



SURVIVAL SIDEKICK

22-23

*"We are committed to
learning through
perseverance!"*



GOT GRIT!



**“WHEN WORKING IN A SCHOOL OPERATING AS A
PLC AT WORK, OUR PROFESSIONAL PRACTICE IS
DEEPLY ROOTED IN BEST PRACTICE AND
GROUNDED IN OPTIMISTIC CERTAINTY. BECAUSE
WE TRULY BELIEVE THAT ALL CHILDREN CAN
LEARN, THEY DO. BECAUSE WE BELIEVE THAT
WORKING TOGETHER IN COLLABORATIVE TEAMS
IS MORE EFFECTIVE, IT IS. BECAUSE WE BELIEVE
THAT EVERY CHILD IN EVERY SCHOOL DESERVES
OUR BEST EFFORTS EVERY DAY, WE CREATE
CULTURES THAT ENSURE ALL STUDENTS LEARN
TO HIGH LEVELS.”**

~Thomas Many, All Things PLC Magazine

**OUR H.O.P.E.
COLLECTIVE COMMITMENTS**

HIGH, CLEAR EXPECTATIONS

ORGANIZED IMPLEMENTATION

POSITIVE COMMUNITY

ENGAGEMENT

H.O.P.E.

Our Staff - Collective Commitments

High, Clear Expectations

Student and Teacher know the WHY! Expectations (objectives) are posted

Standards-Based Lessons

Classroom rules / Expectations. (HALLS)

Quality work is visible. Explain why. (Ex: self-reflection evaluations & rubrics)

Modeling behavior/examples

Organized Implementation

Organized environment, including supplies & materials

Schedule & Objective posted and referred to throughout lesson

Established routines & procedures which includes smooth transitions

Directions posted and verbally repeated

Appropriate pacing & time management

Positive Community

Cooperative Learning & Teamwork (Participation)

PBIS (Bear Claws / 5:1)

Welcoming Environment & Rapport

Accountable Talk

Celebrate Effort/Cheers

Engagement

On Task Behavior is evident

Knowing the 'WHY' is evident

On topic discussion / Accountable Talk

Check for Understanding

Whole Body Listening

H.O.P.E.

Our Team Meetings - Collective Commitments

High, Clear Expectations

Agenda is prepared & distributed to team by Monday evening each week.
Invite all specials staff & support staff to GTM meetings. Student Data
Team is aware of Norms (visible, posted and utilized) SMART Goals
Set timelines, put in Outlook calendars Collaborating
Stay on Task/Topic Accountability
Be on Time

Organized Implementation

Come prepared with all data & materials to meetings.
Agenda items are appropriately prioritized & paced.
Team members follow agenda throughout GTM.
Committee Leaders prepared/ready to share new information

Positive Community

"Yes, and..." Safe space
Active listeners Open-minded
Positive Rapport Be Solution Oriented
Share Data & Strategies for success Accountable Talk
Celebrate strengths, differences, & successes! Follow Norms

Engagement

Data-Driven Defined Roles
Actively Involved & on task Taking notes
Knowing the "Why"

H.O.P.E.

Our Students- Collective Commitments

High, **C**lear **E**xpectations

- Students will demonstrate grit & perseverance.
- Students know how to access grade level materials.
- Students set high personal goals.
- Students show visible, quality work.

Organized **I**mplementation

- Students know the "what" & the "why."
- Students understand & follow rules & procedures.
- Students actively participate in smooth transitions.
- Students know & use tools, resources, & time appropriately.

Positive **C**ommunity

- Students celebrate, support, & express differences including mistakes.
- Students contribute to building a safe space for risk taking.
- Students demonstrate growth mindset & positive talk.
- Students express leadership, talents, culture & individuality.

Engagement

- Students will utilize whole body & mind learning.
- Students will utilize Accountable Talk.
- Students will be mindful & active participants.
- Students will ask questions to make meaningful connections.

