


WHEN THE
TEACHER NEXT
DOOR HAS A
PINTEREST-
READY ROOM
AND YOU'RE
STILL TRYING
TO UNLOAD
YOUR CAR



 WE are TEACHERS

WELCOME
BACK
TO
SCHOOL
STAFF!

TEACHERS HANGING ON



TO SUMMER LIKE

Get Ready for a GREAT Year!

LET'S CELEBRATE



THE RISE AWARD!

48/48

OUR AMAZING CULTURE

OUR AWESOME
FAMILIES



OUR DEDICATED
STUDENTS

OUR COLLABORATIVE STAFF

TEST SCORES!

TEACHERS WAITING FOR MRS. WILLIAMS TO TELL US ABOUT OUR TEST SCORES!



What is Vulnerability?

What is Courage?

IS COURAGE INHERENT OR CAN IT BE TAUGHT?



DARE TO BE GREAT!

THE MAN IN THE ARENA

“IT IS NOT THE CRITIC WHO COUNTS; NOT THE MAN WHO POINTS OUT HOW THE STRONG MAN STUMBLES, OR WHERE THE DOER OF DEEDS COULD HAVE DONE THEM BETTER. THE CREDIT BELONGS TO THE MAN WHO IS ACTUALLY IN THE ARENA, WHOSE FACE IS MARRED BY DUST AND SWEAT AND BLOOD; WHO STRIVES VALIANTLY; WHO ERRS, WHO COMES SHORT AGAIN AND AGAIN, BECAUSE THERE IS NO EFFORT WITHOUT ERROR AND SHORTCOMING; BUT WHO DOES ACTUALLY STRIVE TO DO THE DEEDS; WHO KNOWS GREAT ENTHUSIASMS, THE GREAT DEVOTIONS; WHO SPENDS HIMSELF IN A WORTHY CAUSE; WHO AT THE BEST KNOWS IN THE END THE TRIUMPH OF HIGH ACHIEVEMENT, AND WHO AT THE WORST, IF HE FAILS, AT LEAST FAILS WHILE DARING GREATLY, SO THAT HIS PLACE SHALL NEVER BE WITH THOSE COLD AND TIMID SOULS WHO NEITHER KNOW VICTORY NOR DEFEAT.”

Theodore Roosevelt

TRUE COLORS TEST

BLUE

emotionally driven
seeks harmony in groups
enthusiastic
creative
sympathetic

GOLD

loyalty driven
respects rules and authority
responsible
organized
appreciative

ORANGE

short-term driven
welcomes change and variety
adventurous
competitive
impulsive

GREEN

logically driven
independent thinker
focused
efficient
analytical

Vertical Teams

Team 1	Team 2	Team 3	Team 4	Team 5
<u>Marla McRae</u>	Paige West	Kim Abide	Tina Fair	Shawn Damron
Ellie Jayne	<u>Kim Gardner</u>	Kelsey Pulkrabek	Susan Eason	Amanda Marley
Bonnie Baldrige	Kristina Gouvion	<u>Kayla Langston</u>	Amber Jones	Chandra Sooter
Stephanie Quandt	Jenna Stacey	Carter Coriell	<u>Aly Lyles</u>	<u>Heather Rentschler</u>
Gosha Wegrzyn	Emaly Newkirk	Noah Stubbs	Hannah Graves	Erin Simpson
<u>Ann Watson</u>	Mark Vanslyke	Stephanie Kerkhover	James Larocco	Jody Newton
Melissa Tomblin	<u>Julie Dibee</u>	Shannon Holland	Christi Fogarty	Celesta Carroway
Emery Hartley	Kristen Musteen	<u>Katy Curry</u>	Becky Payne	Cara Morland
Pam Gaskin	Paula Kaufmann	Kristen Grant	Kelly Dollar	Ashley Campbell
Courtney Rippee	Courtney Spence	Erin Bradford	Stacy Leonard	
Classified				
Sarah Conner	Lisa Castro	Sabrina Isbell		
Tracy Crafts	Katie Winnie	Blazer	Stephenson	Whitaker
Jolene Smitherman	Piage Doyle	Daniel Meadows	Becky Shroeder	Stephanie Douglas
Daela Ford	Tammy Webb	Kendra Rogers	Hunter Rutledge	Dana Crutchfield

