

# Savannah Elementary

## PLC Playbook



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# Professional Learning Communities

## Savannah's Mission Statement

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## Savannah's Vision Statement:

Savannah Elementary will become a collaborative community of excellence that challenges students to reach their academic and social potential.

## Collective Commitments:

**Our Collective Commitments** In order to achieve the shared mission and vision of our school, Savannah staff members will:

- Provide quality tier 1, 2 and 3 instruction with fidelity.
- Engage parents and community members in learning and school activities by creating meaningful activities and communicating them to all parents.
- Provide a student-centered learning environment where students are aware of learning expectations through goal setting and feedback.
- Collaborate with colleagues to create unit plans and assessments that ensure the academic growth of all students.
- Provide a student-centered learning environment where students feel safe to take academic and emotional risks by implementing restorative practices, CHAMPS and building relationships.
- Utilize data to plan and provide intervention and extension opportunities for all students and to monitor the progress of student learning.
- Provide instruction through the workshop model in all content areas that is individualized to student needs.
- Monitor each student's learning on an ongoing basis through common formative assessments and other student learning artifacts.
- Consistently implement the three big ideas, the four pillars and four critical questions of professional learning communities at work.
- Engage in our learning community as both a teacher and a learner by utilizing best practices, engaging in collaborative planning and staff development while setting personal goals. We will utilize feedback from peers, coaches and administrators to improve practice.

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# Savannah's Collaborative Planning Process

[Staff Playbook](#) - outlines curriculum expectations

[Teacher Toolbox](#) - hub with important links & documents

## Essential Standards

Our campus essential standards were selected by teacher teams based on endurance, leverage, and readiness for the next level of learning. Our teams vertically align our essential standards and meet once a month in reading and math vertical teams to notice student trends, calibrate our teaching strategies, create inter rater reliability for assessments, and develop bridge plans as we transition students from one grade to another.

[Essential Standards 2020-2021](#)

[Essential Standards Chart 2020-2021](#)

[Smore to guide PLC practices during COVID-19](#)

## [Team Norms & Commitments](#)

## Collaborative Planning Schedule

The master schedule reflects 45-minutes per day of instructional planning utilizing the [planning process](#).

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## First Grade Birds Eye View

<i>Time</i>	<i>Grade</i>	<i>Day</i>	<i>Content</i>
7:45-8:30	5th Grade	Monday Friday	Math, Science Reading, Writing
8:35-9:20	2nd Grade	Tuesday Wednesday	Reading, Writing Math, Science
9:25-10:10	3rd Grade	Wednesday Thursday	Reading, Writing Math, Science
10:15-11:00	4th Grade	Tuesday Thursday	Reading, Writing Math, Science
12:30-1:15	1st Grade	Monday Tuesday Wednesday	Phonics Reading, Writing Math, Science
1:30-2:15	Kindergarten	Tuesday Wednesday	Math, Science Reading, Writing

## District Standards Based Grading

No grades should be given during the learning journey, rather students need effective feedback using the language of the rubric to enhance their learning and understanding. Effective feedback is descriptive, specific, timely, targeted.

- The report card rubrics can and should be used throughout the learning as well as on assessments.
- Feedback should be given to students and parents throughout the nine weeks regarding student's progress towards their learning goals. Do not wait until the end of the reporting period to begin communication.

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- Traditional grades (0-100 point scale) should not be used.
- It is critical to send evidence of student progress home to parents prior to the report card. You could use the Learning Communication Tools provided by each content area and seen below to help parents and students understand where they are in the learning process.

During the Learning Process (Learning TEK being report listed here)			
Learning Goals	Yes (Dates)	Not Yet (Dates)	Next Steps If yes, what do I do next to achieve advanced? If not yet, what do I do next to improve?
I can . . .			
I can . . .			

- Samples of work, rubrics, pretest, exit slips, learning paths, class work, homework, and communication forms all provide excellent communication for parents.
- The state requires that all TEKS are to be taught and mastered for every standard. This includes TEKS that are not communicated with parents on the report card. Parents should also receive feedback on these standards. Failure to teach these standards will create a gap in the student's education. The report card assessments communicate to parents what is most essential in each content.
- The goal is for every K-5th grade student to attain a 3, Meets Expectations, which is mastery of the standard.
- Intermediate grades (3-5) report 4, 3, 2, or 1 on the report card. Primary grades (K-2) only report 3, 2, or 1 on the report cards.
- Scores of 4, 3, 2, and 1, do not equate to A, B, C, F or any numerical equivalent. This message needs to be communicated consistently and frequently to parents. Here is a reminder of what these proficiency levels mean (see proficiency levels handout). Proficiency levels 1, 2 and 3 have the same definitions K-5. ONLY grades 3-5 have an Advanced score (4).
- Children moving in during the nine weeks should only be assessed on content they have been taught in your classroom. However, feel free to use any past assessments to help you as you determine the educational needs of your new student.
- It is suggested that teams work together in PLCs to assure assessments are scored consistently.
- Formative Assessments need to be done along the way. Teachers can use their own assessments, common assessments and assignments to ensure learning is tied to the target. (see Formative Assessments for Learning document for ideas).
- The report card assessment should be given when you know the student has met the prerequisite learning goals. One way to track that is by using the Learning Communication Tool form. Not all students are ready to be assessed at the same time. If a student is not ready to

