (Station rotation schedule or Student task list)</li> <li>● The activities will be in alignment with previous learning targets and current learning targets</li> <li>● Use of technology</li> <li>● Big Centers activity (Grade K)</li> <li>● Use of I&amp;I Notebook</li> </ul>
<b>Wrap-Up</b>	<ul style="list-style-type: none"> <li>● 5-10 minutes</li> <li>● Students will discuss their learning target, ah-ha's, questions, etc...</li> <li>● Students share exemplar work from the day</li> <li>● Teacher notes next steps for learning</li> </ul>

## **What We Teach**

### **TEKS and Essential Standards**

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### **Learning Targets**

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## **How We Teach**

### **Inquiry and Research Projects**

Each unit contains projects where students get to use their communication and thinking skills to solve problems with a team.


### **Vocabulary Routine**

This is when the teacher introduces the critical vocabulary words that the students are expected to use and apply throughout I&I. The words are added to the word wall.

## **How We Know They Learned**

- Informal Teacher Observations
- Classroom Discussions
- Engineering Project Rubrics
- Data collected from I&I Notebooks

## **Resources**

-  Technology Resources
  - Discovery Education
  - Generation Genius
- Unit Choice Boards (Curriculum Planner → Stage 3 → Unit Toolbox )
- Discovery Education
- Engineering is Elementary binders (Grades 1-2)
- [Coding Enrichment Resource](#)

## **Portfolios and Grades**

### **Portfolios (K-2)**

Teachers will input assessment data and progress towards grade level standards 3 times a year (BOY, MOY, EOY). All data will be input on Edugence. Specials teachers also complete progress on portfolios. Teachers should also include a glow and grow for each student in the comment section during each reporting period. Portfolios are shared with parents during conferences (BOY, MOY, EOY).

### **Grades (3-5)**

Teachers will input grades into Pinnacle weekly for their subject(s) taught. Use the District expectations for the amount of reported grades needed each semester.

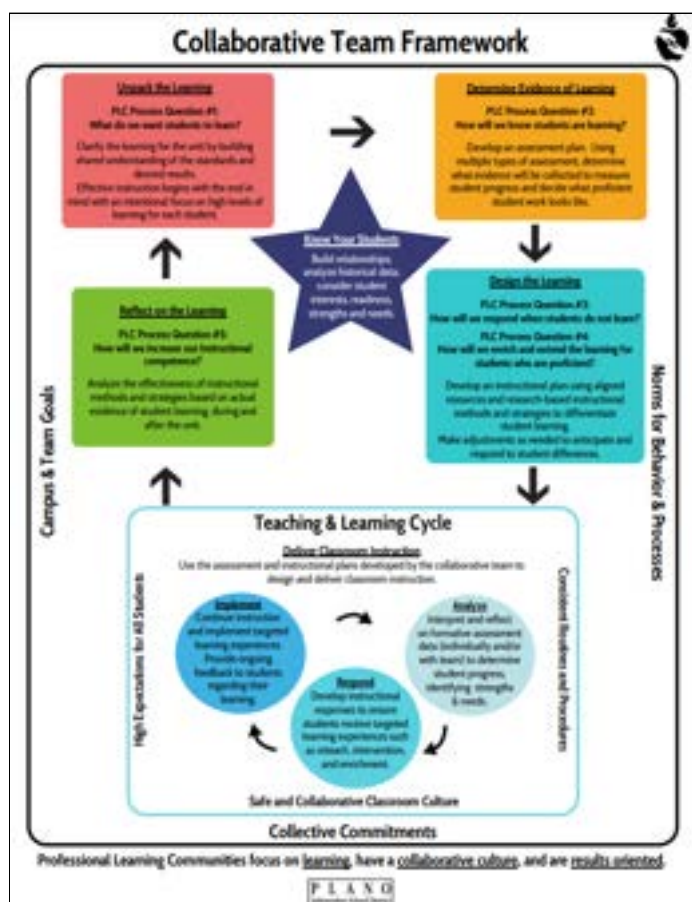
-  PISD Grading Guidelines: PreK/Elementary

# Professional Learning Community

## Collaborative Planning

Grade levels plan collaboratively with instructional leaders every Tuesday during grade level planning. Grade levels also plan additional days each week as needed to complete all items of their lesson plans. During this collaborative time, teachers unpack essential standards, answer the 4 critical PLC questions, determine increments of learning and learning targets and determine which resources will be used for instruction.

