

Newman Elementary PLC PLAYBOOK



MISSION:

our Newman family fosters critical thinking, creativity, and a passion for lifelong learning.

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PROFESSIONAL LEARNING COMMUNITIES

NEWMAN'S MISSION, VISION, AND COLLECTIVE COMMITMENTS

When opening Newman in 2014, the staff utilized protocols that promoted collaboration and a shared responsibility in developing our campus mission, vision, and collective commitments. Clarity around these commitments and the understanding that we all collectively hold responsibility towards growing our students was solidified through this process. These promises are hung around the campus, incorporated on the marquee, weekly newsletters, meeting agendas, etc. to provide us all with the simple reminder we made towards high levels of learning for all our students. As decisions are made on our campus, we consider their relation to the mission and vision to guide and refine our next steps.

NEWMAN'S MISSION STATEMENT:

Our Newman family fosters critical thinking, creativity and a passion for lifelong learning.

AS a Learning community, we...

- strive for a strong community connection that values families, staff and community members.
- collaborate within and across grade levels and specials areas
- respect and celebrate diversity
- partner with families in the growth of our students
- create a respectful and positive learning environment that is safe and nurturing
- utilize research-based strategies to ensure academic growth
- provide differentiated instruction to promote student achievement

OUR COMMITMENTS TO OUR SCHOOL COMMUNITY...

- include families and community members in learning opportunities and school activities
- integrate diversity into classroom meetings, lessons and community events
- provide a child-centered classroom where students are safe to take risks`

- based on results of student data, utilize district resources and best instructional practices to ensure academic growth for each student
- use data to provide interventions/enrichment based on level of mastery

THREE BIG IDEAS THAT DRIVE OUR PLC

1. The purpose of our school is to ensure all students learn at high levels.
2. Helping all students learn requires a collaborative and collective effort.
3. To assess our effectiveness in helping all students learn we must focus on results. This evidence/results are used to inform and improve our professional practice and how we respond to students who need intervention and enrichment.

Dufour, Richard. Learning by Doing: A Handbook for Professional Learning Communities at Work. Bloomington, IN: Solution Tree, 2006. Print.

NEWMAN'S COLLABORATIVE PLANNING PROCESSES

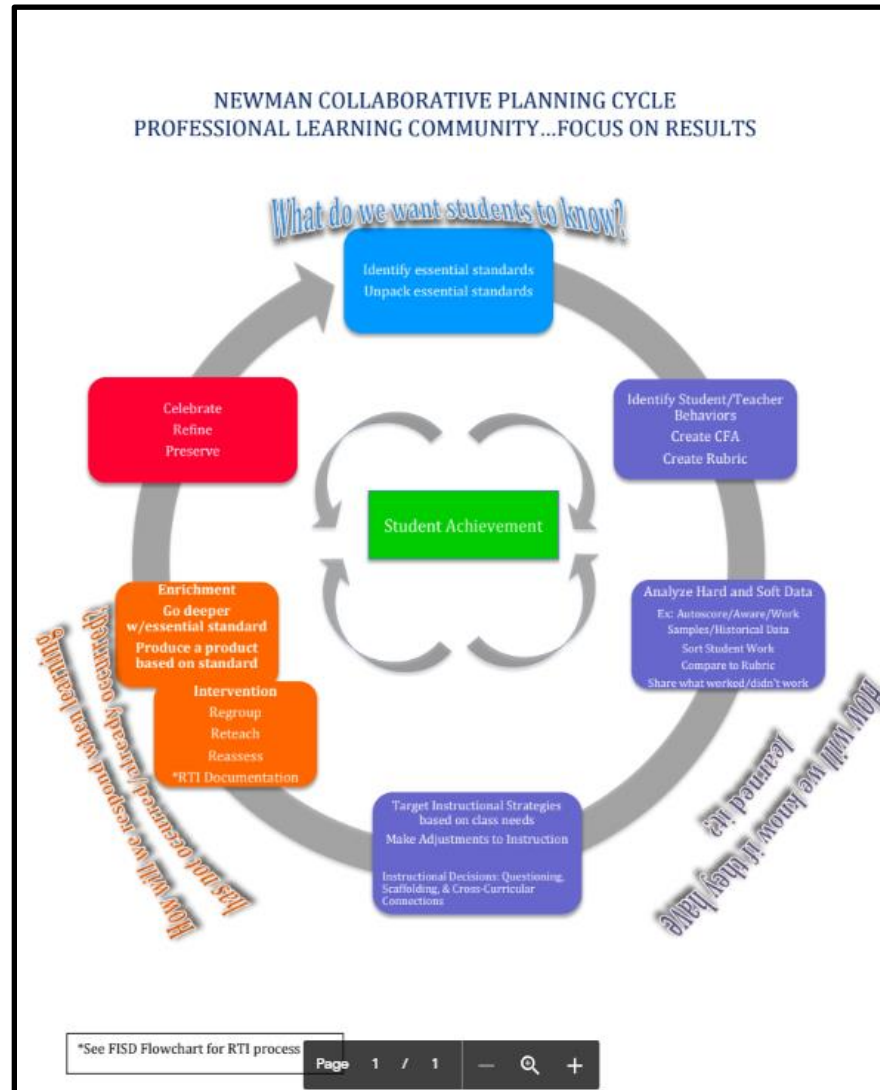
Collaborative planning is a process that allows grade level teams collective decision-making when understanding standards, lessons, assessments, and instructional practices that support learners with differing needs. It is an expectation that all teams come together weekly to review essential standards, plan engaging lessons for students, discuss resources that support intervention and extension, develop common formative assessments, analyze data, and celebrate successes. Specific roles may be established among team members dependent on the norms established and to ensure that teams are adequately prepared for each planning session. To support teams with the collaborative planning process and to encourage teams to self-reflect on their strengths and next steps, our campus developed a 'Newman Collaborative Planning Cycle' along with a 'Newman Collaborative Planning Rubric.' Additional resources that support planning are housed with the campus' Instructional Coach as well, and the administrative team provides ongoing support with the collaborative planning process/structure throughout the year. The staff at Newman also receives an extra collaborative planning period twice a month where they meet to continue work that promotes student growth.

QUESTIONS THAT GUIDE OUR WORK OF OUR PLC:

1. What do we expect our students to learn?
2. How will we know that our students have learned?
3. How will we respond when students don't learn?
4. How will we respond when students already know it?