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be assessed at the end of the nine weeks grading period, then you should report to the parent a 1 Beginning or 2 Developing based on your formative assessment evidence as communicated on the Learning Communication Tool.

## Ladder and CFA timeline

Included [here](#) are examples of our grade level ladders and timelines for essential standard 1. We create a ladder, from the book Design in Five, for each essential standard and a CFA timeline to go along with it. In addition, we create pre & post assessments, and common formative assessments to track student progress along the way.

## Data Collection of Common Assessments in Aware

Kindergarten through 5th grade enters all pre/post assessments into Aware, our district database for data disaggregation. The data is disaggregated by grade, by teacher, and by student. We are able to sort data based on standard and learning targets in order to make the most targeted response plan.

## PLC/Data Resource Room

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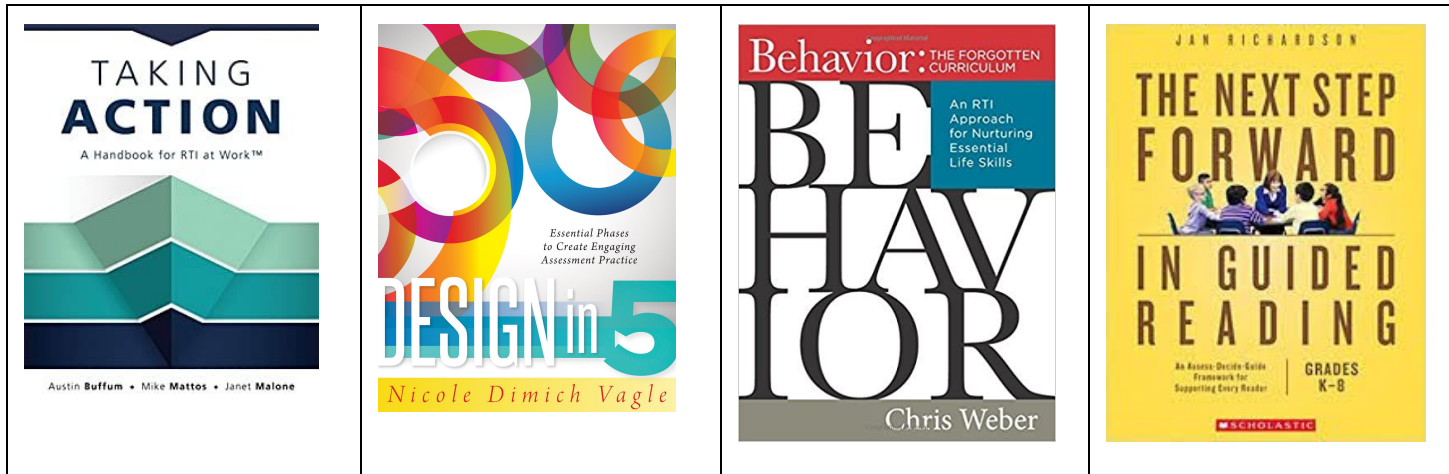
Artifacts hung in this room define our work with roles & responsibilities, progress monitoring towards SMART goals, ladders, timelines, reading correlation chart, etc...

## Monitoring Practices

- ★ Master Schedule
- ★ Students of Concern completed by every teacher continually throughout school year
- ★ Target Time spreadsheet (Tier 2 for reading & math)
- ★ School-Wide Data Protocol Analysis

### Resources

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## Guided Reading Rotations for Kinder-2nd Grade