High Clear Expectations

Staff

Example from Classroom

Student and Teacher know the WHY! Expectations (Objectives) are posted	
Standards-Based Lessons	
Classroom rules / Expectations. (HALLS)	
Quality work is visible. Explain why. (Ex: self-reflection evaluations & rubrics)	
Modeling behavior/examples	

Students

Example from Classroom

Students will demonstrate grit & perseverance.	
Students know how to access grade level materials.	
Students set high personal goals.	
Students show visible, quality work.	

**Organized Implementation:
Share your 'Tricks of the Trade' for quick, efficient,
less than a minute transitions.**

Positive Community

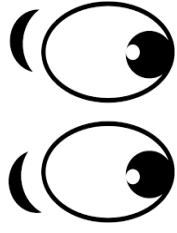
Staff

	Beginning	Middle	End
*Cooperative Learning & Teamwork (Participation) *PBIS (Bear Claws / 5:1) *Welcoming Environment & Rapport *Accountable Talk *Celebrate Effort/Cheers			

Students

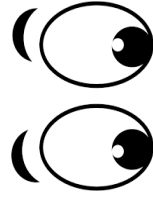
	Beginning	Middle	End
*Students celebrate, support, & express differences including mistakes. *Students contribute to building a safe space for risk taking. *Students demonstrate growth mindset & positive talk. *Student express leadership, talents, culture and individuality.			

Engagement



Staff

On Task Behavior is evident	
Knowing the 'WHY' is evident	
On topic discussion / Accountable Talk	
Check for Understanding	
Whole Body Listening	



Students

Students will utilize whole body & mind learning.	
Students will utilize Accountable Talk.	
Students will be mindful & active participants.	
Students will ask questions to make meaningful connections.	

THE 4 C'S

THE 4 C'S TEACHER AUDIT

Teacher Audit of the Four Cs in a Classroom Tier 1 Behavior System

Circle the score that best describes the presence of each of the four Cs best practices in your classroom system. Be honest. This audit will help you assess the current state of your behavior system and learn what areas you most need to focus on.

Best Practice	Score 0 = Not present 1 = In progress 2 = In place	Evidence or Next Steps For any best practice scored in place (2), list evidence that it is in place or in progress (1). Next steps to put it in progress if scored 0?
Climate: The product of a classroom intentionally designed to foster and promote a safe, consistent, and positive environment		
I allow for student voice in my classroom.	0 1 2	
I maintain a safe, predictable classroom.	0 1 2	
I have consistent, clear classroom procedures and routines in place.	0 1 2	
I teach and reinforce my classroom routines and procedures.	0 1 2	
I engage in active classroom supervision (scanning, moving, and having positive interactions).	0 1 2	
I have a process for handling minor misbehaviors in my classroom.	0 1 2	
I have transition times of one minute or less.	0 1 2	
I teach and reinforce clear classroom behavior expectations, agreements, rules, and standards.	0 1 2	
Total climate score	_____ of 16 points (Goal: 13 points or more)	

Communication: The product of a classroom intentionally designed to foster the ongoing interchange of expectations, ideas, commitments, voices, and behaviors among all stakeholders	
I use positive teacher language and tone in my classroom.	0 1 2
I have and reinforce a classroom management system.	0 1 2
I have a behavior communication and monitoring system with parents and guardians.	0 1 2
I have a behavior communication and monitoring system with students.	0 1 2
I have a behavior communication and monitoring system with administrators and other stakeholders (such as support providers).	0 1 2
I make at least five positive contacts with parents and guardians per week.	0 1 2
I have a clear alternate plan for when I am out of the classroom, including for students who require special accommodations or interventions.	0 1 2
I have updated seating charts based on student voice and needs.	0 1 2
Total communication score	_____ of 16 points (Goal: 13 points or more)

