



BUILDING GOALS
2019-2020

- 1 We will utilize the STEAM Leadership Matrix to establish common language to promote student self-regulation while maintaining a warm, student-centered building culture.
- 2 We will increase our collective efficacy with scientific literacy and inquiry in our staff and students through refinement and implementation of our science curriculum.
- 3 We will increase student achievement through implementation of professional learning communities (PLCs) and collaborative teaming focused on student learning data.



Preparing
STEAMazing critical
thinkers for life!



JTSD

Mission (Why we exist): Preparing STEAMazing critical thinkers for life!

Vision (What do we need to do to achieve the mission): We are a family of collaborative learners who inquire, create, think critically, and show integrity at school and beyond.

Big, Hairy, Audacious Goal (BHAG): JTSD will be the top performing STEAM school in the state of Missouri!

2022-2023 Goals:

We will meet the diverse academic and social needs of our students while maintaining a warm student-centered culture.

We will grow our collective efficacy by engaging in cycles of action research.

We will increase student achievement by engaging as a high-functioning professional learning community (PLC) focused on student learning data.

2024-2025 Goals:



STRATEGIC PLAN

2021-2026

STRATEGY 1: TIME

We will research, develop, and implement plans to efficiently structure time for improvement of educational outcomes.

- Effectively utilize Monday morning collaboration to include time for regular, routine Professional Learning, consistent Leadership Team meetings, and intentional Team Time
- Align instructional RtI (STEAM time) across grade levels to maximize student learning through systematic procedures.
- Develop and implement a June summer session schedule that will provide structured times for targeted instruction.

STRATEGY 2: TRANSITIONS

We will research, develop, and implement plans to improve student transitions.

- Assist incoming kindergarten students and families with the transition into JTSD and kindergarten
- Assist 6th grade students and families with the transition out of JTSD and into Jr. High
- Assist JTSD students and families with the transitions within the building

STRATEGY 3: PARTNERSHIPS

We will develop and implement plans to improve school, family, and community partnerships.

- Develop and implement a partnership document that houses a list of local, state, and nationwide connections aligned with state standards
- Partner with local, state, and national agencies to cultivate multi-year connections and relationships to enhance student learning
- Develop promotional materials that highlight the opportunities and benefits of being a learning partner with JTSD

STRATEGY 4: ACTIVITIES

We will research, develop, and implement plans to expand and improve extracurricular opportunities to engage students.

- Create grade-level and whole-school "families" with a focus on leadership and social emotional needs of each child
- Create opportunities for all students to participate in various extracurricular activities by establishing community partnerships to help support student learning before, during, and after school
- Create events focused on building school-wide community and support JTSD's mission
- Broaden the impact and joy of the JTSD Garden and Farmers Market to incorporate all grade-levels through additional collaboration and curriculum alignment

STRATEGY 5: WELL-BEING

We will develop and implement plans to improve the well-being of all students and staff to allow greater growth through the educational process.

- Develop and implement a matrix to refine and improve social/emotional learning and building-wide expectations to improve the well-being of all stakeholders
- Provide effective professional development in the areas of social/emotional development, classroom management, and trauma-informed instruction
- Utilize district and community resources to ensure the basic needs of our students and families are being met inside and outside of the school building
- Develop a plan, inclusive of all building staff, to decrease stress levels and build and/or maintain positive staff morale

STRATEGY 6: PROFESSIONAL LEARNING

We will research, develop, and implement plans to improve professional learning opportunities for all staff.

- Create time to collaborate with teams on topics related to district goals
- Create a professional development continuum to orient and track professional learning needs for building staff
- Designate intentional team time to meet with other PLCs throughout the building
- Increase the effectiveness of individual professional development to solidify best practices and accelerate staff professional growth

STRATEGY 7: LEARNING PATHS

We will develop and implement plans to refine and improve student learning opportunities to develop well-rounded, critical thinkers.

