

Coulson Tough

K-6 School

Shawn Creswell, Principal



Motto:

Learn. Grow. Excel.

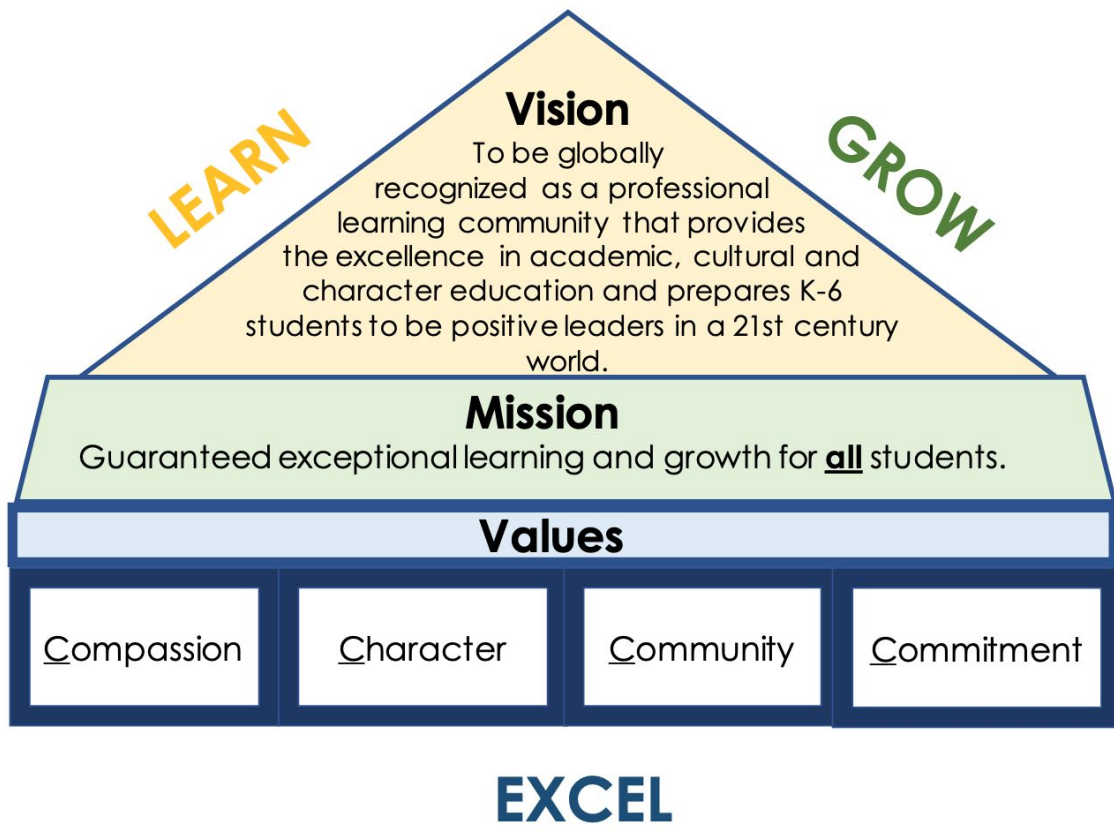
Mission:

Guaranteed exceptional learning and growth for **all** students.

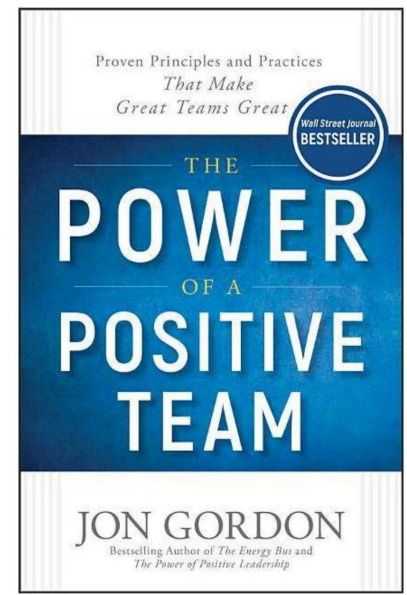
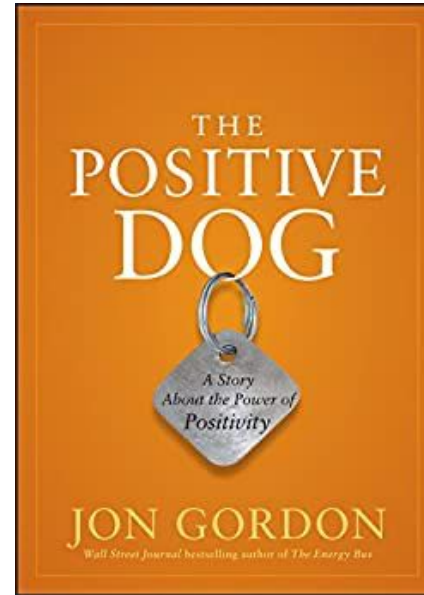
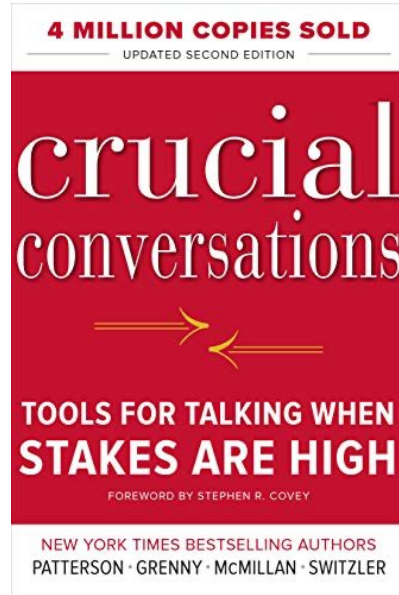
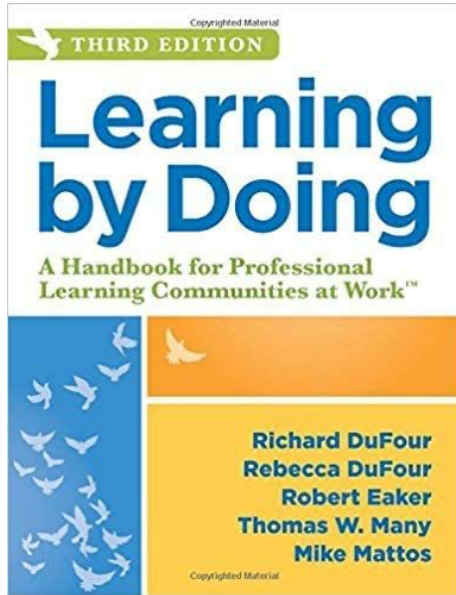
Motto:

To be globally recognized as a professional learning community that provides excellence in academic, character, and cultural education and prepares K-6 students to be positive leaders in a 21st century world.





Book Studies



Each summer, we participate in multiple book studies focused on growing in our work as high functioning PLCs. Book studies are targeted at leadership, collaboration, and instructional strategies.

Team Plans

Team Plan 2019-2020 9-18-R

Team Culture and Community

Happy texts, Triple T awards, positive interactions

Links, conversations, all-grades support

Once a month outings – bingo, bowling, etc., school social activities

Positive, hard-working, friendly – Be flexible and participate in school activities and volunteer when and where needed. We are here to help and mentor each other on the team and other teachers on campus.

Staff Development and professional learning to share with others on team and campus.

That they loved and enjoyed first grade and that their teacher's cared about them. They could tell campus expectations were the same regardless of the teacher. They learned to love reading and writing. They felt safe, protected and welcomed.

Team Norms & Collaboration (idea to make team calendar and personal in outlook)

Collaboration means working together to ensure the growth of all students in all areas. Collaboration looks like PLC process, sharing kids, leadership and sharing professional learning, begin active members

Contributions to your team are: breakfast club

Mindy – CORE, Behavior Team, LLA dept chair rep, Foundations, race committee, character committee

Stacey – Team Leader, race committee, welcoming and selection committee, SBRC rep

Amy – Math leadership, character committee, race committee

Bree – Social Studies leadership, social committee co-chair

Lisa – Science leadership, race committee, character committee

Agenda template and roles are assigned in PLC agenda notebook

Grade level notebook is set up. Use notebook tabs for CORE notes and TL notes

We add agenda items by text, email and PLC discussions

Set grade by looking at SBRC, SAS, On Demand, pre-test, post-tests and review data and the 4 guiding PLC process questions

Tuesday/Thursday and Thursday after school for data meetings – we will not schedule

appointments/conferences on Tues/Thurs but we are flexible if someone is absent and we will meet another day that week

Tuesday we will map out and plan our unit calendars for math, Wednesday for Science and Social Studies and

Thursday we will map out and plan our unit calendars for LLA. Each member will bring back new learning to share with the team. Open door policy if one teacher wants to observe another for an area of interest or improvement.

First grade text strand. Bam reminder texts from Stacey

We will resolve conflict by having crucial conversations. We will bring it out.

We plan before and after school and during conference time as needed

Majority rules

We will collect data from SBRC rubrics (pilot) and common assessments and share with the team during PLC,

vertical meetings and team data meetings as well as data meetings with Emily

We will share our outings (High/Low) after PLC process questions are answered and data reviewed.

We will share our schedule, team planner, newsletter and expectations with the special teachers and we are

in constant communication with the paras. We can also add to the team notebook, if helpful

Communication with Parents, students and our Community

Conferences in Oct/Nov and as needed throughout the year

With parents: Class info, school info, PTO info, student work when applicable

With students: SAS's, class tickets, character tickets, nonconforming student list, star student, verbal specific praise, displaying student work

SACs We will strive to type one each week because we want to recognize students who are meeting our expectations and we know it helps build positive relationships with students and parents. Students like to walk positive attention.

We do various celebrations to earn school class awards for daily attendance (including spelling "attendance",

bingo cards, numbers on a 100 board, etc.)

We will have a monthly rotation schedule for our newsletter and send a common blurb to parents from the team to use with the newsletter email. Stacey will send the newsletter to administration.

Grading, Homework, Projects and Tutorials

Read 10 minutes per CISD guidelines. Guided reading books will be sent home to encourage reading and re-reading books on level beginning near end of 5th op.

Our big picture planning / Road Mapping all subjects and PLC communication will avoid multiple assessments on same day.

We use our road map as our calendar.

Positive comments, happy faces and stickers on student papers. We will use positive comments on our

rubrics. We are piloting SBRC and will share to the guidelines and address issues as needed.

Students will be given opportunities to put names on paper and time to complete work with repeated

directions with no penalty.

Students are given an opportunity to complete missing work in small group setting or one to one.