Curriculum: The product of a classroom intentionally designed to educate the whole child, including academics and beyond	
I embed social-emotional competencies in my teaching.	0 1 2
I incorporate 21st century skills in my classroom.	0 1 2
I have at least one scheduled weekly slot for teaching behavior expectations, lessons, or standards.	0 1 2
I have at least one scheduled weekly classroom meeting, circle, or check-in time with students.	0 1 2
I provide students multiple options to learn and demonstrate mastery.	0 1 2
I provide daily engaging, meaningful instruction based on student voice and input.	0 1 2
I embed culturally responsive teaching practices in my classroom.	0 1 2
I implement all the special education and other accommodations and interventions designed for student success.	0 1 2
Total curriculum score	_____ of 16 points (Goal: 13 points or more)

Culture: The product of a classroom intentionally designed to build and maintain relationships and community	
I have a daily routine for greeting students.	0 1 2
I offer positive classroom incentives.	0 1 2
I invest in relationship building and restore or repair relationships when needed.	0 1 2
My classroom is a welcoming space for students.	0 1 2
My classroom is a welcoming space for families and other stakeholders.	0 1 2
I have a system for ensuring students feel safe asking for help.	0 1 2
I embed community-based service learning projects.	0 1 2
I use trauma-informed practices.	0 1 2
Total culture score	_____ of 16 points (Goal: 13 points or more)
Total four Cs score	Total score: _____ of 64 points (Goal: 52 of 64 points or more, or 80 percent)
Focus Any C with a score of less than 13 points	Corresponding Next Steps

Table 3.4: Best Practices of the Four Cs

Climate: The product of a classroom intentionally designed to foster and promote a safe, consistent, and positive environment	
Best Practice	Example or Explanation
Student voice	Students' input and expertise are embraced and help shape their classroom experience, including lessons, assignments, and interactions.
Classroom agreements or contracts	Classroom behavior agreements or contracts co-developed by students and the teacher ensure joint understanding and commitment between all stakeholders in the classroom.
Clear routines and procedures	The teacher develops and implements consistent, predictable routines and procedures.
Taught and reinforced classroom routines and procedures	The teacher intentionally teaches and reteaches the routines and procedures expected in the classroom (such as how to enter and exit the classroom, how to ask for help or take a bathroom break, and where to turn in assignments).
Teacher-managed minor infractions	The teacher understands the difference between teacher-handled and administrator-handled classroom infractions. The teacher also demonstrates ownership and autonomy when handling minor infractions within the classroom, and has adequate tools and resources when responding.
Brief transition times	Transition time between one task and another in the classroom is less than a minute. This requires teachers to intentionally organize lessons and next steps.
Active supervision	The teacher actively scans, moves, and has positive interactions with students in the classroom.
Communication: The product of a classroom intentionally designed to foster the ongoing interchange of expectations, ideas, commitments, voices, and behaviors among all stakeholders	
Best Practice	Example or Explanation
Positive teacher language (4:1 to 6:1)	The teacher uses positive (direct) language more often than negative language (four instances to one is the ideal ratio) and even more often for struggling students (six instances to one). Positive language, for example, focuses on what's desired and acknowledges students when they demonstrate appropriate skills.
Classroom management and communication or monitoring system	Classrooms are well managed with a system and have in place a communication or monitoring system to track behaviors for providing additional supports for students who need them.

Positive parent communication system	The teacher follows a process for positively communicating with parents or guardians (making five positive calls a week to different parents or guardians, for example). Contacting them with something positive when they are frequently called for negative reasons tremendously builds parent and guardian support.
Positive contacts	Multiple methods for making positive contact with students are employed: notes, affirmations, one-to-one conversations, fist bumps, and check-ins.
Substitute teacher behavior plans	An intentional preparation plan for substitute teachers helps stave off behavior challenges. Plans can provide appropriate information for substitutes on certain students who may need additional supports.
Updated seating charts	A seating chart is updated to include notes on what a student needs academically, behaviorally, and social-emotionally to access classroom instruction. This can provide a teacher—especially one with multiple class sessions—a quick visual reminder. Those reminders can be as simple as <i>504</i> , <i>IEP</i> , or <i>anxiety care plan</i> .