DALLAS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	LEDBETTER	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:10-9:30	2E	2E	2E	2E	1F	9:10-9:30	1E	1G	1E	1G	Running Records/Confering
9:30-9:50	1F	1F	1F	1N	2E	9:30-9:50	1G	1E	1G	1E	1E
11:25-11:45	2J	1N	Running Records/Confering	1F	2J	11:25-11:45	1H	1J	1H	1J	1H
	2E	1F	2J	1N			1E	1G	1H	1J	
	Madison Salvador	Myllee Motouri	Zoe Nieto	Liam Baxley			Journi Flemming	Cortt Kellett	Christian Plasencia	Charlotte Eby	
	Mariyah Hancock	Mason Augustine	Ava Ball	Jonah Watt			Sofia Williams	Taziva Lawrence	CJ Smith	Anna Cervantes	
	Zoey Calderon	Cooper Dunn	Autumn Jernigan	Logan Reves			Liam McGowan	Haleigh Knott	Jaxson Boyer	Eve Zang	
	Tristin Grigg	Jason Castillo	Jaiden Bryan	Levi Austin			Elyda Tavarez	Eujae Comendador	Landon Lynch	Ava Miller	
		Michaela Crockett	Ethan Hutkowski	Noah Howard			Jamie Thomas	Ollie Aguilar	Nicholas Picornell		
									Jason Spencer		
FARNSWORTH	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SCHERER	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:10-9:30	4E	4E	4E	4E	3H	9:10-9:30	3E	2F	3E	2G	2F
9:30-9:50	1D	1D	1D	1D	4E	9:30-9:50	2F	3E	2F	2F	3E
11:25-11:45	1L	3H	3H	Running Records/Confering	1D	11:25-11:45	2G	1L	2G	3E	Running Records/Confering
	1D	4E	3H	1L			3E	2F	2G	1L	
	Nathaniel Vasquez	Mason Kay	Brinley Hobson	Cole Scott			Vivienne Collamer	Ava Hendricks	Laylah Young	Lixryl Funire	
	Taylor Camps	Kynsley Jones	Rowan Kern	Naomi Thunyani			Harper Pierce	Avery Monk	Jamira Hill	Brenlee Hackler	
	Kamryn Purkiss	James Wilkerson	Xander Sutherland	Alex Miller			Demetrius McMillian	Jeremiah Ayala	Ella Kersten	Bella Whittington	
	Aniston Smith	Lillian Centeno	Zoe Rhea	Aubree Hackler			Camila Santamaria	Kah'Noah Lamb	Chase Taylor	Emmory Antoine	
	Knox Ormesher	Myra Shaw	Knox Chouffet	Za'Maura Williams			Sophia Arevalo	Kyleigh Rodriguez	Braydon Flynn		

- ★ Guided Reading Tracker is used to monitor instructional levels of students on a bi-monthly basis.
- ★ Reading correlation chart to track progress & growth
- ★ All reading teachers are trained in The Next Step Forward resource by Jan Richardson and use the guided reading templates to plan for differentiated small groups.

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# Committees, Accountability, and Building Capacity

## Intervention Roles & Responsibilities

Savannah Elementary has a team of interventionists, including a K-2 reading recovery/literacy coach, K-2 reading interventionist, 3-5 reading interventionist/literacy coach, K-5 math interventionist/math coach, dyslexia teacher, and a part-time ESL teacher. The intervention team meets with school administration every Thursday from 2:30-3:00 to review coaching cycles, students progress in tier 3 intervention, and upcoming professional development. Our intervention team attends PLC meetings to help teams plan tier one instruction and target time. [Roles & Responsibilities document](#)

## TEA State Report Card

In three years, we have jumped from a grade 'D' school to a 'B' school. You can find the [report card here](#).

## Connecting Parents to the School Setting

Savannah Elementary offers a variety of opportunities for parents to join in their child's educational experience during the school day and after school hours. In order to keep open lines of communication, our parents receive a weekly email from administration every Tuesday morning with an overview of upcoming events, a link to the Parent Toolbox, and a link to the Savannah Shout Out newsletter. Our [Parent Toolbox](#) houses each grade level's weekly newsletter. Our school has a Curriculum Night at the beginning of school, Fine Arts Night, Math Night, Literacy Night, Donuts with Grownups & Muffins with Moms to celebrate student writing. Twice a semester, administration hosts a Mugs with Mac to connect parents to our school mission & vision.

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## Student Goal Setting

### Abby's Closet

### Restorative Practices

Every class on our campus practices restorative practices for relationship building and classroom management. Each class has a relationship agreement, a calm down corner, a mood meter, and a positive reinforcement for classroom behavior.

### Caught in the Act Cards

School-wide positive behavior recognition that kids earn for showing CHAMPS behavior around school. Teachers and staff from across the school recognize students who exemplify what it means to be a Savannah Gator and showing CHAMPS expectations. The Caught in the Act Cards are entered into a weekly drawing and winners are recognized at Celebrate Savannah each Friday afternoon.