Identify struggling students through the PLC process and utilize small group instruction (in our class or shared with another class), as well as, one to one conferencing and school wide resources.

If needed, tutorials will be in the morning, once a week at 7:30.

We will utilize Korean and Sholly to help with technology in the classroom (Seeaw, Learning Box, Flip Grid,

Informal assessment, increase engagement and to review content.

We follow ESL and Special accommodations and DCC guidelines.

Foundations and CTAMPS

We will teach, model and practice our CTAMPS/foundations expectations as needed.

Crucial conversations in private or at PLC to make sure we are modeling CTAMPS/foundations expectations.

Are You a real Team?

We agree that we are on a real team.

We strive to be the best team in the building as we try to learn, grow and excel together. We definitely serve

one another (we help in and help us over needed), are respectful, have the same vision and trust each

other. We grow from our disagreements/mistakes and do a great job of showing grace to one another. We

are all on the same bus.

We start the school year right by setting time aside for teams to collaborate and set the groundwork for their collaboration as high functioning collaborative teams. After they have plenty of time to work together on expectations and norms, teams are invited to a collaboration meeting with administrators to share their team plan. Administrators offer support and feedback. Then, together, we set the norms and expectations for our work across the campus that year.

Master Schedule

Coulson Tough Master Schedule 2019-2020

6th Grade		5th Grade		4th Grade		3rd Grade	
8:00-9:35	95 min (Block 1)	8:00-9:40	100 min (Block 1)	8:00-10:20	140 min (Block 1)	8:00-9:15	75 min (Block 1)
9:35-11:10	95 min (Block 2)	9:40-10:30	50 min (Block 2)	10:20-11:20	FA/PE	9:15-10:15	FA/PE
11:10-11:40	Recess	10:30-11:00	Recess	11:20-11:40	20 min (Block 1)	10:15-11:35	80 min (Block 1)
11:40-12:10	Lunch	11:00-11:30	Lunch	11:40-12:10	Recess	11:35-12:20	45 min (Block 2)
12:10-1:40	90 min (Block 3)	11:30-12:15	45 min (Block 2)	12:10-12:40	Lunch	12:20-12:50	Recess
1:40-2:00	20 min Advisory	12:15-12:50	35 min (Block 3)	12:40-3:10	150 min (Block 2)	12:50-1:20	Lunch
2:00-3:05	FA/PE	1:55-3:10	75 min (Block 3)	1:20-3:10	TOTAL	1:20-3:10	110 min (Block 2)
TOTAL	300 min	TOTAL	305 min	TOTAL	310 min	TOTAL	310 min

2nd Grade		1st Grade		Kindergarten	
8:00-8:10	10 min	8:00-8:10	10 min	8:00-8:15	75 min
8:10-9:10	FA/PE	8:10-9:10	FA/PE	9:15-10:15	FA/PE
9:10-12:10	180 min	9:10-12:10	180 min	10:15-11:10	55 min
12:10-12:40	Recess	12:10-12:40	Recess	11:10-11:40	Lunch
12:40-1:10	Lunch	12:40-1:10	Lunch	11:40-12:50	70 min
1:10-3:10	120 min	1:10-3:10	120 min	12:50-1:20	Recess
TOTAL	310 min	TOTAL	310 min	1:20-3:10	110 min
				TOTAL	310 min

LUNCH/RECESS/SPECIALS SCHEDULES

Grade	RECESS	Grade	LUNCH	Grade	FA/PE
5th	10:30-11:00	5th	11:00-11:30 (A)	1st	8:10-9:10
6th	11:10-11:40	Kinder	11:10-11:40 (B)	2nd	8:10-9:10
4th	11:40-12:10	6th	11:40-12:10 (A)	Kinder	9:15-10:15
2nd	12:10-12:40	2nd	12:10-12:40 (B)	4th	9:15-10:15
1st	12:10-12:40	2nd	12:40-1:10 (A)	4th	10:20-11:20
3rd	12:20-12:50	1st	12:40-1:10 (A)	5th	12:50-1:55
Kinder	12:50-1:20	3rd	12:50-1:20 (B)	6th	2:00-3:05
Life Skills/RISE					

Fine Arts & PE Conference 11:50-12:50
 Fine Arts & PE Lunch 11:20-11:50

DRAFT 2020-2021 Coulson Tough Master Schedule

6th Grade		5th Grade		4th Grade		3rd Grade	
8:00-9:40	100 min (Block 1)	8:00-9:40	100 min (Block 1)	8:00-10:25	145 min (Block 1)	8:00-9:20	80 min (Block 1)
9:40-11:20	100 min (Block 2)	9:40-10:30	50 min (Block 2)	10:25-11:25	FA/PE	9:20-10:20	FA/PE
11:20-11:25	5 min (Block 3)	10:30-11:00	Recess	11:25-12:00	35 min (Block 1)	10:20-11:35	75 min (Block 1)
11:25-11:55	Recess	11:00-11:30	Lunch	12:00-12:30	Recess	11:35-12:15	40 min (Block 2)
11:55-12:25	Lunch	11:30-12:25	55 min (Block 2)	12:30-1:00	Lunch	12:15-12:45	Recess
12:25-2:00	95 min (Block 3)	12:25-1:30	FA/PE	1:00-3:10	130 min (Block 2)	12:45-1:15	Lunch
2:00-3:05	FA/PE	1:30-3:10	100 min (Block 3)	1:30-3:10	TOTAL	1:15-3:10	115 min (Block 2)
TOTAL	300 min	TOTAL	305 min	TOTAL	310 min	TOTAL	310 min