Curriculum: The product of a classroom intentionally designed to educate the whole child, including academics and beyond

Best Practice	Example or Explanation
Classroom meetings, circles, or check-ins	This intentionally created safe space provides opportunities for students to share and help each other or the community with concerns or challenges.
Alternative options for mastery	Students have opportunities to demonstrate their learning in different modalities. For example, if the physical act of writing triggers a student’s sensory challenges, that student can present orally or create a speech-to-text response for an assignment; if a student has severe anxiety about classroom presentations, that student can demonstrate mastery other ways.
Universal design for learning (UDL)	The teacher understands and implements the three areas of UDL in the classroom: (1) engagement (stimulating interest and motivation via lessons), (2) representation (information is presented in different ways, for multiple modalities), and (3) action and expression (students can demonstrate what they learned or know in different ways; CAST, n.d.).
Engaging instruction	Ensuring that students find instruction meaningful and understand how it applies to their learning results in engagement.
Culturally responsive teaching	Student-centered, teacher-facilitated instruction reshapes the traditional curriculum to include instruction and teaching that respect culture, language, and racial identity. Focus on developing students’ critical lens regarding injustices.

Embedded SEL core competencies	Developing students' self-awareness and self-management skills, which are essential in school and beyond, means embedding instruction into the classroom setting, assignments, lessons, and projects.
Behavior lessons	Students receive formal or informal behavior lessons in the classroom at least weekly. Lessons can range from actual behavior curriculum lessons (such as anti-bullying, respect, and digital citizenship), to discussing classroom text's character behaviors, to addressing real-life classroom, schoolwide, or community challenges around tolerance and empathy.
21st century skills	Intentionally incorporated instruction and application of 21st century skills includes opportunities to practice communicating and collaborating, as well as encouraging critical thinking and creativity. (The teacher might, for example, teach how to develop and adhere to group work norms so students know how to communicate differences and diversity of thought in a productive way, civil way.)

Culture: The product of a classroom intentionally designed to build and maintain relationships and community

Best Practice	Example or Explanation
Structure for relationship building	Intentionally greeting students is the norm for the classroom teacher. The class creates and repeats mantras about respecting each other and developing a safe, loving classroom environment.
Classroom incentive system	Students can receive individual or classroom-level (team) acknowledgments for demonstrating appropriate behaviors they have learned. Incentives can be tangible or intangible based on student input and motivators.
Trauma-informed practices	Understanding the impact traumatic childhood events have on a student's ability to regulate his or her behavior is trauma informed. Teachers shift their view from <i>This student is behaving poorly</i> to <i>This student is having a difficult time; what does she need?</i> The behavior is viewed through a lens of support and establishing a relationship rather than punishment and removing the student from class.
Character and service learning projects	At least once-monthly service learning projects provide opportunities to learn and implement character development. The focus is on being good citizens in and out of the classroom.

CAST. (n.d.). Provide multiple means of action and expression. Accessed at <http://udlguidelines.cast.org/action-expression> on August 31, 2020.

4 C'S REFLECTION

CLIMATE

COMMUNICATION

CURRICULUM

CULTURE

WHAT RESONATED WITH YOU?

WHAT DO YOU EXCEL AT?

WHAT WOULD YOU LIKE TO WORK ON?

DATA REFLECTION

MTSS: SEL/BEHAVIOR

Preliminary SPP Goals for 22-23 School Year:

Student Success:

School Goal 1: Quarter 2: ELA Core Curriculum & Instruction: Based on NVACS, and our Essential Standards for ELA, **our 2021-22 goal is to continue to increase ELA grade level growth in all grade levels as measured by 85% of students meeting grade level ELA quarterly SMART goals and/or 85% of students making at least 2 points growth on their SLO.** This ensures that all of our students, at every level, are making growth.

School Goal 2: Quarter 2: Math Core Curriculum and Instruction: Based on NVACS, and our Essential Standards for Math, **our 2021-22 goal is to continue to increase Math grade level growth in all grade levels as measured by 90% of students meeting grade level Math quarterly SMART goals and/or 85% of students making at least 2 points growth on their SLO.** This ensures that all of our students, at every level, are making growth.