NEWMAN'S COLLABORATIVE PLANNING CYCLE

COLLABORATIVE PLANNING CYCLE



COLLABORATIVE PLANNING RUBRIC

Newman's Collaborative Planning Cycle Rubric					
INDICATOR	PRE-INITIATING	INITIATING	IMPLEMENTING	DEVELOPING	SUSTAINING
Norms	No norms established	Teams collaborated to establish norms to guide planning.	Norms provide structure for planning and most members consistently abide by them.	Norms provide structure for planning and all team members consistently abide by them.	Teams consistently monitor and adjust norms and have systems in place when norms are not followed.
Resources	Teams do not have an understanding of which resources to use and where they are located.	Teams bring non-approved/aligned resources that may not be aligned with TEKS, share ideas and only a few teachers participate in the discussion.	Team members utilize district approved/aligned resources and share with the team.	Teams share district-approved/aligned resources prior to meeting. Members come prepared to take part in the discussion.	Through targeted and thorough discussions, teachers connect district approved/aligned resources and state standards with lesson delivery.
Backwards Design	TEKS are not discussed during collaborative planning.	Team members read the TEKS before planning instruction.	The backwards planning process includes: *Learning Targets *Student Behaviors *Teacher Behaviors No connection is made between behaviors and instruction.	The backwards planning process includes: *Learning Targets *Student Behaviors *Teacher Behaviors Teachers begin to discuss where behaviors occur in lesson delivery.	The backwards planning process includes: *Learning Targets *Student Behaviors *Teacher Behaviors Teachers discuss where behaviors occur in lesson delivery. Unpacking/ Discussions impact lesson delivery including scaffolding, differentiation and include cross-curricular integration.
Utilization of Assessments and Data Goal: This domain is the heart of your planning.	Teachers utilize district assessments but have little understanding of how to analyze results and plan instruction accordingly. Teachers are unfamiliar with how to create their own formative assessments and use information to guide instruction.	Teachers utilize district and teacher-created assessments to assign grades and occasionally plan interventions.	Teachers utilize district and teacher-created assessments to guide instruction, assign grades and occasionally plan interventions. Analysis of grade-level data is discussed informally.	Collaborative teams frequently use district and teacher-created common formative assessments to plan instruction and interventions. Members are using data to develop more effective instructional strategies, resulting in increased student achievement.	Frequent common formative assessments provide the vital information that fuels the school's system of instructional strategies, intervention, and enrichment. Members who struggle to teach a skill are learning from those who are getting the best results.
Professional Capacity	Teachers are uncomfortable with growing their own capacity for learning and leading. Reflection and application of new learning is not evident.	Few teachers are comfortable with growing their own capacity for learning and leading. Reflection and application of new learning is inconsistent.	Some teachers are comfortable with growing their own capacity for learning and leading. Reflection and application of new learning are implemented consistently.	Most teachers are comfortable with growing their own capacity for learning and leading. Self-Reflection and application of new learning are implemented consistently.	The campus culture reflects teachers seeking feedback from others, researching information, and self-reflecting to grow their professional capacity.
*Relationships	Teams have superficial interactions and an unclear purpose. Members are hesitant to share ideas and feedback.	Teams have unclear purpose or varied interpretations, resist feedback and cliques impact team dynamics.	Teams have a shared purpose and understanding, trust one another and are open to ideas. Conflict is solved in a mature manner.	Teams have a shared purpose, exhibit high trust resulting in high risk, seek alternate opinions and ideas and invite feedback.	Team culture reflects a shared purpose and mission. Members work interdependently to influence student achievement.

DuFour, Richard, Rebecca DuFour, Robert Eaker, and Thomas Many. *Learning by Doing: A Handbook for Professional Learning Communities at Work*. 2nd ed. Bloomington, IN: Solution Tree, 2010.

MacDonald, Elsa. *The Skillful Team Leader: A Resource for Overcoming Hurdles to Professional Learning for Student Achievement*. Thousand Oaks, California: Corwin, 2013.

TEAM NORMS AND COMMITMENTS

Our teams create norms and collective commitments annually to ensure that these precursors are established so that time spent planning for student success is maximized. Teams revisit these commitments and norms periodically throughout the year to make necessary changes based on the development or needs of the team.

- [Sample of 4th grade's 'Team Commitments'](#)
- [Sample of 4th grade's 'Team Norms'](#)

COLLABORATIVE PLANNING SCHEDULE

Newman's Weekly Collaborative Planning Schedule

2018-2019

<i>Time:</i>	<i>Grade:</i>	<i>Days:</i>	<i>Content Area:</i>
8:45-9:30	Second	Tuesday Wednesday	Math Literacy
9:30-10:15	Third	Tuesday Wednesday	Math Literacy
10:15-11:00	Fourth	Monday Tuesday Wednesday Thursday	Literacy Math Science/SS Team meetings- As Needed
11:40-12:15	Kinder	Tuesday Wednesday	Math/Science ELAR/Writing/SS
12:15-1:00	First	Tuesday Wednesday Thursday:	Reading/SS Math/Science/Writing As needed
1:00-1:45	Fifth	Tuesday Wednesday Thursday	Literacy/Science Math/SS As Needed

PURPOSE AND PROCEDURES OF EXTRA COLLABORATIVE PLANNING

Grade levels, specialists, and the resource team are provided an additional planning period twice a month for 45 minutes per the master calendar. This time is spent doing the following: analyzing data/work samples from common formative assessments, planning for I&E Time, sharing resources, watching videos, reading articles, etc. to grow instructionally. The procedure for this time frame is as such:

- Each meeting will begin with about 10 minutes of new learning time led by the campus instructional coach. The focus for this learning is always to support school wide and vertical goals.
- Teams will identify where they are in the CP cycle.
- Teams will explicitly state the goals are for the day's meeting.
- The campus instructional coach will take notes/minutes so that these can be referenced when needed.
- As the meeting comes to a close, next steps are established.

DETERMINING ESSENTIAL STANDARDS

Teams determine essential standards to track throughout the duration of the school year. These standards are established annually and are revisited, tracked, and discussed frequently during collaborative planning sessions. Teams develop common formative assessments, student goals, small group instruction plans, I&E Time plans with these essential standards in mind. At the beginning of the school year, teams collaboratively vertically to determine these essentials so that grade levels are supporting one another in continued growth.