2nd Grade		1st Grade		Kindergarten	
8:00-8:15	15 min	8:00-8:15	15 min	8:00-9:20	80 min
8:15-9:15	FA/PE	8:15-9:15	FA/PE	9:20-10:20	FA/PE
9:15-11:05	110 min	9:15-11:40	145 min	10:20-11:20	60 min
11:05-11:35	Recess	11:40-12:10	Recess	11:20-11:50	Lunch
11:35-12:05	Lunch	12:10-12:40	Lunch	11:50-12:50	60 min
12:05-3:10	185 min	12:40-3:10	150 min	12:50-1:20	Recess
TOTAL	310 min	TOTAL	310 min	1:20-3:10	110 min
				TOTAL	310 min

LUNCH/RECESS/SPECIALS SCHEDULES

Grade	RECESS	Grade	LUNCH	Grade	FA/PE
5th	10:30-11:00	5th	11:00-11:30 (A)	1st	8:15-9:15
2nd	11:05-11:35	Kinder	11:20-11:50 (B)	2nd	8:15-9:15
6th	11:25-11:55	2nd	11:35-12:05 (A)	Kinder	9:20-10:20
4th	12:00-12:30	6th	11:55-12:25 (B)	3rd	9:20-10:20
1st	11:40-12:10	1st	12:10-12:40 (A)	4th	10:25-11:25
3rd	12:15-12:45	4th	12:30-1:00 (B)	5th	12:25-1:30
Kinder	12:50-1:20	3rd	12:45-1:15 (A)	6th	2:00-3:05
Life Skills/RISE	1:30-2:00				

Fine Arts & PE Conference 11:25-12:25
 Fine Arts & PE Lunch 1:30-2:00

62509

The campus CORE team structures the master schedule so that all teams have an hour of planning time together everyday to support continued collaboration. Two of those days each week are treated as 'sacred' days where teams are guaranteed uninterrupted time to work together. Time is allotted each week for collaboration across the campus as well.

Collaboration Meetings

Vision:

To be globally recognized as a professional learning community that provides excellence in academic, cultural and character education and prepares K-6 students to be positive leaders in a 21st century world.

Motto:

Guaranteed exceptional learning and growth for all students.

Norms and Roles:

1. Keep an open mind/ Growth mindset
2. Stay positive and be solution oriented
3. Stick to agenda- questions and comments jot for discussion after the meeting

Kyndall- Time Keeper

Katie- Agenda Agent

Kelly- Meeting Minutes

Kristin- Norms

PLC Guiding Questions:

- What do we want students to learn?
- How will we know they have learned the material?
- How will we respond when they don't learn?
- How will we respond if they already know it?

Each content team's CORE team representative creates and manages the team agenda weekly with input from all team members. Department Chairs create agendas for vertical meetings. The Campus Instructional Coach creates the agendas for data meetings. Meetings start with team norms and work through the 4 guiding questions.

Date:	Item:	Who:	Decision	Follow up	Questions:
9/24/19	Create common assessment for Read Aloud- Stone Fox 4 square questions Leeward Question stems TEK driven questions Modifications for ELs and SPED	All attendees " " " " " " Kristin provides suggestions for modifications	TEKS assigned to questions: 3.9 A, 3.8 C, 3.8 B, 3.8 D, 3.7 C, 3.7 D Sentence stems provided for ELs and SPED 1. What is the problem? The problem was _____. The Solution was _____. 2. How did the character feel? If I could change the ending, I would _____.	Collect data by 10/1/19 Sort students by Approaching skill, Level 2, Level 3 for each question/skill to drive small group instruction	Be prepared to discuss the response to students who fall into Approaching and L2 Be prepared with next steps for students who have mastered skill
10/1/19	Discuss data collected from the Stone Fox 4 square Group students into A, L2, L3- see each skill/ Question Next steps for small groups Students to be shared	1-4. ALL attendees Each teacher will provide list of students for each teacher for each day/time	Student data for skill Skill assessed, level, students at each level for each skill: 1. Character Traits: A= 12 L2= 81 L3= 38 2. Summary/Synthesis: A= 14 L2= 102 L3= 15 3. Retell- Story Elements A= 17 L2= 92 L3= 22 4. Author's Craft A= 32 L2= 92 L3= 7	Kelly= Character traits : Level A students will rotate to Kelly's room. Wed , 9:00. Marina's 10:20- Katie's, 10:40- Kristin's - Students will have small group instruction to build understanding using mentor text "Recess Queen" internal/external traits anchor chart, 11:00, 11:20, 11:40 L2- same, identify little Willy's traits based on evidence from text, 12:00, 1:30, 1:50 L3- extend by using student chosen text and identify traits and evidence Katie= Summary- schedule: Thurs , Kelly's @9:00, Kristin's 9:20, Marina 10:20 A- somebody, wanted, but, so graphic organizer using mentor text "Chrysanthemum" 10:30, 10:50, 11:10 L2- same, extend by transferring using read aloud text "Stone Fox" 11:30, 11:50, 1:30 L3- using Stone Fox- transfer to student chosen fiction text. Kristin's Retell/Story Elements: Thu , Kelly@9:00, Katie 9:20, Marina 10:20 A-Character, beginning middle and end, problem and solution, Mentor text- "Chrysanthemum" 10:30, 10:50, 11:10 L2- same and transfer skill to read aloud "Stone Fox"- graphic organizer, 11:30, 11:50, 1:20 L3- extend by having students use their chosen fiction text- create their own fiction story including all story elements. Marina= Author's Craft: Thu , Kelly's 1:30, Kristin's 1:50, Katie@2:40 using The Day the Crayons Quit' look at author's craft, voice, and purpose. Notice font, word choice, illustrations- why does the author do these things. 2:20, 2:30, 2:40 L2- same, extend by transferring to "Stone Fox," * L3 GROUP WILL BE HELD MONDAY 10/7- Kelly's @ 9:00, Kristin's , 10:20, Katie- 10:40 L3- analyze Author's craft in Stone Fox and extend beyond shared read to chosen fiction text of choice. *Kristin= float through all groups to assist/each class, each group*	*Discuss any students of concern - identify who needs additional small group instruction- share during PLC on Thurs.