- Increase content-rich instruction/integrated units to improve literacy
- Continue to implement and refine STEAM-based projects
- Create a task-force to identify benefits and growth opportunities from implementing competency-based learning
- Continued development of innovative, project-centered approach to learning
- Implement programs to strengthen home-school connection

Shared Decision-Making

STEAM Guide 2021-2022

Action Step 1:	Action Step 2:	Action Step 3:	Action Step 4:	Action Step 5:	Action Step 6:	Action Step 7:	Action Step 8:
Are we all doing the same character word each month or a free form for each grade level? Temp Check	STEAM leaders make good habits Keep habits or just keep character words? STEAM Leader Habits in Mind	Executive Function	Well Being Matrix	New Posters And videos	Life and Career Skills are Necessary for Success STEAM Character Guide	Assessing Our Current Reality RTI Behavior Pyramid	Tier 1 Prevention Design and Strategies Building-Wide and in the Classroom

Action Step 6: Life and Career Skills are Necessary for Success

Resource - Solution Tree - Behavior Solutions: Teaching Academic and Social Skills Through RTI at Work (A guide to closing the systemic behavior gap through collaborative PLC and RTI processes) 1st Edition

Talking Points: STEAM Character Guide

- What does a JTSD student look like? What skills and dispositions when they leave here.
 - Begin in the end in mind - Graduate (link portrait of a graduate).
 - [Portrait of a Graduate](#)
 - [Graduate Profile](#)
- Our purpose and core values
 - I leave, add to change

	Outcome:
K	Spoke with the K team and these are the words we feel should describe a JTSD graduate: kind, respectful, good listener, follows directions, gives their best, confident, driven, responsible, leader
1	We agree with these core values and think they look good. What happens if they don't follow the values?
2	We love the core values of students. Were pictures going to be added so we could have a visual for all students?
3	Viewing learning through a different lens. Even beyond science, learning how to think for themselves and think deeply. They also leave being more responsible in handling challenges within themselves and with one another. Also the core values
4	

inPACT Team Agenda		Today's Date:	11/3/2021
What do we want students to know and be able to do? • How will we know they are learning? • What will we do if they aren't learning? • How will we respond when they have learned?			
Attendance: X Jennifer Chastain X Mandi Williams X Ryan Math X Tera Tiffin X Shannon Wickler X Jean Cook X Kathryn Martin	X Cheryl Dick X Joe Shaughnessy X Matt Barker X Karen Kelly X Bonnie Eshie X Taryn Metz	Notes: We will actively contribute and come prepared for each meeting. We will operate under a growth mindset by taking risks and putting the onus on us. We will remain goal-oriented and focus on actionable items. We will have fun, stay positive, and make the most of our time together. We will work towards consensus and honor the different perspectives of the group.	Today's Purpose: Leadership: CFA Development Norms: Data Analysis Smart Goals: Lesson Design Essential Standards: Interventions Unmapping Standards
Building Mission and Vision: • Preparing STEAMing critical thinkers for life! • We are a family of collaborative learners who inquire, create, think critically, and show integrity at school and beyond.	JTSD Building Goals: • We will increase, using PD practices, to meet the diverse academic and social needs of our students while maintaining a strong student-teacher culture. We will grow in our collective efficacy by implementing professional learning related to communication skills and norms. We will increase student achievement by engaging in a high-functioning professional learning community (PLC) focused on student learning data. 60-85% of students will achieve proficiency with EYV USA scores. 8-10% of students will achieve proficient or advanced on Evaluate data.	Today's Focus: Reflect on recent professional development and make plans for next session.	
Discussion Topics:	Time:	Minutes:	Next Steps
Check-in	5 min	SHARED (4A) (30) "Smart Goals" -Have PD sessions over the last three weeks... good! - PLC time with departments - district is working on standardizing processes - teacher led PD day - relevant and interesting, literacy centers had lots of conversation and take aways, learn from what others are doing in their classroom, structure of the PD (how can we spread out the love?), like how it was just Lisa - Are we being reflective and transparent on this year? Is the burnout real? What are some things we can change from this year? We are seeing this trend EVERYWHERE - Action plan - teachers need a plan day. Uninterrupted. Interns will need PD to counterbalance.	
PD Reflections	10 min		
			Team Member Responsible:

STEAM Team Agenda		
Dates/Notes Presented at various events for the Have a family of collaborative learners who inquire, create, think critically at school and beyond.	01-22-2021	01-22 Building Goals We will increase, using PD practices, to meet the diverse academic and social needs of our students while maintaining a strong student-teacher culture. We will grow in our collective efficacy by implementing professional learning related to communication skills and norms. We will increase student achievement by engaging in a high-functioning professional learning community (PLC) focused on student learning data. 60-85% of students will achieve proficiency with EYV USA scores. 8-10% of students will achieve proficient or advanced on Evaluate data.
Attendance Alicia Tara Tara Alicia Tara Tara Alicia	Notes: Steaming in a link "We" - 8:00 hour time Learn, understand and respect each other Use communication skills Keep activities relevant and on target	Building Goals We will increase, using PD practices, to meet the diverse academic and social needs of our students while maintaining a strong student-teacher culture. We will grow in our collective efficacy by implementing professional learning related to communication skills and norms. We will increase student achievement by engaging in a high-functioning professional learning community (PLC) focused on student learning data. 60-85% of students will achieve proficiency with EYV USA scores. 8-10% of students will achieve proficient or advanced on Evaluate data.
Discussion Topics:	Time:	Minutes:
Building behavior data - 2/3 of them returned in past month, 2 of those are buses. "Actforms are hands on, self-control, mostly during unstructured times		
Will Bring Matrix Over Now		
Building Wide Common Expectation Posters		
"Student leadership's idea for remaking our posters "K-3 "character mascot" "4-6 "themes" "Poster will include mascot/theme, explanation of expectation, picture of students doing the right thing along with a QR Code (possible video of kids teaching the expectation correctly so students or a teacher can scan if they need re-teaching).		

What do we hope to become?	What goals will we use to monitor our progress?	What must we do to create the school that will improve our ability to fulfill our vision and mission?	What specific roles does the team and each member take on?	
STEAMazing Critical Thinkers for Life	22-23 Building Goals	Clear and Consistent Communication	JMR Team	Collaborate together to move our vision and mission forward
Nixa Public Schools Strategic Plan JTSD Strategic Plan	Goal 1: We will meet the diverse academic and social needs of our students while maintaining a warm student-centered culture.	JTSD 411 - Master Schedules and Information		Jen Lead on Teacher Frontline/Attendance/Observations/PTA
	Goal 2: We will grow our collective efficacy by engaging in cycles of action research.	Yearlong Calendar - Google Calendar - GPS - Agendas - Sunday Email		Mandi Lead on Student Success Team / Behavior
	Goal 3: We will increase student achievement by engaging as a high-functioning professional learning community (PLC) focused on student learning data.	School Board Policies	22-23 JTSD Handbook	Wellness Policy