## Collaborative Team Framework and Instructional Model



## Critical PLC Questions

Use these 4 questions to start the planning process each week for each subject:

1. What do we want students to learn? (TEKS)
2. How will we know students are learning? (Assessment/CFA)
3. How will we respond if they do not learn? (Intervention)
4. How will we enrich/expand learning for students who are proficient? (Enrichment)

## Big Picture Plan

Grade level teams meet twice a semester to unpack essential standards for an upcoming unit. They then determine the increments of learning for each essential standard, determine the learning targets that address each increment of learning, plan when to give CFAs within the unit, plan for re-engagement and enrichment and determine when to give the unit assessment. This is a team curated outline of a subject's unit that is done digitally.

- Includes the TEKS
- Daily Learning Targets
- Assessment Days (CFAs, MAP, STAAR, Unit Assessments)
- Divided up into the weeks of a unit.

## Examples

- [Example of Math Big Picture Plan](#)
- [Example of Unit Plan](#)

## Lesson Planning Document

Grade level teams use Google Docs for weekly lesson planning. You can use an example listed below or create one together as a grade level. During collaborative team planning, all team members are expected to bring a Chromebook to collaboratively plan together using the lesson planning document.

## Examples

- [Example 1](#)
- [Example 2](#)
- [Example 3](#)

If a grade level chooses to create their own, it must include the following:

1. 4 PLC questions
2. Daily learning target to show increments of learning
3. Workshop model components (mini-lesson, student independent practice, share)
4. Materials and resources
5. CFA and rubrics

## Norms

Team meeting norms are developed by each grade level to start the year. Grade level teams review norms at the start of team meetings. Norms can be revised as a team as needed.

## **Power Hour**

Grade level teams meet once every other week from 7:20-8:05. The purpose of Power Hour is to allow teachers time embedded within the school day to analyze and respond to student data. Teachers can analyze CFA data, unit assessments or district assessments. Teachers can also use the time to plan targeted intervention and enrichment during WIN time. While teachers meet during Power Hour, students will go to Specials. Specials teachers will share a Power Hour schedule to know where to send your class.

## **WIN (What I Need) Time**

WIN time is a daily, 30 minute period of time you have in your grade level schedule to provide extra help or enrichment opportunities for your students. Your team will use CFA, unit assessment or MAP data to collaboratively plan flexible groups and lessons to engage students in purposeful instruction. Students will be flex grouped and shared amongst all teachers in the grade level. WIN lessons need to be included in your weekly lesson plans or grade level folder.

# **Multi-Tier Support System (MTSS)**

## **Name and Need**

Teachers and instructional leaders meet once every nine week to discuss the academic and behavioral needs of 3-4 students that need the most support in each classroom. A plan for intervention strategies and next steps is discussed for teachers to implement.

## **SST (Student Support Team)**

SST is a collaborative meeting with the classroom teacher, administration, Specialists and Special Education teachers to address specific intervention goals and next steps for students that need additional monitoring and support. SST meetings are scheduled every Monday and Tuesday after school. All required documentation for SST needs to be completed the Thursday prior to the meeting. Students that are being monitored through SST receive tier 2 and 3 intervention and need to have their intervention documented in Edugence.

[Initial SST checklist](#)

[Review SST checklist](#)

[SST meeting form \(initial and review\)](#)

[Intervention Documentation Form](#)

## **Tier 2 & 3 Intervention**

Tier 2 intervention is provided by the classroom teacher for students that need additional

support in a specific academic or behavioral area. For example, decoding CVC words, making inferences using text evidence or solving one and two step word problems within 100,000. Intervention goals are written with a measurable outcome and target the specific area a student needs more support. All tier 2 intervention is documented through the intervention module on Edugence. To identify which students need tier 2 intervention, teachers use reading and/or math tier 2 criteria along with a preponderance to make a decision. A tier 2 goal should be worked on and monitored for 4-6 week depending on the goal. A tier 2 goal should be worked on with students 3-4 times a week. Tier 2 criteria can be found on the PISD Curriculum Planner.

Tier 3 intervention is more intensive intervention for students that do not respond to tier 2 intervention. Tier 3 intervention increases in length of time and frequency the intervention is provided to students. Tier 3 intervention can be provided by the classroom teacher or Specialists Tier 3 goals should be worked on and monitored for 3-4 weeks depending on the goal. A tier 3 goal should be worked on with students 4-5 times a week.