Goal Setting

4th Grade MAF Benchmark - Student Data Tracker

Name: _____

Area	Question Numbers
Data Analysis I can represent data using a frequency table, dot plot, or stem-and-leaf plot. 4.9(A)	30
Measurement I can solve measurement problems dealing with money. 4.8(C)	10

Area	Question Numbers
Place Value of Whole Numbers and Decimals I can interpret the value of each place-value position as 10 times the place to the right and one-tenth of the place to the left. 4.2(A) I can represent the value of a digit in whole numbers through 1,000,000,000 including decimals to the hundredths using expanded notation and numbers. 4.2(B) I can compare and order numbers to 1,000,000,000 using $>$, $=$ or $<$. 4.2(C) I can relate decimals to fractions that name tenths and hundredths. 4.2(D) I can represent fractions and decimals on a number line. 4.3(D)	30 3 6 11 19 24

What did you notice or learn about yourself from this assessment? I noticed that I only had on place value by decimal.

My strength: According to this assessment, I am good at place value like on question number 4, 2, 3, 4.

My goal: based on this assessment, my goal is my goal is to solve or place value at home.

NAME: _____

MY GOAL FOR THE UNIT 11/12

- 5.1.C. GENERATE NUMERICAL PATTERN
- 5.1.D. RECOGNIZE THE DIFFERENCE BETWEEN ADDITIVE AND MULTIPLICATIVE PATTERN
- 5.8.A/5.8.B DESCRIBE THE KEY ATTRIBUTES OF THE COORDINATE PLANE AND THE PROCESS FOR GRAPHING ORDERED PAIRS
- 5.8.C. GRAPH IN THE FIRST QUADRANT OF THE COORDINATE PLANE
- 5.10.A. DEFINE INCOME TAX, PAYROLL TAX, SALES TAX, AND PROPERTY TAX
- 5.10.B. EXPLAIN THE DIFFERENCE BETWEEN GROSS INCOME AND NET INCOME
- 5.10.E. DESCRIBE ACTIONS THAT MIGHT BE TAKEN TO BALANCE A BUDGET

beginning, 11

Goal Setting

- Get a good lead that makes readers want to read
- Use the right amount of dialogue

Instructional targets are set in vertical department meetings for content and in team meetings for grades. Instructional targets are monitored to determine student growth through goal setting. Teachers use team data to determine how to support students, sharing students across the grade level or pulling in support outside the grade level when needed.

Monitoring Student Progress

Student Name: _____ Total Score: _____

Building a Reading Life: Unit 1, Bend 3: Tackling More Challenging Texts

Goal of Session 14 Figuring Out Hard Words: Students used a repertoire of strategies to figure out the meaning of hard words. Students tried one strategy and then another to solve hard words. Students tracked words in their journals that they are unable to solve on their own and got help from a partner to solve.

Independently (100)	Most of the time (90)	Some of the time (80)	With Teacher Support (70)	Not Yet (60)	Points Earned

Goal of Session 15: The students used textual clues to figure out definitions of hard words. Students explained the clues they used to help them figure out the word. They recorded words solved and the definition in their journals for future use.

Independently (100)	Most of the time (90)	Some of the time (80)	With Teacher Support (70)	Not Yet (60)	Points Earned

Goal of Session 16 Making Sense of Figurative Language: The students used all that they knew about what has been going on to make sense of figures of speech. Students kept reading, checking on their guess as they did so. Students recorded their thinking in their journals.

Independently (100)	Most of the time (90)	Some of the time (80)	With Teacher Support (70)	Not Yet (60)	Points Earned

Goal of Session 17: The students noticed when a text prompted them to ask questions about character's actions and revisited earlier parts of the text and their thinking to come up with possible answers.

Independently (100)	Most of the time (90)	Some of the time (80)	With Teacher Support (70)	Not Yet (60)	Points Earned

Goal of Session 18: The students gathered information from their texts to try to understand the author's purpose. As readers, they asked the very specific, important question, "Why did the author include that?" knowing that authors do things on purpose and readers gather information from the text to try to answer that question.