- [Sample of 1st Grade Writing Essential Standards List](#)
- [Sample of 3rd Grade Reading Essential Standards List](#)
- [Sample of 4th Grade Math Essential Standards List](#)

BACKWARDS PLANNING PROCESS

In order for collaborative teams to have a consistent and deep understanding of essential standards in math, reading, and writing, teams 'unpack' or 'backwards plan' these standards. Through this process, teams establish academic vocabulary, standards for mastery of the skill(s), develop a rubric that supports intervention and extension of skill(s), etc. to that all learners can perform at high-levels.

- [Kindergarten Backwards Planning Guides](#)
- [1st Grade Backwards Planning Guides](#)
- [2nd Grade Backwards Planning Guides](#)
- [3rd Grade Backwards Planning Guides](#)

- [4th Grade Backwards Planning Guides](#)
- [5th Grade Backwards Planning Guides](#)

DATA COLLECTION AND ANALYSIS

Teams utilize a tight data protocol analysis system when reviewing student data from both team generated common formative assessments and district developed 'Snapshot Assessments' or benchmarks. This process occurs during grade level planning or as part of the team's extra collaborative planning sessions. This analysis guides teams in making strategic plans for I&E Time (Intervention and Extension Time).

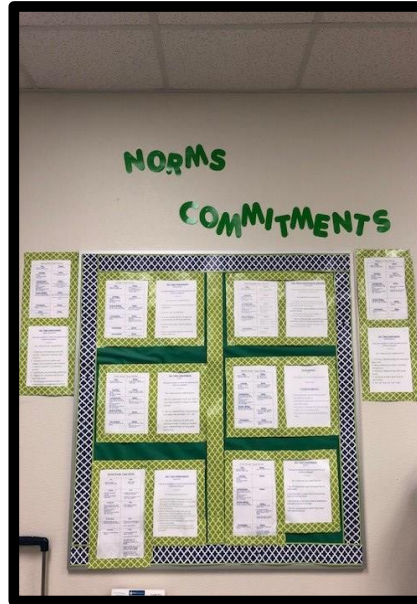
- [2nd Grade - Data Analysis for Math, Reading, and Writing](#)
- [3rd Grade - Data Analysis for Math, Reading, and Writing](#)
- [5th Grade - Data Analysis for Math, Reading, and Writing](#)

DATA CLASSROOM

Teams meet regularly in our campus' PLC/Data classroom where they have easy access to helpful planning materials, are exposed to new learning, analyze student data, and plan for targeted small group instruction as well as intervention and extension time.

The chart displays reading levels for students from Kindergarten to Fifth Grade, categorized into three groups: AT-RISK, ON LEVEL, and ABOVE LEVEL. Each grade level is represented by a row, and each category by a column. The cells contain names of students and colored dots (red for at-risk, green for on level, blue for above level) indicating their performance. The word 'READ' is written in large, metallic letters above the chart.

	AT-RISK	ON LEVEL	ABOVE LEVEL
KINDER	(10)		
FIRST	(10)		
SECOND	(17)		
THIRD	(7)		
FOURTH			
FIFTH			





MONITORING PROCESSES

TIGHT/LOOSE EXPECTATIONS FOR SMALL GROUP INSTRUCTION

Expectations for small group instruction/conferring have been established for grade levels to ensure that teachers are consistently planning and implementing differentiated instructional during the math, reading, and writing instructional blocks to support students and their academic growth.

Expectations for Small Group - Math, Reading, and Writing

EXAMPLE OF KINDERGARTEN GUIDED MATH LESSON:

Guided Math Lesson Plan Kindergarten

Introduction

Today we are going to use the strategies that we have been learning to solve a problem.

Connection

You know how much we love to use paint in class! What do you think would happen if we dropped one of the bottles of paint? Have you ever dropped something that made a big mess?

Vocabulary

In our problem today you will hear that something "broke". What does that mean? If something breaks can we still use it?

Read the Problem and Make a Plan

I am going to read the problem to you without numbers. First, I want you to think about what is happening in the problem.

"Mrs. May had ___ bottles of paint. She dropped ___ of them and they broke. How many bottles does she have left?"

What is happening in the problem? Are we putting together or taking apart for this problem?

Now let's read it together with numbers.

Mrs. May had 7 bottles of paint. She dropped 2 of them and they broke. How many bottles does she have left?

Solve the Problem

Allow students to solve the problem. Watch for miscues to address as they work.

Explain Your Answer

Tell me which strategy you used and how you got your answer.

Rework the Problem

How can we solve the same problem with a different strategy?

Differentiation

Provide a structure (ex. 10 frame) to support students who found the problem difficult. Rework with smaller numbers.

Mrs. May had 5 bottles of paint. She dropped 3 of them and they broke. How many bottles does she have left? Show your work in the ten frame.

Enrichment – have students solve an extension of the problem adding a step.

Mrs. May had 7 big bottles of paint and 5 small bottles of paint. She dropped 2 of them and they broke. How many bottles does she have left?

EXAMPLE OF FIFTH GRADE MATH STRATEGY LESSON:

5.4H Lesson: Volume of Rectangular Prism

TEKS: 5.4H represent and solve problems related to perimeter and/or area and related to volume
 5.4G use concrete objects and pictorial models to develop the formulas for the volume of a rectangular prism, including the special form of a cube ($V=l \times w \times h$, $V = s \times s \times s$, and $V=Bh$)
 5.6A recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (n cubic units) needed to fill it with no gaps or overlaps if possible
 5.6B determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base

Learning Target: I can determine the missing dimensions of objects

Materials: grid paper, paper, pencils, Math in Practice pages

Compliment and Connect	<ul style="list-style-type: none"> - Tell why you gathered them - Compliment when possible (what they already know that will help them) - State the strategy/skill - Connect prior learning, possible stems are: <ul style="list-style-type: none"> • Think back to... • Remember when... • How could you... • Why do we...
Teach	<p>Ask: "Is it possible for 2 rooms to look different, but have the same volume?" (Listen for explanations and connections to expand on)</p> <p>Assign a certain volume to each pair of students. Students may use their formula of choice to solve, but should be able to provide V as $l \times w \times h$ and V as Bh.</p> <p>Have students work together in partners to build two rectangular prisms with the same volume, but different dimensions.</p> <p>Once students have found their dimensions, allow them to share their strategy for getting there.</p> <p><i>Math in Practice, Page 258, "The Same, But Different"</i></p>
Active Engagement	<p>Provide an opportunity for students to practice additional scenarios. Observe if students are using the context of the problem to draw their visuals on paper. Respond to student work by dipping in and coaching the students.</p> <p>Example scenarios:</p> <p>'A rectangular prism has a volume of 48 cubic units and one of its dimensions is 4. What might the other dimensions be? Justify your answer.'</p> <p>'You have been asked to design a toy box for a child's bedroom. The toy box needs to hold 30</p>