[PISD RTI Handbook](#)

## Documenting Intervention in Edugence

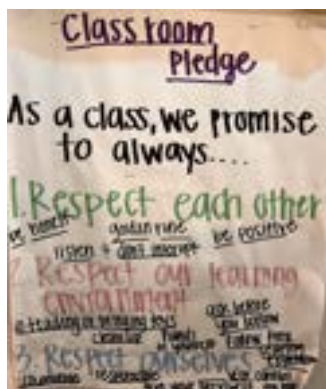
Directions for entering intervention documentation can be found in the [PISD RTI Handbook](#).

Tier 2 intervention needs to be entered into Edugence every 4-6 weeks. Tier 3 intervention needs to be entered into Edugence every 3-4 weeks.

# Classroom Expectations and Behavior Management

## Classroom Norms

This is a set of agreements made and agreed on by the students and teachers at the beginning of the year. This is a collaborative effort where every student's voice is heard. These norms should be referred back to throughout the year as correct behavior expectations for all students in the classroom.



## PawMart

This is a “store” that your team stocks with funds provided from PTA with toys, fidgets, art supplies, fun passes that students can then purchase monthly with their DOJO points.

## PBIS

This is used as an approach to promote school safety and good behavior. With PBIS, students are taught about behavior expectations and strategies. The focus of PBIS is prevention, not punishment. ClassDojo is a resource used to reinforce positive behavior and earn Dojo points.

## Harrington Heart Award

Students who are caught going above and beyond expectations can be awarded with a “Harrington HEART.” Students can receive an award for health, empathy, attitude, responsibility, and trustworthiness. Students will be recognized during announcements and will give a positive phone call home with the assistant principal.

## Character Trait Award

Staff and students will focus on a specific character trait each month. One student from each class will be awarded for displaying these character traits consistently and setting an example for others.

## PISD Review360

Any significant behaviors that require documentation or office referrals must be entered into Review360.

## Resources

- [Harrington Discipline Management Guidelines 2021--2022](#)
- [Treatment Agreement](#)
- [Setting up Class Dojo](#)

## Restorative Practices

### Community Circle



The purpose of Community Circles is to create a safe haven for students. The circle can be 5-15 minutes in your day. The teacher is a part of the circle and continuously models how to appropriately participate in a circle. Eventually, as routines and norms are established– the teacher’s role in the circle is to be a facilitator. A vital part of a circle is the talking piece (ball,



stuffed animal, sensory toy). Whoever has the talking piece is the speaker while everyone else is the listener. Students have an opportunity to share their thoughts, but are not forced to share. They have the power to “pass” when a talking piece is passed to them. The goal is that students will see their classroom as more of a home away from home and become more comfortable with expressing themselves in a community setting.

- Parts of a community circle
  - Greet each other
  - Share on a topic
  - Game (optional)

## Restorative Circles



**A restorative circle** is a technique that builds and restores relationships through equal opportunity sharing and listening. Restorative circles are used to resolve conflict between students and are facilitated by teachers.

## Resources

[Community Circle Topics](#)

## Family Connections

### Grade Level Weekly Smore

This is a weekly newsletter that is created by your team and is sent to parents every Friday. It includes information about the upcoming week. Your newsletter must include a recap of the week, learning targets, teacher contact information, upcoming events and important dates.

- [Kindergarten Smore \(Grade Level Newsletter\)](#)
- [4th Smore \(Grade Level Newsletter\)](#)

### Positive Phone Call

In the first two weeks of school, teachers should contact all parents of homeroom class with a positive phone call home to establish a relationship and build rapport with families. Throughout the school year, teachers should make frequent positive phone calls home to promote positive classroom culture.



## **Thursday Digital Folder**

An email will be sent each Thursday to families regarding important school-wide information such as events, important dates, and updates. Families are encouraged to read this weekly to know what is happening at Harrington.

## **Parent/Teacher Conferences**

Grades K-2 will have parent conferences at the beginning of the year and middle of the year. End of the year conferences should be held for Tier 2 students. Dates will be provided for the conference times. Additional conferences will be scheduled as needed. Portfolios and assessment data will be shared during the conference.

Grades 3-5 will have a designated parent/teacher conference day in October and can be scheduled as needed throughout the year. Assessment data is required to share with families as well as Tier 2 documents.