### Celebrate Savannah

Our weekly school wide assembly to recognize the class of the week, who leads the school in the assembly. Students are recognized for exhibiting the word of the week, Caught in the Act cards are drawn, the class of the week performs, and schoolwide celebrations/announcements are made.

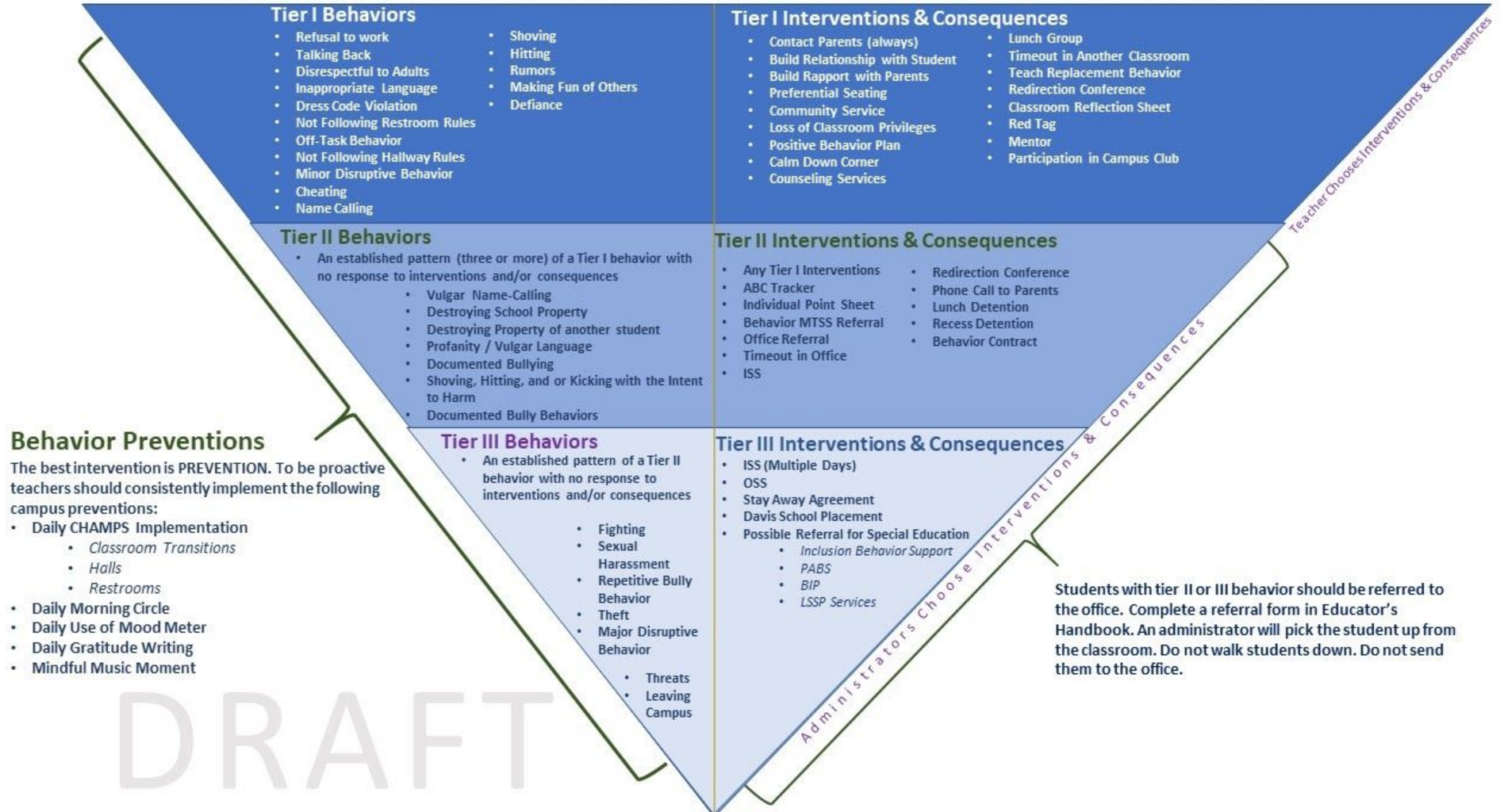
[Powerpoint](#)

[Word/Class of the Week Schedule](#)

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# SAVANNAH ELEMENTARY BEHAVIOR PYRAMID



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**Created By:**  
**Michael McWilliams, Principal**  
**Claire Springer, Assistant Principal**



**Thank you to the late Richard & Rebecca DuFour, Mike Mattos, Nicole Dimich and countless others that have inspired us to bring about change for our students.**

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