Adult Learning Culture:

Brown ES Staff will score 45% or higher in Exemplary Category for Analyze and Use Data on the Site Based Needs Assessment 21-22. (We scored 5% in Some, 59% in Meets, and 36% Exemplary for the 20-21 school year.)

Exemplary defined: All instructional staff members consistently analyze classroom and individual level data and student work to refocus or modify instruction through selection of instructional strategies and content emphasis to ensure all students advance to higher levels of achievement.

Connectedness:

School Goal 3: *Our students scored 52% on Self-Management of Emotion, our goal is to improve this overall average to 60% or higher.*

We need to change our Connectedness goal. Utilizing the student climate survey, when it is different students each year, and the 2nd-4th grade questions are different than the 5th grade questions.

We would like to create a short student survey – focusing on Connectedness, having the same questions for all students 2-5 and then utilizing that data to create a new achievable goal.

Connectedness focuses on learning, school-work, dealing with stress, testing, etc.. All items relate back to Connectedness. We would like to focus on Connectedness and help students create strategies to help them improve this area of need.

Reflections 21 / 22

Whole Staff Summary

<p>What did we do great this year? 146 entries!</p> <p>Collaboration: GTMs, Verticals, with Specials/ELL/Sped teacher, Admin, parents, etc.</p> <p>Continuing to provide H.O.P.E.</p> <p>GTM Time discussing DATA!</p> <p>School City Assessments</p> <p>Grade Level Planning: focused, data driven, open-minded, share without judgment</p> <p>Reflecting/sharing /discussing SMART goal, Essential Standards & Outcome data between grade levels</p> <p>Evaluate and modify assessments to better understand and monitor student learning</p> <p>SEL: incorporating mindfulness in lessons, PBIS</p> <p>PBIS positive implementation to support bhrrs, students excited to earn bear claws</p> <p>Staff comradery & supporting each other</p> <p>Open-minded to coaching in classrooms & support in many different aspects. (IE: in & Out Coaching, Co-teaching, Modeling, aimsweb support, etc.)</p>	<p>What do we need to keep working on, or getting better at? 126 entries</p> <p>Vertically Aligning SMART goals/Standards across grade levels - build off one another</p> <p>More vertical planning/meeting/SMART goal alignment</p> <p>Student participation - feeling comfortable to share, make mistakes, take risks</p> <p>Vertical time to communicate specific holes in student understanding - particularly in math</p> <p>Deciding essential standards - more than district "essential standards"</p> <p>Common assessments - areas of need, time to discuss, data for a purpose</p> <p>Having students reflect on where they are with skills/objectives</p> <p>Lateral connection to academic skills</p> <p>Coming together to see the bigger picture. How can we better vertically align so that we are all supporting, preparing, & feeding into the next year</p> <p>Easy, accessible records to show: student trajectory)data tracking throughout time @ Brown ES), SMART goals & Assessments (working on this), the vertical alignment with examples would be wonderful!</p> <p>Staying positive, but giving ourselves and others grace. These are challenging times x 100.</p>
<p>What do we need to get rid of? 67 entries</p> <p>Thinking around "I, me, my" Everyone needs to shift to "We, Us, Our"</p> <p>Attitudes and negativity</p> <p>Bad/negative attitudes</p> <p>Negativity: I can't because...</p> <p>Intervention logs - using our C.A. to our advantage what are we really looking for?</p> <p>School city assessments</p> <p>Non-essential lessons as a whole grade level</p>	<p>What are our next steps? (Equity?) 76 entries</p> <p>Learning from all the data and making changes/improvements</p> <p>Vertical Alignment - just continue with sharing SMART goals School-Wide</p> <p>See SMART goals examples for other grades</p> <p>Stay flexible and open-minded to change</p> <p>Continue to work out school city kinks and share successes.</p> <p>Vertical time to communicate @ specific holes in student understanding</p> <p>SEL: get back on board as a whole school - everyone on the same page</p> <p>Discussing SMART goals/pacing guide with other grade levels</p> <p>Collaboration: work together focusing on less is more</p> <p>Continue PLC design and implementing it here at Brown</p> <p>Taking steps to vertically align</p> <p>Meeting with grade level above to align standards. Let the district know how ineffective, time consuming, and frustrating the School City Assessments are.</p> <p>GTM/Vertical GTMs</p> <p>Student data folders with artifacts?</p> <p>Planned GTM time to align vertically scheduled once a quarter?</p>