PLC



Six Essential Elements of a *Real* PLC

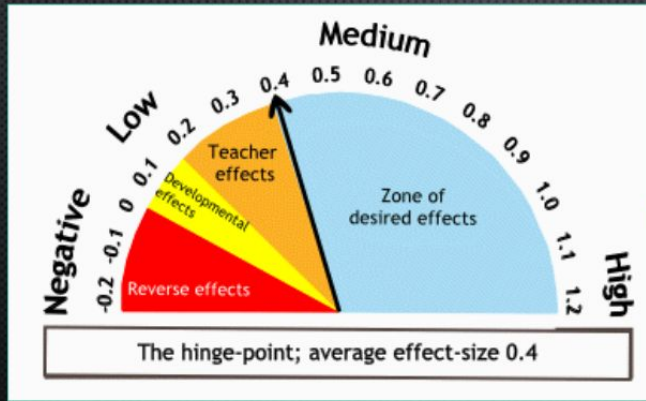
1. EDUCATORS WORK COLLABORATIVELY RATHER THAN IN ISOLATION, TAKE COLLECTIVE RESPONSIBILITY FOR STUDENT LEARNING, AND CLARIFY THE COMMITMENTS THEY MAKE TO EACH OTHER ABOUT HOW THEY WILL WORK TOGETHER.
2. THE FUNDAMENTAL STRUCTURE OF THE SCHOOL BECOMES THE COLLABORATIVE TEAM IN WHICH MEMBERS WORK INTERDEPENDENTLY TO ACHIEVE COMMON GOALS FOR WHICH ALL MEMBERS ARE MUTUALLY ACCOUNTABLE.
3. THE TEAM ESTABLISHES A GUARANTEED AND VIABLE CURRICULUM, UNIT BY UNIT, SO ALL STUDENTS HAVE ACCESS TO THE SAME KNOWLEDGE AND SKILLS REGARDLESS OF THE TEACHER TO WHOM THEY ARE ASSIGNED.

Six Essential Elements of a *Real* PLC

4. THE TEAM DEVELOPS COMMON FORMATIVE ASSESSMENTS TO FREQUENTLY GATHER EVIDENCE OF STUDENT LEARNING.
5. THE SCHOOL HAS CREATED A SYSTEM OF INTERVENTIONS AND EXTENSIONS TO ENSURE STUDENTS WHO STRUGGLE RECEIVE ADDITIONAL TIME AND SUPPORT FOR LEARNING IN A WAY THAT IS TIMELY, DIRECTIVE, DIAGNOSTIC, AND SYSTEMATIC, AND STUDENTS WHO DEMONSTRATE PROFICIENCY CAN EXTEND THEIR LEARNING.
6. THE TEAM USES EVIDENCE OF STUDENT LEARNING TO INFORM AND IMPROVE THEIR INDIVIDUAL AND THE COLLECTIVE PRACTICE OF ITS MEMBERS.

—DUFOUR, DUFOUR, EAKER, MANY, & MATTOS,
LEARNING BY DOING (2016), p. 14

Evidence-Based Practices



—Hattie, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement* (2009)

VISIBLE LEARNING EVIDENCE-BASED PRACTICES

Desired Practices (>.4)

- Teacher clarity (.84)
- Success criteria (.88)
- Providing formative evaluation (.4)
- Response to Intervention (1.09)
- Collective Teacher Efficacy (1.36)

“The PLC process is a never-ending process in which educators commit to working together to ensure higher levels of learning for every student.”

- Mike Mattos

Breakouts

Vertical Teams				
Team 1	Team 2	Team 3	Team 4	Team 5
Library	Music Room	Art Room	Wonder Room	Global Connections Room
What is a Smart Goal?	Why do we collect data?	What is a norm?	Why PLC and what is it actually?	Why Collaborate?
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GC	Lisa Castro	Lib. Aide		
Tracy Crafts	Katie Winnie	Sarah Conner	IA - 1Q	Sabrina Isbell