Independently (100)	Most of the time (90)	Some of the time (80)	With Teacher Support (70)	Not Yet (60)	Points Earned

Comments:

Name _____ # _____ Date _____

Graphing, Addition and Subtraction to 20 Test

1. The track team won 3 medals on Friday and 4 medals on Saturday. How many medals does the team have altogether? 2.4C

white	
pet	pet

2. Seventeen second graders wore yellow shirts Friday. Six second graders wore green shirts. How many more second graders wore yellow shirts than green? 2.7C

white	
pet	pet

3. A student ran nine laps at PE. Then, she ran three laps at home. How many laps did she run that day? 2.4C

4. Solve the number sentence and then write a word problem. 2.4D/2.7C

$$14 - 8 = \square$$

Calibrated proficiency scales as well as common assessments are used to monitor student progress. Assessments are created collaboratively, actively monitoring that questions and prompts align with expectations and essential standards.

Data Meetings

Coulson Tough Data Meetings
Guiding Questions

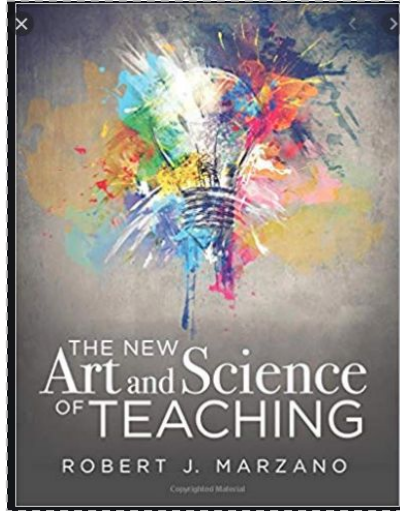
Our Mission: Guaranteed exceptional learning and growth for all students.

"Test scores will take care of themselves when schools and the people within them are passionately committed to helping each student develop the knowledge, skills and dispositions essential to his or her success." (From Learning by Doing: A Handbook for Professional Learning Communities at Work, pg. 89)

1. What do we expect students to learn?
2. How do we know they have learned it?
Gather evidence of current levels of student learning:
 - What things can we celebrate?
 - What objectives have we been focusing on and have we seen improvements?
 - Do we see correlations between the benchmark/checkpoint data and our common assessments? Between benchmark/checkpoint data and BAS levels?
 - Were there any surprises?
3. What do we do if they have not learned it?
 - Develop strategies and ideas to address weaknesses in student learning.
 - When will we implement those strategies and ideas?
 - What resources are needed?
 - How and when will we analyze the impact of the changes to discover what was or wasn't effective?
4. What do we do if they already know it?
 - Develop strategies and ideas to build on strengths in student learning.
 - When will we implement those strategies and ideas?
 - What resources are needed?
 - How and when will we analyze the impact of the changes to discover what was or wasn't effective?
5. How do we make learning relevant and engaging?

Data is reviewed weekly. After district assessments, teams review data with administrators and the campus instructional coach. All participants in data meetings reflect on outcomes compared to goals and share ideas and resources to grow students.

Tier 1 Instruction



Goulson Tough Instructional Model		
Feedback	Content	Context
Providing and Communicating Clear Learning Goals 1. Providing scales and rubrics 2. Tracking student progress 3. Celebrating success Using Assessments 4. Using informal assessments of the whole class 6. Using formal assessments of individual students	Conducting Direct Instruction Lessons 6. Chunking content 7. Processing content 8. Recording and representing content Conducting Practicing and Deepening Lessons 9. Using structured practice lessons 10. Examining similarities and differences 11. Examining errors in reasoning Conducting Knowledge Application Lessons 12. Engaging students in cognitively complex tasks 13. Providing resources and guidance 14. Generating and defending claims Using Strategies That Appear in All Types of Lessons 15. Previewing strategies 16. Highlighting critical information 17. Reviewing content 18. Revising knowledge 19. Reflecting on learning 20. Assigning purposeful homework 21. Elaborating on information 22. Organizing students to interact	Using Engagement Strategies 23. Noticing and reacting when students are not engaged 24. Increasing response rates 25. Using physical movement 26. Maintaining a lively pace 27. Demonstrating intensity and enthusiasm 28. Presenting unusual information 29. Using friendly controversy 30. Using academic games 31. Providing opportunities for students to talk about themselves 32. Motivating and inspiring students Implementing Rules and Procedures 33. Establishing rules and procedures 34. Organizing the physical layout of the classroom 35. Demonstrating with-it-ness 36. Acknowledging adherence to rules and procedures 37. Acknowledging lack of adherence to rules and procedures Building Relationships 38. Using verbal and nonverbal behaviors that indicate affection for students 39. Understanding students' backgrounds and interests 40. Displaying objectivity and control Communicating High Expectations 41. Demonstrating value and respect for reluctant learners 42. Asking in-depth questions of reluctant learners 43. Probing incorrect answers with reluctant learners

We strive to provide the best Tier 1 instruction possible through our 'The New Art and Science of Teaching' instructional model. We focus on providing teachers with ongoing professional development, coaching support, and opportunities to collaborate to learn from each other to support ongoing growth in instructional and content knowledge.