SEL Skills: Self-Management of Emotion

Your average

44%

79 responses

Change

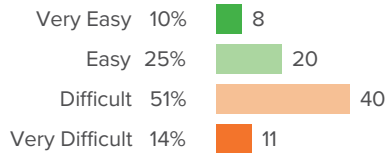
▲ 5

since last survey

District average: **52%** Washoe County School District

How did people respond?

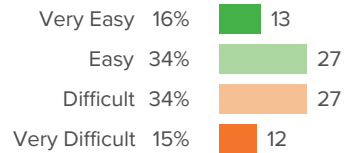
Q.1: Please tell us how easy or difficult these behaviors are for you: Getting through something even when I feel frustrated.



▼ **2** from last survey

Favorable: **35%**

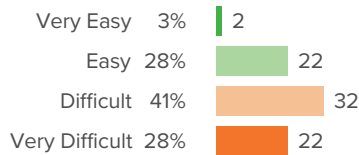
Q.2: Please tell us how easy or difficult these behaviors are for you: Being patient even when I am really excited.



▲ **14** from last survey

Favorable: **51%**

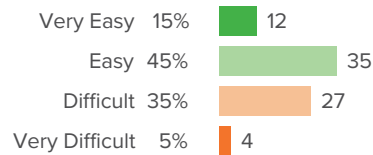
Q.3: Please tell us how easy or difficult these behaviors are for you: Staying calm when I feel stressed.



▼ **1** from last survey

Favorable: **31%**

Q.4: Please tell us how easy or difficult these behaviors are for you: Working on things even when I don't like them.



▲ **11** from last survey

Favorable: **60%**



SEL Skills: Self-Management of Goals

Your average

53%

79 responses

Change

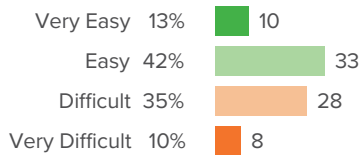
▼ **1**

since last survey

District average: **57%** Washoe County School District

How did people respond?

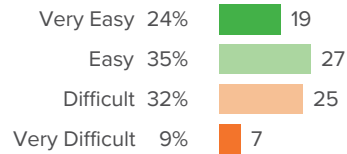
Q.1: Please tell us how easy or difficult these behaviors are for you: Finishing tasks even if they are hard for me.



▲ **9** from last survey

Favorable: **54%**

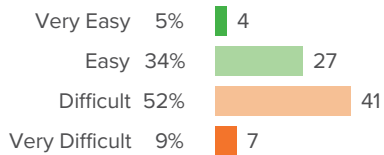
Q.2: Please tell us how easy or difficult these behaviors are for you: Setting goals for myself.



▼ **12** from last survey

Favorable: **59%**

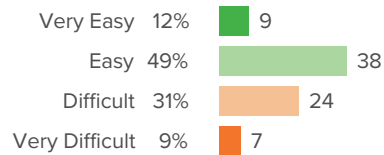
Q.3: Please tell us how easy or difficult these behaviors are for you: Reaching goals that I set for myself.



▼ **1** from last survey

Favorable: **39%**

Q.4: Please tell us how easy or difficult these behaviors are for you: Thinking through the steps it will take to reach my goal.



▲ **1** from last survey

Favorable: **60%**

Social and Emotional Learning Standards

SEL is a process for helping children and adults develop the fundamental skills for life effectiveness. SEL teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically.

Self-Awareness

Develop self-awareness competencies to:

- Identify one's emotions
- Maintain an accurate and positive self-concept
- Recognize individual strengths
- Experience a sense of self-efficacy

INDICATORS

- 1A. Demonstrate knowledge of one's emotions.
- 1B. Demonstrate knowledge of personal strengths, challenges, and potential.
- 1C. Demonstrate a sense of self-efficacy.