What do need STUDENTS to know and be able to do?				What do TEAMS need to know and be able to do?			What do TEACHERS need to know and be able to do to best support all students?			
Building -Wide		Classroom		Building -Teams	Grade-level Teams		Teachers	Students		
JTSD STEAM Leader				SIG					Educator Growth Guide	
All Setting Common Expectations				JTSD Year at a Glance					District Curriculum Binder	
Well-Being Matrix				Integrated Unit Plan Template					District Frameworks	
Executive Function Resource GPS				Curriculum Development Flowchart					District ELA Framework and Resources	
STEAM/IMPACT AGE - Yardsticks				22-23 Assessment Schedule					Elementary Curriculum Resources	
Videos				Deconstructing Standards and CFA's - Resources					RTI Essentials	
Matrix				General Parent Communication on Units - Norms					RTI	
Parameters									Guided Reading Planners	
Resources				Team Guides			Grade-Level Guides		Team Data Meetings	
Cafeteria	Cafeteria	Parameters	Common-Grade-Level Expectations	IMPACT GPS	Kindergarten GPS	1st Grade SOL Binder	District ELA Curriculum Resources	DRA		
Bus/Walkers	Bus	Parameters	Classroom Matrix	STEAM GPS	1st Grade GPS	2nd Grade SOL Binder	District Math Curriculum Resources	Running Records		
Water Fountain	Hallway		Intentional Morning Meetings	Curriculum Team GPS	2nd Grade GPS	3rd Grade SOL Binder	District Science Curriculum Resources	Spelling Inventory		
Hallway	Playground		Recess Expectations by Grade-Level	Arts GPS	3rd Grade GPS	4th Grade SOL Binder	JTSD ELA Resources	Writing Inventory		
Playground	Collab Station		Teacher Scripts Building Expectations	Enrichment GPS	4th Grade GPS	5th Grade SOL Binder	JTSD Math Resources	Well-Being Matrix - EF Skills		
Collab Stations	Restroom				5th Grade GPS	6th SOL Binder	JTSD Science Resources	Student Supports Personnel Roles		
Restroom					6th Grade GPS	SPED SOL Binder		Literature Library Procedures		
Re-Teaching Strategies										
Behavior Support Flowchart										
MTSS Flowchart or SST Referral Form										
STEAM Leader		calming corner								
		break/think sheet								
How will we know if they have learned it				How will we know if they have learned it					How will we know if they have learned it	
JTSD Master MTSS				SIT Meeting Agenda					Teachboost	
JTSD Discipline Flow Chart				SOL Binders and Resource					Pathway Coaching Questions	
Office Referral Form				Big Book of Collaborative Teams					Teacher Coaching and Goals	
What will we do when they DON'T know it?		What will we do when they DO know it?		What will we do when they DON'T know it		What will we do when they DO know it		What will we do when they DON'T show evidence of learning	What will we do when they DO show evidence of learning?	
Discipline Policy		STEAMazing Student		Coaching Plan		STEAMAZING Teacher				

What do **teachers** need to know and be able to do to best support all students.

How will we know if they have learned it?

What will we do when they do?

What will we do when they don't?

Resources organized into district, classroom, individual student resource needs.

What do TEACHERS need to know and be able to do to best support all students?	
Teachers	Students
Educator Growth Guide	
District Curriculum Binder	
District Frameworks	
District ELA Framework and Resources	
Elementary Curriculum Resources	
RTI Essentials	
RTI	
Guided Reading Planners	
District ELA Curriculum Resources	DRA
District Math Curriculum Resources	Running Records
District Science Curriculum Resources	Spelling Inventory
JTSD ELA Resources	Writing Inventory
JTSD Math Resources	Well-Being Matrix - EF Skills
JTSD Science Resources	Student Supports Personnel Roles
	Literature Library Procedures
How will we know if they have learned it	
Teachboost	JTSD Master MTSS
Pathway Coaching Questions	Building Student Data
Teacher Coaching and Goals	CFA's
What will we do when they DON'T show evidence of learning	What will we do when they DO show evidence of learning?

What do **teams** need to know and be able to do to best support all students.

How will we know if they have learned it?

What will we do when they do?

What will we do when they don't?

Resources organized into district, classroom, individual student resource needs.