5.4H Lesson: Volume of Rectangular Prism

	<p>cubic feet. What could the dimensions be? Justify your answer.'</p> <p>Guiding Questions: How are these scenarios similar to something you could see or experience in real life? How is this related to problems we have already solved? What formula will you use to solve? How will you represent your thinking/What is your plan?</p>
	<p>Math in Practice, Grade 5, Pages 257-258</p>
Link	<ul style="list-style-type: none"> - Link what students did in small group to their independent work. - Reiterate what was taught and encourage students to practice independently - "Today and every day, one thing you could do..." - "Looking back at our learning target, what information did you already know and what information was new? What strategy will you use from now on?"

SCHOOL-WIDE I&E TIME (INTERVENTION AND EXTENSION TIME)

The master calendar allows for all students to participate in Intervention and Extension Time from 8:00-8:30 AM every Monday-Thursday morning. During this time frame, students transition to different classrooms, some different grade levels, to receive targeted instruction and practice opportunities that meet their individual needs. Teachers analyze data on essential standards in math, reading, writing and science to determine groups of students and to plan for targeted instructional practices. All Newman staff supports this process including the administration, the school counselor, resource teachers, and all grade level teachers. All 'I&E Time' planning is saved in a similar template so that these well-thought out plans can be access and tweaked throughout the school year based on the needs of students.

- [Sample of 2nd Grade's 'I&E Time Planning Guide' - Math Focus](#)
- [Sample of 3rd Grade's 'I&E Time Planning Guide' - Reading Focus](#)

CAMPUS/GRADE LEVEL SMART GOALS

Based on STAAR Assessment data from previous school years, the leadership team generated a list of essential standards that grades 3, 4, and 5 did well in and those that need improvement - this process is done annually to ensure that campus-wide goals and grade level goals are aligned to specific areas of need. These goals are strategically tracked throughout the duration of the school year. The structure for goal-setting along with the lists of STAAR Assessment standards are noted below.

CAMPUS ACTION PLAN - CAMPUS SMART GOALS MATH, READING, & WRITING

VERTICAL MATH COMMITTEE SMART GOAL(S)		VERTICAL READING COMMITTEE SMART GOAL(S)		VERTICAL WRITING COMMITTEE SMART GOAL(S)		
KINDER SMART GOAL(S)	1ST SMART GOAL(S)	2ND SMART GOAL(S)	3RD SMART GOAL(S)	4TH SMART GOAL(S)	5TH SMART GOAL(S)	SPECIALISTS SMART GOAL(S)
INDIVIDUAL STUDENT/TEACHER GOALS						

STAAR Assessment Data (2017-2018):

- [Math STAAR Trends - Grades 3, 4, and 5](#)
- [Reading STAAR Trends - Grades 3, 4, and 5](#)
- [Writing STAAR Trends - Grade 5](#)

Grade Level Smart-Goals that Align to Campus Goals:

- [Kindergarten SMART Goals](#)
- [1st Grade SMART Goals](#)
- [2nd Grade SMART Goals](#)
- [3rd Grade SMART Goals](#)
- [4th Grade SMART Goals](#)
- [5th Grade SMART Goals](#)

COMMON FORMATIVE ASSESSMENTS

“When implemented well, formative assessment can effectively double the speed of student learning.”

Black & William 2007

Part of our collaborative planning cycle involves teachers creating common formative assessments based on formal and informal data. Teachers utilize research based strategies and resources to develop assessments that will give all students an opportunity to succeed.

EXAMPLE OF 4TH GRADE READING CFA:

Common Formative Assessments: <i>How do we know when they have learned it?</i>			
During guided rdg. groups, T will administer a CFA on S text level.			
1	2	3	4
Student is able to determine the meaning of 50% or less of unfamiliar or multiple meaning words.	Student is able to determine the meaning of 60% of unfamiliar or multiple meaning words.	Student is able to determine the meaning of 80% of unfamiliar or multiple meaning words and provide evidence to support their thinking.	Student is able to determine the meaning of 100% of unfamiliar or multiple meaning words and provide evidence to support their thinking.

Name and Need PROTOCOLS

Grade level teams meet with the administrative team, the instructional coach, the counselor, and other specialists such as resource teachers, speech, dyslexia therapist, and ESL teacher regularly to discuss students who are not making expected growth in academic or behavior areas. The team discusses Tier 1 interventions in place (I&E support, small group support, etc.) and brainstorm additional practices that may support students at deeper levels. Below are the guidelines for these Name and Need Meetings:

- All Name and Need Meetings will be scheduled and placed on the Newman Calendar BOY.
- Teachers will need to fill out **informational document** at least 3 days before the meeting.
- The leadership team will review the information on the document prior to the meeting and plan to discuss any students that have not been discussed at a 504, SPED or SST meeting.
- During the Name and Need Meeting(s), the team will plan specific interventions that would have high impact for students listed on the document.
- These interventions would be something that has not been tried, or a deeper look at interventions being done during I & E.
- This time could also be used to study an article, watch instructional videos, or look at resources that promote student growth.
- Team members will leave the meeting with “Name & Need Action Plan” to use with students.

STUDENT SUPPORT TEAM (SST COMMITTEE)

The SST Committee’s purpose is to have shared responsibility for the learning of all students at the campus/district. In achieving this purpose, we must:

- Provide access to relevant data to school staff in order to make decisions about learning and teaching.
- Monitor implementation of action plans and progress.
- Model collaborative strategies that support effective instructional practices.
- Build capacity within our staff to increase expertise in addressing student learning needs.
- Establish norms to guide interactions among SST members.
- Regularly schedule time for school staff and specialized support staff to meet about students.