Tier 2 Intervention

	TEK 3.2A Q1-3: Gwen	TEK 3.2B Q4-5: Katie	TEK 3.2D Q7-10: Nilda	TEK 3.2D Q7-10: Tonya
Block 1				
1	Adam - TK	XXXXX	Greyson - TK	Pablo - NM (ELL) (NEW)
2	Kaitlyn- GS	XXXXX	Chris- GS	Talley - NM (NEW)
3	Valencia - NM	XXXXX	Andrea- GS ELL	Boeun - NM
4	Rafa - NM (ELL) (NEW)	XXXXX	Sophia R	Peytin- NM
5	Cara - NM	XXXXX		Ezra - NM (NEW)
6	Ben - NM	XXXXX		
7				
Block 2				
1	Alexa- GS ELL	Sristi - NM	Cameron - TK	Liyan - NM (NEW)
2	Sophie- GS	Ali - NM	Elise-KB	Juan - NM (ELL) (NEW)
3	Ken - NM	Turner-KB	Lucas-KB	
4	Eryn-KB	Hayden-KB		
5	Anika-KB			
6				
7				

At Tier 2, the RTI collaboration committee utilizes many resources to meet student needs in a more intensive way. Often, this means forming targeted small groups and sharing students. Our Campus Instructional Coach supports Tier 2 through modeling, coaching, and providing additional resources. Progress towards set goals is closely monitored.

Tier 3 Intervention

Data Snapshot for Decision Point Meeting- Academic

STUDENT NAME: _____ PARENT CONTACT SUMMARY: _____
 TEACHER NAME(S): _____

SPECIFIC CONCERN (SELECT MOST FOUNDATIONAL SKILL):

DECODING NUMBER SENSE
 FLUENCY BASIC COMPUTATION
 IN-TEXT COMPREHENSION COMPUTATIONAL FLUENCY
 BEYOND-TEXT COMPREHENSION SINGLE-STEP PROBLEM SOLVING
 VOCABULARY MULTI-STEP PROBLEM SOLVING
 OTHER: _____ OTHER: _____

DATA SUPPORTING CONCERN SELECTED:

DATE OF ASSESSMENT	STUDENT SCORE VS. AVERAGE EXPECTATION	ANECDOTAL NOTES

INTERVENTION GOAL: _____
(specific, measurable, attainable, relevant, time-based)

INTERVENTION	OUTCOME	ACCOMMODATIONS
#1 DATES USED: _____ <input type="checkbox"/> REGRESSION <input type="checkbox"/> NO IMPROVEMENT <input type="checkbox"/> MONTHLY GAIN <input type="checkbox"/> STEADY GAIN <input type="checkbox"/> MET TARGET		<input type="checkbox"/> READING SUPPORT/ORAL ADMINISTRATION <input type="checkbox"/> ORAL RESPONSE <input type="checkbox"/> PRE-TEACHING <input type="checkbox"/> SENTENCE STRIPS/FRAMES <input type="checkbox"/> VOCABULARY BANK <input type="checkbox"/> SIMPLIFIED VOCABULARY <input type="checkbox"/> USE OF MANIPULATIVES/TOOLS <input type="checkbox"/> VISUAL DIRECTIONS <input type="checkbox"/> SIMPLIFIED DIRECTIONS
#2 DATES USED: _____ <input type="checkbox"/> REGRESSION <input type="checkbox"/> NO IMPROVEMENT <input type="checkbox"/> MONTHLY GAIN <input type="checkbox"/> STEADY GAIN <input type="checkbox"/> MET TARGET		<input type="checkbox"/> ASSIGNMENT CHUNKING/EXTRA TIME <input type="checkbox"/> COPY OF NOTES <input type="checkbox"/> OPPORTUNITIES TO REDO WORK <input type="checkbox"/> OTHER: _____
#3 DATES USED: _____ <input type="checkbox"/> REGRESSION <input type="checkbox"/> NO IMPROVEMENT <input type="checkbox"/> MONTHLY GAIN <input type="checkbox"/> STEADY GAIN <input type="checkbox"/> MET TARGET		

Data Snapshot for Decision Point Meeting- Behavior

STUDENT NAME: _____ PARENT CONTACT SUMMARY: _____
 TEACHER NAME(S): _____

SPECIFIC CONCERN

VERBAL AGGRESSION MOTIVATION/SELF-EFFICACY
 PHYSICAL AGGRESSION SOCIAL/INTERPERSONAL SKILLS
 REFUSAL TO FOLLOW DIRECTIONS SELF-CARE
 OFF TASK/INATTENTION ELFEMENT
 TASK AVOIDANCE/INCOMPLETION OTHER: _____

DATA SUPPORTING CONCERN SELECTED:

DATE OF INCIDENT	DESCRIPTION OF INCIDENT	ANECDOTAL NOTES

INTERVENTION GOAL: _____
(specific, measurable, attainable, relevant, time-based)

INTERVENTION	OUTCOME	ACCOMMODATIONS
#1 DATES USED: _____ <input type="checkbox"/> REGRESSION <input type="checkbox"/> NO IMPROVEMENT <input type="checkbox"/> MONTHLY GAIN <input type="checkbox"/> STEADY GAIN <input type="checkbox"/> MET TARGET		<input type="checkbox"/> INCREASED POSITIVE INTERACTIONS <input type="checkbox"/> FREQUENT VERBAL REMINDERS <input type="checkbox"/> VISUAL REMINDERS <input type="checkbox"/> QUEUES/PRECORRECTING <input type="checkbox"/> PROXIMITY <input type="checkbox"/> SUPERVISION DURING TRANSITIONS <input type="checkbox"/> STRUCTURED LEARNING ENVIRONMENT <input type="checkbox"/> QUIET AREA/BREAKS <input type="checkbox"/> SENSORY TOOLS
#2 DATES USED: _____ <input type="checkbox"/> REGRESSION <input type="checkbox"/> NO IMPROVEMENT <input type="checkbox"/> MONTHLY GAIN <input type="checkbox"/> STEADY GAIN <input type="checkbox"/> MET TARGET		<input type="checkbox"/> CHOSEN PARTNER/MENTOR <input type="checkbox"/> PERSONAL GOAL SETTING <input type="checkbox"/> BEHAVIOR CONTRACT <input type="checkbox"/> OTHER: _____
#3 DATES USED: _____ <input type="checkbox"/> REGRESSION <input type="checkbox"/> NO IMPROVEMENT <input type="checkbox"/> MONTHLY GAIN <input type="checkbox"/> STEADY GAIN <input type="checkbox"/> MET TARGET		

At Tier 3, targeted skills are addressed in small group or 1-on-1 instruction, 4-5 times per week with an interventionist or expert teacher. Progress toward set goals is monitored weekly and reviewed every 3-6 weeks depending on skill to determine intervention effectiveness and any next steps needed.