Self-Management

Develop self-management competencies to:

- Regulate emotions
- Manage stress
- Monitor and achieve behaviors related to school and life success

INDICATORS

- 2A. Demonstrate ability to manage emotions.
- 2B. Demonstrate an understanding of honesty and integrity.
- 2C. Demonstrate ability to set and achieve goals for success.

Social Awareness

Develop social awareness competencies to:

- Exhibit empathy
- Appreciate diversity
- Understand social and ethical norms for behavior
- Recognize family, school, and community supports

INDICATORS

- 3A. Demonstrate awareness of other people's emotions and perspectives.
- 3B. Demonstrate an awareness of cultural factors and respect for individual differences.
- 3C. Demonstrate awareness of how to get help and support as needed.

Relationship Skills

Develop relationship competencies to:

- Build and maintain relationships with diverse groups & individuals
- Communicate clearly to express needs and resolve conflict

INDICATORS

- 4A. Use communication and social skills to positively interact with others.
- 4B. Develop constructive relationships with individuals of diverse backgrounds, abilities and lifestyles.
- 4C. Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Responsible Decision-Making

Develop responsible decision-making skills to:

- Problem solve effectively
- Maintain accountable behaviors in school, personal, and community contexts

INDICATORS

- 5A. Consider ethical and societal factors with making decisions.
- 5B. Use a systematic approach to decision making.
- 5C. Apply problem-solving skills to responsibly address daily academic and social situations.
- 5D. Understand and demonstrate personal responsibility.
- 5E. Positively contribute to one's community.

Specific Behavior Essential Standards for 22/23 by Quarter

Quarter 1:

Self-Awareness:

1a: Identify one's Emotion

- Demonstrate knowledge and understanding of the Zones of Regulation.

Quarter 2:

Self-Management:

2C: Set and Achieve goals for success

- Demonstrate perseverance to achieve short and long-term goals

Quarter 3:

Self-Management:

2A: Demonstrate ability to manage emotions

- Demonstrate effective coping skills when faced with a problem

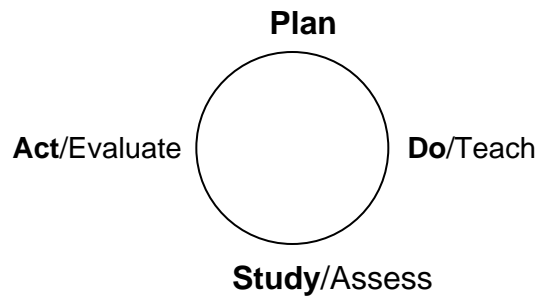
Quarter 4:

Self-Management:

2B: Demonstrate an understanding of managing of stress

- Demonstrate self-discipline and self-control

GTM'S



Grade Level: K-5

Please use the SMART goals formula to develop your goals.

Plan/Goal:

What do we want or expect our students to learn?
(Include all parts S, M, A, R, T)

S	Specific
M	Measurable
A	Attainable
R	Research Based
T	Timely

Social Emotional Learning Standards: 1A - Demonstrate knowledge of one's emotions.

SMART Goal: Student's will demonstrate knowledge of one's emotions and understands Zones of Regulations by identifying which zone their own emotions fall in by the end of the first quarter.

Do/Teach (Action Plan):

How will we accomplish this goal?

As a grade level we will teach lessons related to acknowledging one's emotions. We will utilize stories and lessons from numerous resources focusing on how to identify one's emotions referring to the texts and lessons taught throughout the quarter.

After teaching lesson, reading stories and class discussion, students will be able to identify and acknowledge one's emotions through self-awareness.

At the beginning of the quarter a pre-assessment will be given to see where they are with the knowledge of one's emotions. They will also end with a post-assessment to see where they are by the end of the quarter after all lessons and texts have been taught.