What do TEAMS need to know and be able to do?		
Building -Teams	Grade-level Teams	
SIG		
JTSD Year at a Glance		
Integrated Unit Plan Template		
Curriculum Development Flowchart		
22-23 Assessment Schedule		
Deconstructing Standards and CFA's - Resources		
General Parent Communication on Units - Norms		
Team Guides	Grade-Level Guides	Team Data Meetings
imPACT GPS	Kindergarten GPS	1st Grade SOL Binder
STEAM GPS	1st Grade GPS	2nd Grade SOL Binder
Curriculum Team GPS	2nd Grade GPS	3rd Grade SOL Binder
Arts GPS	3rd Grade GPS	4th Grade SOL Binder
Enrichment GPS	4th Grade GPS	5th Grade SOL Binder
	5th Grade GPS	6th SOL Binder
	6th Grade GPS	SPED SOL Binder
	Staffing Agenda	
	SPED GPS	
How will we know if they have learned it		
SIT Meeting Agenda		
SOL Binders and Resource		
Big Book of Collaborative Teams		
What will we do when they DON'T know it	What will we do when they DO know it	
Coaching Plan	STEAMAZING Teacher	
Teacher Growth Guide		

What do **students** need to know and be able to do to best support all students.

How will we know if they have learned it?

What will we do when they do?

What will we do when they don't?

Resources organized into district, classroom, individual student resource needs.

What do need STUDENTS to know and be able to do?			
Building -Wide		Classroom	
JTSD STEAM Leader			
All Setting Common Expectations			
Well- Being Matrix			
Executive Function Resource GPS			
STEAM/IMPACT AGE - Yardsticks			
Videos	Matrix	Parameters	Resources
Cafeteria	Cafeteria	Parameters	Common-Grade-Level Expectations
Bus/Walkers	Bus	Parameters	Classroom Matrix
Water Fountain	Hallway		Intentional Morning Meetings
Hallway	Playground		Recess Expectations by Grade-Level
Playground	Collab Station		Teacher Scripts Building Expectations
Collab Stations	Restroom		
Restroom			
Re-Teaching Strategies			
Behavior Support Flowchart			
MTSS Flowchart or SST Referral Form			
STEAM Leader		calming corner	
		break/think sheet	
How will we know if they have learned it			
JTSD Master MTSS			
JTSD Discipline Flow Chart			
Office Referral Form			
What will we do when they DON'T know it?		What will we do when they DO know it?	
Discipline Policy		STEAMazing Student	
State MTSS Referral			

JMR PLC Agenda 2021-2022

Date of Meeting

What do we want TEACHERS to know and be able to do? • How will we know they are learning? • What will we do if they aren't learning? • How will we respond when they have learned?

Team Members/Roles:	Norms:	Today's Purpose:
Jen Chastain	Active listening and participation by all	
Mandi Williams	Be prepared, present, remain engaged, agenda focused	
Ryan Mahn		

	Est. Time:	Minutes/Links:	Person Responsible:	Timeframe:
Celebrations	5			
Building Admin	10			
Teacher Feedback	10			
-New Teachers				
PD	5			
Collab/imPACT/STEAM	10			
SST	5			
Goals for Next Week	10			

Additional Action Items:

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	RTI Tier One	RTI Tier Two
What is the purpose?	Guaranteed, viable curriculum	Continued intentional support when Tier 1 isn't meeting the needs
	Do what's best for kids	Know your why
	Strengthen core instruction to reduce Tier 2 interventions	To ensure all students are successful on essential standards
What do we have?	Essential standards	20-30 min STEAM
	Frameworks	workshop model
	Units of instruction	essential standards
	Assessment tools	Strategies
		data-CFA, MAP, EOY, anecdotal
What do we need?	Time	Consult with PLT
	Schedule	Enrichment team role?
	Parameters	Framework/parameters
	Transparency	
	Outside opinions	
	Vertical planning	
	District planning	
	Buy in and follow through	
What are our strengths?	Teachers	Willingness to tackle a challenge
	PLTs	
	Commitment	
	Passion	
	Backwards design	
	PLC	