The committee meets twice each month (see calendar listed below) to support learners. Teachers bring assessment data, intervention information, work samples, notes regarding parent communication, etc. to the meeting to discuss with the committee. A specific action plan is developed for each student and loaded into their file so that all parties that work with the child have access to their plan of support. A reconvene date approximately 4-6 weeks away is set for the students while at the committee meeting - this ensures that the committee revisits the needs of each child and celebrates successes, revises their existing action plan, or makes a recommendation for an evaluation based on lack of process.

Newman's SST Calendar for 2018-2019

Newman's SST Checklist

SAMPLES OF SST STUDENT ACTION PLANS:

Individual Student Action Plan	
Student Information	
Student ID:	Grade Level: Fourth School: Newman
Date of Birth:	
Target Area	
3.2A - compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, expanded notation as appropriate.	
Current Level	
0/8 on reporting category 1.	
Goal	
This student will When given a number up to 100,000, the student will be able to accurately name, read, compose and decompose numbers 7 out of 10 times.	
Target Date	
October 22, 2018	
Action Plan: Strategy/ Intervention	
Strategy/Intervention Motivation Math 3rd grade	
Action Plan: Duration/Frequency	
Duration: Amount or Weeks / Frequency: time per week 3 x a week	
Curriculum-Based Monitoring	
How will the success be measured? Instruments used, Other Information, Frequency: times per week/month Each week, the data will be collected after intragroup/partner work- independent grade collected on Thursday	
Other Comments	
No Response	
Follow-Up Information	
No Response	
Date to Reconvene	
Monday, November 12, 2018	
Upload Additional Information	
No Response	

Individual Student Action Plan	
Student Information	
Student ID:	Grade Level: Fifth School: Newman
Date of Birth:	
Target Area	
Summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order	
Current Level	
below level	
Goal	
The student will The student will accurately summarize main ideas and supporting details in logical order for expository text in 3/4 opportunities.	
Target Date	
10/22/2018	
Action Plan: Strategy/ Intervention	
Strategy/Intervention Identify main ideas within a text Identify supporting details that support a main idea Summarize the main ideas and supporting details in logical order	
Action Plan: Duration/Frequency	
Duration: Amount or Weeks / Frequency: time per week Duration: 4 weeks Frequency: 3 times a week	
Curriculum-Based Monitoring	
How will the success be measured? Instruments used, Other Information, Frequency: times per week/month Collect informal data 3 times a week Check progress once a week through formative assessment Use Reading Strategies book (Strawba) and teacher created strategy lessons and assessments	
Other Comments	
No Response	
Follow-Up Information	
No Response	
Date to Reconvene	
Monday, October 22, 2018	
Upload Additional Information	
No Response	

committees, accountability, and building capacity

GRADE LEVEL INSTRUCTIONAL LEADERS - ROLE/RESPONSIBILITIES

Instructional leaders support teams with instructional practices, gaining a deeper understanding of collaborative planning processes, etc. There is a grade level representative as well as a specialist (art, music, PE), the school counselor, assistant principal, and instructional coach on the instructional leader team. This group meets monthly to discuss campus and team-related goals. Instructional leaders have had exposure to the following topics for the 2018-2019 school year: the change process, building relationships, and difficult conversations with the end goal in growing their capacity as leaders. This position is reviewed annually utilizing our campus' 'Profile of Instructional Leader' criteria - see specifics below.

Profile of Instructional Leader

CAMPUS INSTRUCTIONAL COACH - ROLE/RESPONSIBILITIES

The instructional Coach's role is to help close the achievement gap and accelerate learning for all students by building teacher capacity through job embedded professional learning and implementation of effective instructional practices. All the work of the instructional coach is aligned to the goals and objectives of the campus and district improvement plans. The goal is to know every student by name and need and be able to respond in a timely manner.

From: FISD Instructional Coaching Handbook

THE IMPACT CYCLE

The instructional Coach will take a growing number of teachers through a heavy coaching cycle that is based off Jim Knight's work, *The Impact Cycle*. Teachers will be videotaped in order to reflect on their practice and required to set very specific, measurable goals for student achievement. The instructional coach will take the teachers through three phases of growth: IDENTIFY, LEARN, and IMPROVE.

Instructional Coach - Impact Cycle 2018-2019

NEWMAN'S VERTICAL COMMITTEES

Our vertical committees consist of math, reading and writing and have a kindergarten-fifth representative as well as a SPED representative. All meetings are led by the instructional coach, and members meet once a month. During these meetings, the

members engage in new learning about the content area, are given time to delve into research based interventions, share grade level experiences to align best practices, and prepare to present their new learning to the staff. All work done by the committees is driven by what the data tells us and is an intricate part of accomplishing campus goals.

VERTICAL MATH COMMITTEE:

Norms:

- Respectfully share
- Open dialogue
- Come prepared
- Stay on topic
- Be transparent
- Put students first

Collective Commitments:

- We are committed to learning and sharing best practices with our teams at Newman.
- We are committed to being solution-minded when trying to strengthen weaker mathematical concepts for our students.
- We are committed to looking at our math vertically and determining areas of growth in order to support one another from grade level to grade level.

Newman's Math SMART Goal:

In 2018- 2019, our students will increase in math Reporting category 3: Geometry and Measurement (Readiness Standard) so that all students increase achievement by 10% on the STAAR Assessments (grades 3-5)

Vertical Math Committee Action Steps:

- Studied several chapters from the new resources *Math in Practice* to focus on new intervention and enrichment techniques. Vertical alignment is discussed and checked.

- Studied Chapter 7 from *Solving for Why* by John Tapper. This chapter provided ideas on supporting students with memory challenges, Attention Deficit Disorder, and affective difficulties.
- Instructional Coach and 4th grade teacher share their learning about math workshop and number sense from a recent district math training.

VERTICAL READING COMMITTEE:

Norms:

- Come prepared and ready to stretch our thinking
- Be transparent about your team's reality
- Listen to learn
- Share your ideas

Collective Commitments:

- We are committed to consistently learning best practices in ELAR and brainstorming how those practices can be implemented at Newman.
- We are committed to sharing our knowledge with our teammates and school staff in order to build their capacity in the area of reading.
- We are committed to analyzing vertical alignment in order to support student growth from year to year.
- We are committed to applying what we learn to our grade level plans.

Newman's Reading SMART Goal:

In 2018-2019, our students will increase performance in reading reporting category 3: Understanding informational text (readiness Standard) so that all students will increase by 10% in STAAR assessment scores.