Campus Coaching



Units of Study Planning Meeting

Unit: _____

1. Identify the Unit Goals:

- Read the Front matter to determine the goals of the unit. It is vital to ID the unit goals in order to have perspective on the unit for making teaching decisions.

God 1-	
God 2-	
God 3-	
God 4-	
Other considerations-	

2. Study the Arc of the Unit

- Use the teaching points to connect the story of a bend to the goals of the unit.
- Study the student work in relation to the goals.
- Think through the ways the bends support the goals and how to assess those in each bend so students are ready for the next bend.

	Connection to Goals	Assessment
Bend 1		
Bend 2		
Bend 3		

If we have and what we need to get (mentor / For each student in genre.)

	Need

g) jobs
mentor texts, books on level, print-outs from
if pre and post assessments, progressions, etc.

	Teammate	Due Date

ie team has previously Big Picture Planned

1

int ready well?

int work ready well?

is hard and why?

in we do this time to make it?

eds to be adjusted For the have now?

and Conquer

tecal and share out the goals of the unit
Retell the story of the bends

4. Review the student work

4. Make a materials list

Make and Take Tuesdays



Join us in room 306 from 3:45-4:15 on the following Tuesdays to collaborate and create awesome resources to support students in reading and writing workshops.

- 11/5- Fluency (Reading)
- 11/12- MSV (Reading)
- 12/3- Saying More (Writing)
- 12/10- Editing Games (Writing)
- 12/17- Book Interviews (Reading)



Our Campus Instructional Coach and Campus Technology Coach provide ongoing, embedded, professional development and support for teachers and staff through learning walks, 'make and takes', tutorials, big picture planning, team teaching, and Impact Cycles.

Expert Coaching



Our amazing ELA district coach, Mark Smith, will be joining us 3 days a month to share with us his wealth of expertise and provide us support as we refine our work in the Units of Study in Reading for 5th and 6th grades.

During his time with us, he will share his knowledge, model, host lab sites, and give valuable feedback so that we can all learn and grow together.

Please mark your calendars. This month for:

September 18th, 2019

September 25th, 2019

September 30th, 2019

You will need to schedule an AM sub for 9/18/19 and 9/25/19.

CT  TC

Houray for new learning with Teachers College and our wonderful Staff Developers! Below you will find the schedule for Mondays' time together.

MONDAY 2/24

7:30-7:45 Morning Meeting
7:45-8:30 Kinder workshop
8:30-9:15 Kinder lab site
9:15-9:30 Debrief
9:30-9:35 Sub Switch
9:35-10:10 1st grade workshop
10:10-10:55 1st grade lab site
10:55-1:10 Debrief
1:10-1:50 Building walk
1:50-12:30 Lunch
12:30-1:15 2nd grade workshop
1:15-2:00 2nd grade lab site
2:00-2:15 Debrief
2:15-2:30 Debrief with Admin



Through our partnership with Teachers College, Columbia University, our teachers, coaches, and administrators are led by two of their staff developers for 10 school days each year to build knowledge and refine practices. District Content Coaches also join teacher teams quarterly to share knowledge and support.

Instructional Learning Walks

Learning Walks at CT

10/2/19

Focus- Differentiation

What did you observe that reaffirms something you already knew about instruction at CT?

What instruction did you observe that you would like to know more about?

What would you like the focus to be for our next learning walk?



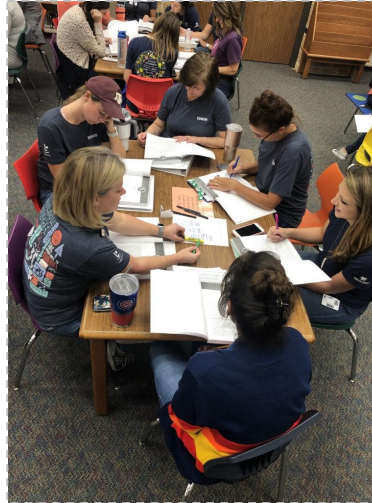
Quarterly, all content teams embark on Instructional Learning Walks guided by a campus common focus to grow in best practices. The Campus Instructional Coach facilitates teams or teachers for learning walks specific to teacher growth goals.

High Reliability Schools



Over the last two years, our campus has worked toward achieving High Reliability Level 1 and 2 certifications. This work has not only strengthened our systems for monitoring best practices, it has created a deeper understanding of our 'why' across our campus and deepened our work as high-functioning Professional Learning Community.

Ongoing Staff Development



We support whole staff alignment and growth through weekly Titan's Teach sessions as well as yearly book studies and conferences. We believe that every student AND teacher at CT should Learn. Grow. and Excel!