What are we doing? What do we need?	
K:	• We are embedding "RtI" all of the time. We may meet with a group 2x weekly, but then we meet with some every day. That is additional, targeted time. How will this structure differ and be advantageous? Scheduling is difficult
1:	• Echoed 1st - scheduling is a problem
2:	• How can we continue to build tier 2, when we are shoring up/developing tier 1?
3:	• Scheduling is tough due to recess, reading, specials, etc. How do we know who needs specific things? How do we balance a need for multiple intervention?
4:	• Ready to go. We differentiate all day. This is no different. Showed Freckle assessment to use to gauge starting point for math intervention
5:	• Meeting with 3rd today to talk about systems - likes current schedule
6:	• Intervening all day long. Students tired at end of day and is difficult.
New Wonderings:	
	• How can we create a system that doesn't feel rigid or like a checklist?
	• How do we maintain tier 1 while developing and providing attention elsewhere?
	• Our schedule is tough - How do we create something that works for us? When can we give our attention to that?
	• How do we provide multiple interventions when necessary?
	• Establishing systems - what is the best/easiest system that supports all learners?
	• How do we build systems that endure the test of time and create momentum with students?
	• How can we connect Impact/STEAM? We can't learn until students are demonstrating expected behaviors.
Next Steps: (Feedback on 9/28)	
	• How do we determine a tier 2 need? What is essential to us?
	• What are the essential elements of a CFA?

Month	Week	Reminders for 23-24	District Information	Appreciation Dates	PD	Building Information	Drills	PTA Folder	Staff Fun	Tyne	Collaboration	imPACT	Steam
		District Calendar JTSD Calendar JTSD Event Google Calendar											
August	1-5	Have Leadership Meet with entire school	District Back to School Information			Back to School - To Do List							
	8-12	PTA - Start PTA Membership Communication Up Fees for PTA and Parties - Inflation				New Teacher Meetings					-----		
	15-19	PTA - Meet the Teacher - Let people know to go to cafeteria	16th - Pictures at HS 9:00 16th 9:00-12:00 CPI Training			Back to School		Back to School Bash	Hart of the Ozarks 2:30-4:00	Mugs, Hikers, Animals - Bulletin Board	-----	Build Tier 1 - First 20 days	Build Tier 1 - First 20 Days
	22-26					School Starts					Team Time		STEAM Guide Goals + Action Plan
	29-2		SIT Meetings Begin 29th			Picture Day		General PTA Mtg.		Personal Leadership Platform (PLP): Foundation Plank: Core Values	K-2 and sped-DRA review; 4th-6th is Data discussions		Tier 1 - When they don't
	5-9				9/9 - 3rd AM						Labor Day - No Collab	Prevention Design What is the purpose What do we need What are strengths	Prevention Design What is the purpose What are strengths What do we need Expectations?

Attendance:		Norms:		JTSD Building Goals:
X Jennifer Chastain	X Cheryl Dick	• We will actively contribute and come prepared for each meeting.		2022-2023 Goals:
X Mandi Williams	X Joe Shaughnessy	• We will operate under a growth mindset by taking risks and pushing the envelope.		• We will meet the diverse academic and social needs of our students while maintaining a warm student-centered culture.
X Ryan Mahn	X Jessica Sterling	• We will remain goal-oriented and focus on actionable items.		• We will grow our collective efficacy by engaging in cycles of action research.
X Tara Tinlin	Karen Kelly	• We will have fun, stay positive, and make the most of our time together.		• We will increase student achievement by engaging as a high-functioning professional learning community (PLC) focused on student learning data.
X Shannon Winkler	X Bonnie Eiche	• We will work towards consensus and honor the different perspectives of the group.		
X Hannah Horgan	X Matt Barker			
X Amanda Fenley	X Julie Tommingo			

We will use evidence of learning to inform and improve our professional practices and respond to students who need intervention and extension.