Vertical Reading Committee Action Steps:

- All teams will track student DRA2 Assessment levels to consistently have a visual of our current reality.
- Vertical reading committee will utilize this visual to study common areas of need and discover resources that are research based.

- Committee will train staff on these resources at professional development throughout the year.
- Committee will collect yearlong work samples to gauge success and continued needs for future staff training.

VERTICAL WRITING COMMITTEE:

Norms:

- Come prepared and ready to stretch our thinking
- Be transparent about your team's reality
- Listen to learn
- Share your ideas

Collective Commitments:

- We are committed to consistently learning best practices in writing and brainstorming how those practices can be implemented at Newman.
- We are committed to sharing our knowledge with our teammates and school staff in order to build their capacity in the area of writing.
- We are committed to analyzing vertical alignment in order to support student growth from year to year.
- We are committed to applying what we learn to our grade level plans.

Newman's Writing SMART Goal:

In 2018-2019 our students will increase in performance with Reporting Category 1: Written Compositions so that 60% of our students will score a 6,7 or 8 on the STAAR Assessment.

Vertical Writing Committee Action Steps:

- Collaborated with district ELAR coordinator with best practices in grammar instruction and opinion writing.
- Analyzed written compositions that scored 8 and shared best practices with staff.

- Assisted teams in “unpacking” state standards for these areas.
- Staff watched video lessons from Heinemann and implemented these strategies in classrooms.
- Read from the Carl Anderson book, *A Teacher’s Guide to Writing Conferences* and shared learning with staff

CAMPUS LEARNING WALK - PURPOSE/GUIDELINES

Four learning walks are completed by each staff member annually in order to share practices with others and to grow instructionally.

Classroom Teachers:

Each teacher will perform a minimum of 2 learning walks during the 18-19 school year.

- All grade levels
- Time duration of 15-20 minutes
- The focus of the walk could be connected to your tress goal or any other area of need (I.E. - classroom management, collecting data, workshop components, etc.)

Specialists:

Each specialist will perform a minimum of 4 learning walks during the 18-19 school year.

- 2 general education classrooms
- 2 specials classes - you can arrange to visit another campus during your planning period or extra CP Time if there is no scheduled meeting with team
- Consider field trip days

Coverage of Classes:

- You are encouraged to visit other classrooms during your planning periods, guidance, recess, and/or library times.
- There are times the instructional coach may be able to cover your class, but only if there is something specific you want to see that is not occurring during your planning, lunch or recess. Please prearrange this with IC. New teachers will be priority.
- Consider splitting your class amongst your team.

CONNECTING PARENTS TO THE SCHOOL SETTING

Each school year, Newman hosts learning opportunities for parents. These occur both during the school day, as well as evenings, to accommodate all schedules. The topics presented are supportive of campus goals for student achievement and to showcase rigorous

instructional practices performed by our teachers. The parent learning opportunities are given by various school personnel and presented through the lens of a parent perspective. All trainings are 'voiced over' and placed on our school website so parents can access the information at any time.

Our most recent topics included: *'Social- Emotional Learning,' 'Read Like a Mathematician,' 'Building Better Brains,' 'Attention Deficit - Hyperactivity Disorder,' and 'Supporting Your Child as a Reader.'*



FUTURE READY LEARNING FOR ALL

In order to be successful, learners must be prepared for the future. We ensure that our learners are challenged and supported in: communication, collaboration, innovation, embracing challenges, contributing to their communities, and responding to others in a

respectable and compassionate manner. We not only use these guidelines for our students, but we look for these qualities in teacher leaders and new hires.

PROFILE OF A FUTURE-READY LEARNER

Profile of a Future-Ready Learner

Frisco ISD prepares students for success in futures they create. In addition to academics, students are challenged and supported in developing their ability to:



- EMBRACE CHALLENGES**
 - develop growth mindset to learn from mistakes
 - persevere by applying new strategies
 - reflect and build on struggles, failures, and successes
- COMMUNICATE**
 - clearly articulate ideas in a variety of ways
 - build connections by listening and learning from diverse viewpoints
 - ensure sources of information are accurate, reliable and relevant
- COLLABORATE**
 - identify shared goals and negotiate strategies for success
 - recognize and include the strengths of all individuals
 - demonstrate confidence in personal ability to make the group better
- CONTRIBUTE**
 - serve local and global communities through actions that positively impact society
 - set goals based on individual passions, interests and strengths
 - create a positive and productive digital/online presence
- INNOVATE**
 - identify real-world problems and develop creative solutions
 - think critically and ask questions that produce a deeper understanding
 - leverage technology as a tool for improvement
- RESPOND**
 - show compassion and respect toward the feelings of others
 - manage emotions and make responsible decisions based on social awareness
 - balance demands with free time and seek help when needed

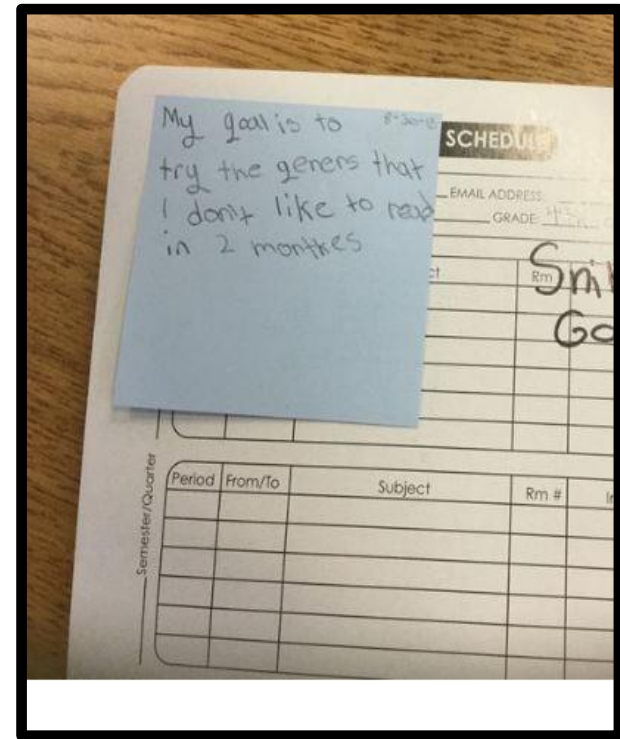
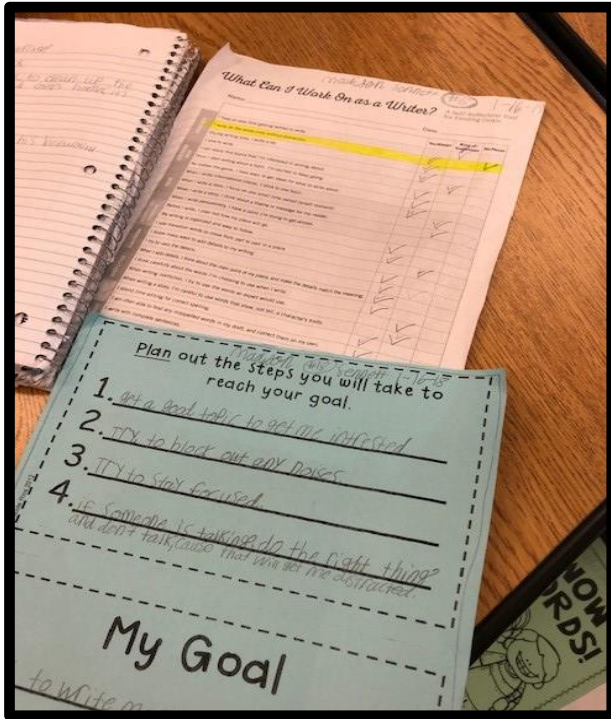
PHOTOS OF INNOVATIVE PRACTICES