Today's Goal: Review assessment practices

Discussion Topics:	Time:	Notes/Minutes:	Next Steps:
Check-In	5		
Celebrations		- Horgan no more, welcome Mrs. Buckner! - Ryan is a stellar dad - Aubrey is growing up... - Chickens, garden, money...oh my!	
aJENda bombs	5		
Showcase of Learning		- Thanks to everyone showcasing at PD. - Lunch on your own in the afternoon - Time for videos - 15 minute check in for impact people on Tuesday (Sign up below!)	
Meet with Ryan/Jen		1:30 - Tara 1:50 - Joe 2:15 - 2:35 - Amanda 3:00 - Shannon	
School Board visit		Friday, November 11th 9-10:30 - Veteran's Day assembly (3-6) in the morning. School board will be touring after	

Our Purpose as an imPACT Team	20		
CFA Discussion		When/what do we create a CFA for?	
		How long should a CFA be?	
		What structures/formats do we use?	
		Where do we source our questions?	
		How do we organize our bank of CFAs?	

What do we want students to know and be able to do? • How will we know they are learning? • What will we do if they aren't learning? • How will we respond when they have learned?

Collaborative Culture • Focus on Learning • Results Orientation

Attendance: Staff Coverage		
Jennifer Chastain	Daesha Childress	
Mandi Williams	Chris Wilson	
Ryan Mahn	Sheila Crabtree	
Diamond Liss	Morgan Bestgen	
Mary Floyd	Amber Shelton	
Courtney Mills	Amanda Ritter	
Jacey Suda	Taylor Shaeffer	

Norms:
• We will actively contribute and come prepared for each meeting.
• We will operate under a growth mindset by taking risks and pushing the envelope.
• We will remain goal-oriented and focus on actionable items.
• We will have fun, stay positive, and make the most of our time together.
• We will work towards consensus and honor the different perspectives of the group.

JTSD Building Goals:
2022-2023 Goals:
• We will meet the diverse academic and social needs of our students while maintaining a wa
• We will grow our collective efficacy by engaging in cycles of action research.
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student learning data.

We will use evidence of learning to inform and improve our professional practices and respond to students who need intervention and extension.

Today's Goal: We will develop our non-negotiables for our top 3 building expectations

Discussion Topics:	Time:	Notes/Minutes:	Next Steps:
Check-In	10		
Celebrations			
Awareness Test - How and what do we agree on?			
Step Inside a System			
Matrix Parts			
Our Purpose as an STEAM Team	10		
Purpose		common language, value, respect, expectations, & consistency	
Parts		need children friendly - non-negotiables - revise teacher and make specific	
Who are the people connected to the system?		all staff & students	
How do the people in the system interact with each other and with the parts of the system?		rotations & review them: why behind it (our actions affect others)	
Take Responsibility, Encourage Respect, Act Safely, Make Learning Count			
What can we all agree on? Statement of character for JTSD Student		The ultimate goal is they why behind & using these to understand how their actions affect others (teachers & students)	Tell your team the why or goal we have came up with!
Take Back to Your Team for Next Week			
These members from STEAM will work to revise/make changes per building conversations and voting from collaboration	K		
	1		
	2		
	3		
Suda - Mills - Bestgen - Playground	4		
Floyd - Crabtree - Childress Restroom	5		
Ritter - Wilson - Liss - Shelton	6		
As the building - Focus on The "why"	Specials		
• Staff and students understand how their actions affect others	Sped		
• Utilize common language - Take Responsibility, Encourage Respect, Act Safely, Make Learning Count			

Open Discussion and Reflection:

• [Top 5 Lunch, include custodian](#)

Do we need TIME and TRAINING on behavior and expectations, etc? I can only remember one collaboration devoted to behavior in our time here.