STUDENT GOAL SETTING

All students are encouraged to take ownership of their learning and to set small, attainable goals in academic and social emotional areas. Through this process, they get real world practice of the character traits we teach them in morning meetings and character labs. Opportunities to collaborate with others, persevere, challenge themselves, and continuously learn, are skills they will need throughout their lives. Teachers are trained to give students very specific feedback and explicit instruction on how to obtain their goals. Students are always encouraged to ask for assistance if needed from others around them. Once a goal is achieved, a new one is created.

PHOTOS OF STUDENT GOAL SETTING



DIGITAL PORTFOLIOS: SEESAW

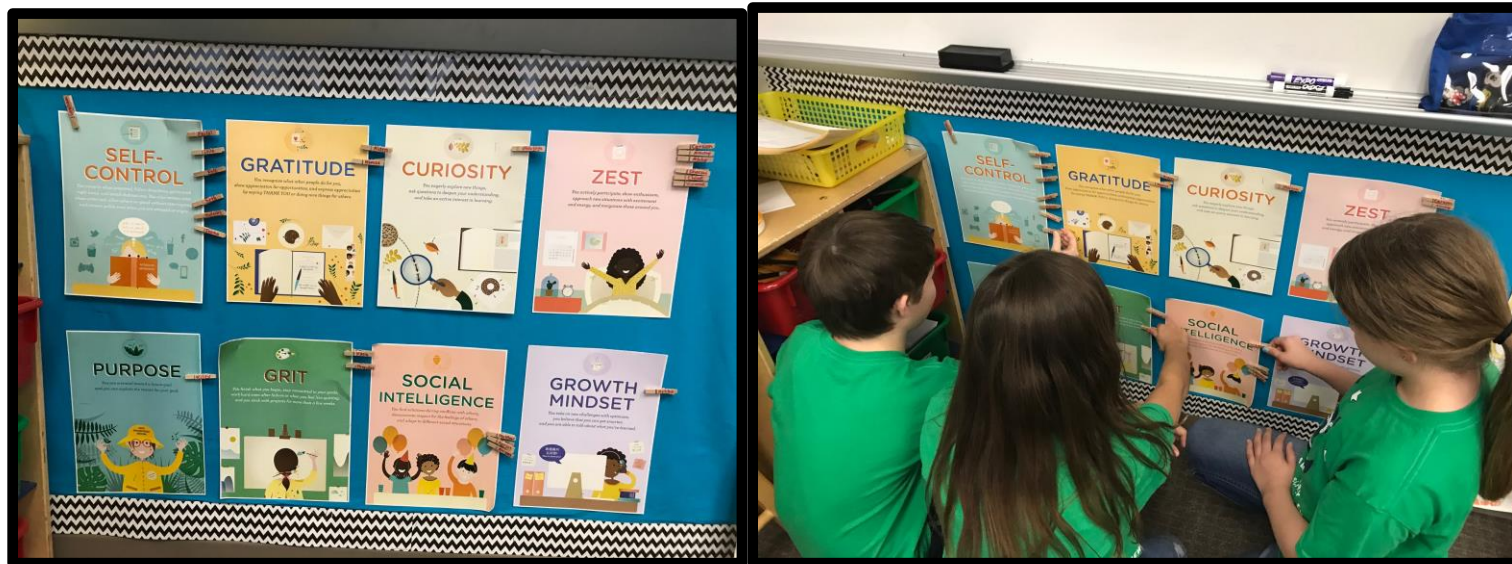
A student's best academic work is highlighted and preserved in a digital portfolio format called SeeSaw. This an excellent way for students, teachers and parents to celebrate growth and track new learning. Teachers and parents are both able to provide feedback when a student's post is made - it has promoted and engaged our levels of parent engagement in happenings and learning within our school.

CHARACTER LAB/MORNING MEETINGS/MAKE YOUR MOVE

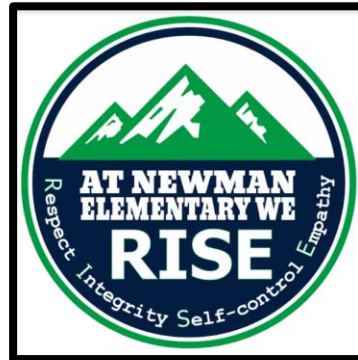
Character Lab is a research based organization that focuses on the importance of social and emotional learning as it relates to the overall well-being, physical health and achievement of individuals. Each month our campus focuses on a character trait from Character Lab through morning meetings, 'Make Your Move,' and guidance to help facilitate and build character in our students.

With 'Make Your Move,' students are given the opportunity to pick a character trait daily to focus on. This is a behavior support tool that is used to positively reinforce or redirect behavior. Below are the character traits that are being implemented on our campus.