• [Reflection on Collaboration](#)

K ELA Essential Standards		Quarter Assessed	CFA	Quarterly Grade Card Standards
READING				
Read independently for sustained periods of time by:				
K.R.1.D.a	Engaging with text as developmentally appropriate	4	DRA	Reading: Reads and Comprehends Grade-Level Text
READING FOUNDATIONS				
Develop print awareness in the reading process by:				
K.RF.1.A.a	Identify all upper-and-lowercase letters (DOK 1)	1	CFA 2	Reading: Understands Features of Print
K.RF.1.A.c.	Demonstrate that books are read left to right, top to bottom (DOK 1)			
K.RF.1.A.f	Demonstrate one-to-one correspondence between spoken words and written words (DOK 1)	1	CFA 1	Reading: Understands Features of Print
Develop phonemic awareness in the reading process by:				
K.RF.2.A.a	Identify sounds in spoken words (DOK 2)	2	CFA 4	Reading: Demonstrates Phonemic Awareness
K.RF.2.A.b	Produce rhymes in response to spoken words (DOK 1)	1	CFA 3	Reading: Demonstrates Phonemic Awareness
K.RF.2.A.c	Distinguish orally presented rhyming pairs of words from non-rhyming words (DOK 1)	1	CFA 3	Reading: Demonstrates Phonemic Awareness
K.RF.2.A.e	Blend spoken onsets and rimes to form simple words (DOK 2)	2	CFA 5	Reading: Demonstrates Phonemic Awareness

6th Grade 2022-2023 Year-at-a-Glance

[JTSD411/Master Schedule 2022-2023](#)
[PLT Agenda](#)
[2022-2023 School Year Calendar](#)
[Leadership Club Mini-Lessons](#)

			ELA/Math Essential	ELA Item Specs	Math Item Specs	K-6 Curriculum Binder	Yearly Pacing Guide	ELA Scope and Sequence	Math Scope and Sequence	Science Scope and Sequence	SS Scope and Sequence
Wk	Q	M	Math	Science	Reading Skill	Read Aloud	Lit Circles	Writing	Steam	Testing	
1	AUG Q u a r t e r 1 O C T	AUG	First 20 Days	Intro to Science (2 weeks) ☐ Dueling...	First 20 Days	First 20 Days	First 20 Days	First 20 Days	Review 5th Grade	BOY Testing	
2			Unit 1: Area and Surface Area ☑ Area and ... ☑ Module 1:...	Unit 1: The Universe and Its Stars (9 weeks) ☑ Unit 1 S... ☑ 6th Gra... ☑ The Uni...	Unit 1: Fiction: Conclusions, Theme, Summary (25 days) ☑ 6 Unit 1 ...	Touching Spirit Bear by Ben Michaelson (Adventure) - Character Development and Theme ☑ Touching Spirit... ☑ Character Trait...	Touching Spirit Bear by Ben Michaelson (Adventure) ☑ Touching... ☑ Lit Circle... ☑ Touching...	Baseline Writing Skills ☑ Persuas...	September RTI Groups ☑ Templ... ☑ Math ... ☑ ELA ...	RI Evaluate	
3											
4											
5											
6											
7											
8		OCT	Unit 2 and 3: Introducing Ratios ☑ Ratios, R... ☑ Module 2:...	Unit 2: Fiction: Point of View and Plot (25 days)	Unit 2: Inferencing, Plot, Plot Sequencing, Theme ☑ Maze Runner ... ☑ The Maze Run... ☑ The Maze Run...	Maze Runner by James Dashner (Sci-Fi/ Dystopian Fiction) - Mystery/ Adventure ☑ Q1: Myste... ☑ Lit Circles... ☑ Lit Circles...	T.S.B Extension Writing CFA ☑ Touchin...	Dystopian Literature Unit ☑ Dystopi... ☑ Dystopi... ☑ Dystopi...	October RTI Groups ☑ Templ... ☑ Math ... ☑ ELA ...	Evaluate Fall Conference	
9											

STEAM SPACES



FABLAB

THINK TANK

GREENHOUSE

MUSIC/ART ROOM

**STEAMOVATION
STATION**

PARTNERSHIPS FOR SUCCESS



INTERNSHIPS

Year-long internships to grow our own team

GOCS D

Our local PD consortium works with us to learn and grow

LOCAL BUSINESS

Continued partnerships ensure unique opportunities