PHOTOS OF CHARACTER TRAITS AND MAKE YOUR MOVE



POSITIVE BEHAVIOR SUPPORTS

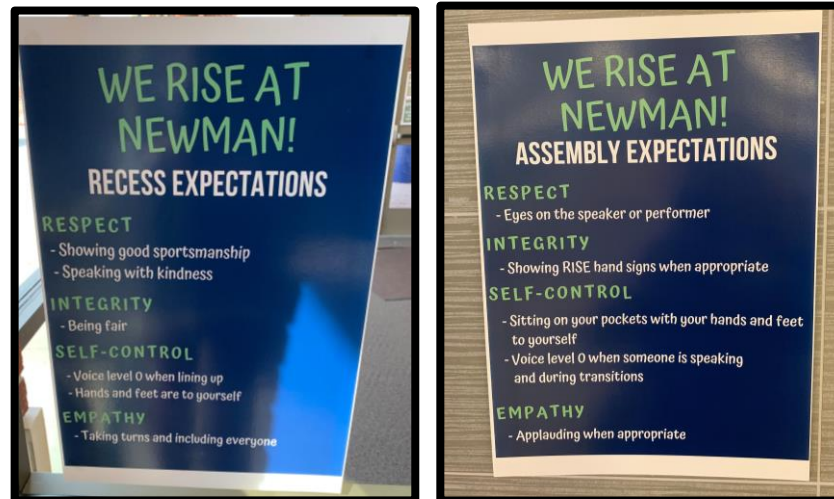
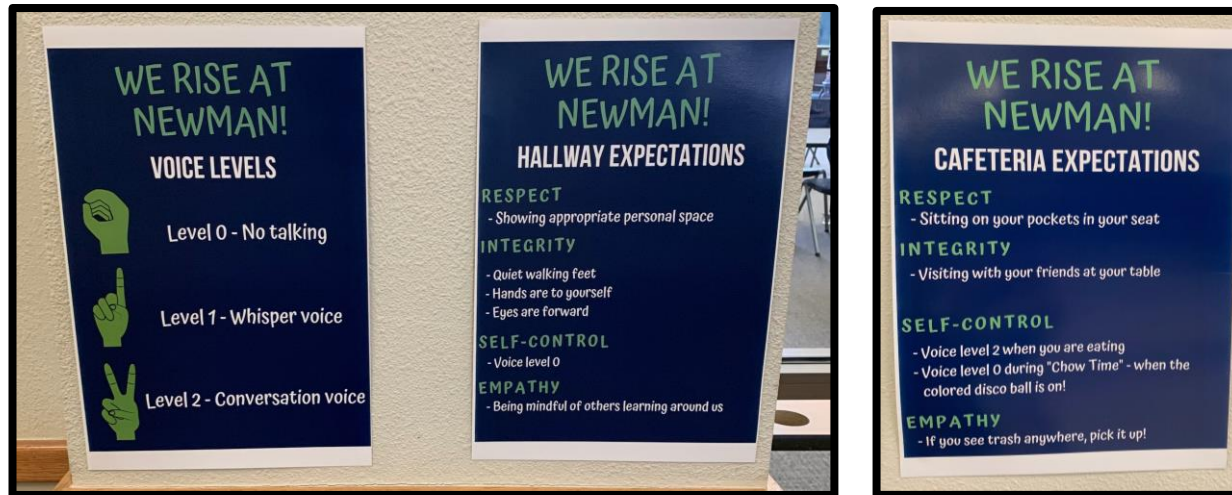


WHAT DOES PBIS LOOK LIKE AT NEWMAN?

- School-wide incentive system
- School-wide student/teacher expectations focusing on the playground, cafeteria, and hallways
- Lesson plans for classroom meetings on RISE character traits
- Staff documenting discipline in OnCourse System
- Campus-wide voice level procedures
- Discipline flowchart - clarifying minor/major behavior

This program was put into place to be more conscience within Newman in terms of expectations in the common areas - hallways, cafe, and the playground. Newman has a RISE/PBIS Committee consisting of a grade level representatives, specialists, and office staff that meet monthly to generate and analyze staff surveys for input, discuss streamlining of practices, and to celebrate the progress that has been made with student behavior and social-emotional growth. The committee also develops school-wide trainings for our staff so that information is clearly taught to all stakeholders. These expectations have helped with better consistency among grade levels and less confusion with students as the move throughout grade levels year after year. Students and staff members are recognized frequently for exhibiting RISE behaviors and for consistently reinforcing students with tickets and specific feedback in the common areas.

STUDENT EXPECTATIONS FOR COMMON AREAS



RISE Teacher Lesson Plans
Beginning of the Year Presentation to the Staff
School-wide Common Area Expectations and Voice Levels

TEACHER AND STUDENT BULLETIN BOARD RECOGNITION



EXAMPLES OF STUDENT AND TEACHER RISE TICKETS

Name:	Name:	Name:	Name:
Grade:	Grade:	Grade:	Grade:
Teacher:	Teacher:	Teacher:	Teacher:
We RISE at Newman!	We RISE at Newman!	We RISE at Newman!	We RISE at Newman!
Name:	Name:	Name:	Name:
Grade:	Grade:	Grade:	Grade:
Teacher:	Teacher:	Teacher:	Teacher:
We RISE at Newman!	We RISE at Newman!	We RISE at Newman!	We RISE at Newman!

<p>YOU WERE CAUGHT USING RISE!</p> <p>Dear, _____</p> <p>I noticed that you...</p> <p>_____</p> <p>_____</p> <p>Go write your name on the teacher board!</p>	<p>YOU WERE CAUGHT USING RISE!</p> <p>Dear, _____</p> <p>I noticed that you...</p> <p>_____</p> <p>_____</p> <p>Go write your name on the teacher board!</p>
<p>Go write your name on the teacher board!</p>	<p>Go write your name on the teacher board!</p>

created BY:
RACHAEL GILBERT - PRINCIPAL
SARAH CLAUNCH - ASSISTANT PRINCIPAL
CHRIS FANTAUZZO - INSTRUCTIONAL COACH
NEWMAN ELEMENTARY SCHOOL
2018-2019



THANK YOU TO THE LATE RICHARD & REBECCA DUFOUR, MIKE MATTOS AND
COUNTLESS OTHERS THAT HAVE INSPIRED US TO BRING ABOUT CHANGE FOR
OUR STUDENTS.

(Pictured: Sherri Wakeland, Mike Mattos, Rachael Gilbert & Christine Fantauzzo: Newman Elementary, Frisco ISD 2016)