What human resources will you utilize (SpEd Teachers, ELL Teachers, co-workers, IS's, Gifted & Talented Teachers, administrators)

Human Resources	How will you utilize them?	Frequency?
Classroom teacher Texts	We (Teachers) will model how to demonstrate knowledge of one's emotions through social emotional lessons and resources.	Throughout the 1st Quarter.

Study/Assess: **How will we know when they have learned it?** (Create/Select and Attach Common Assessment tool, i.e., rubric, writing piece, quiz, other evidence)

At the beginning of the quarter a pre-assessment will be given to see where they are with the knowledge of one's emotions on Microsoft Forms. They will also end with a post-assessment to see where they are by the end of the quarter after all lessons and texts have been taught.

Small group, additional modeling, and explicit use of the numerous resources can be taught if needed.

Act/Evaluate:

How will we respond if they don't learn?

What will we do for those who did learn?

(Reteach, tutor, small group, leveled book room, parent contact, etc., then reassess)

(Enrichment that may or may not relate to the original SMART goal)

Bring your data that reflects your students' progress toward your SMART goals to the next PLC.

DATA

DATA

DATA

Brown Elementary Student Achievement Data

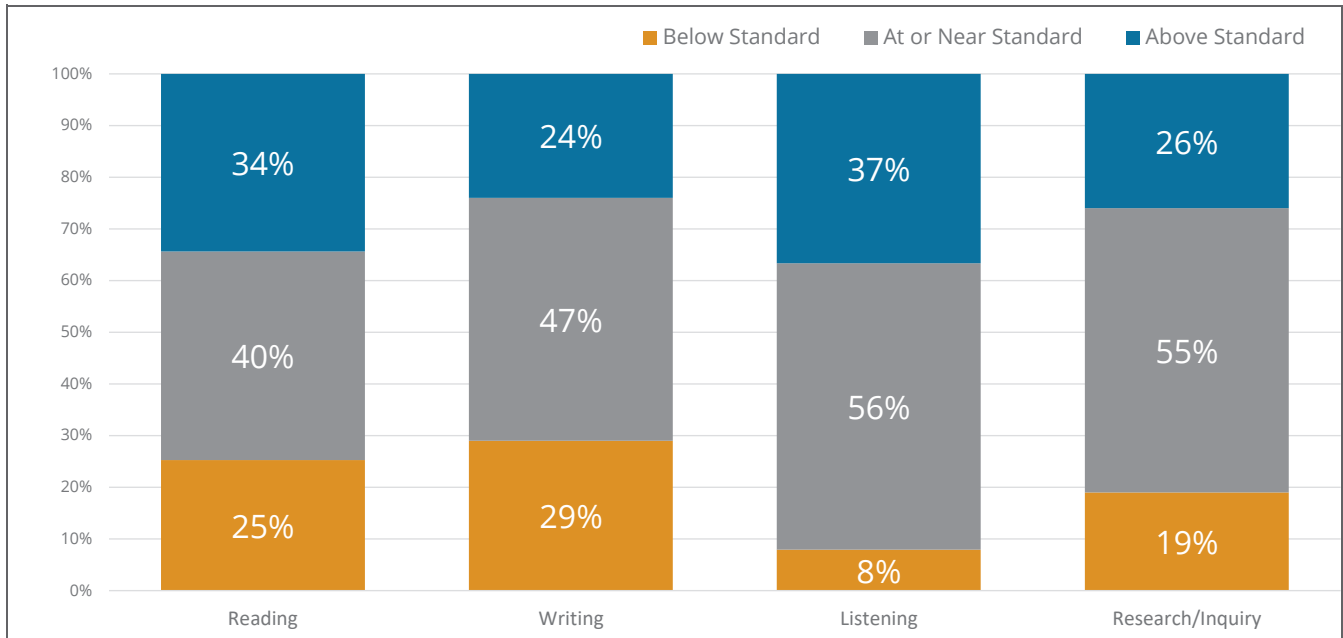
District Accountability: MAP

Percentage of Students On/Off Pathway

Kindergarten

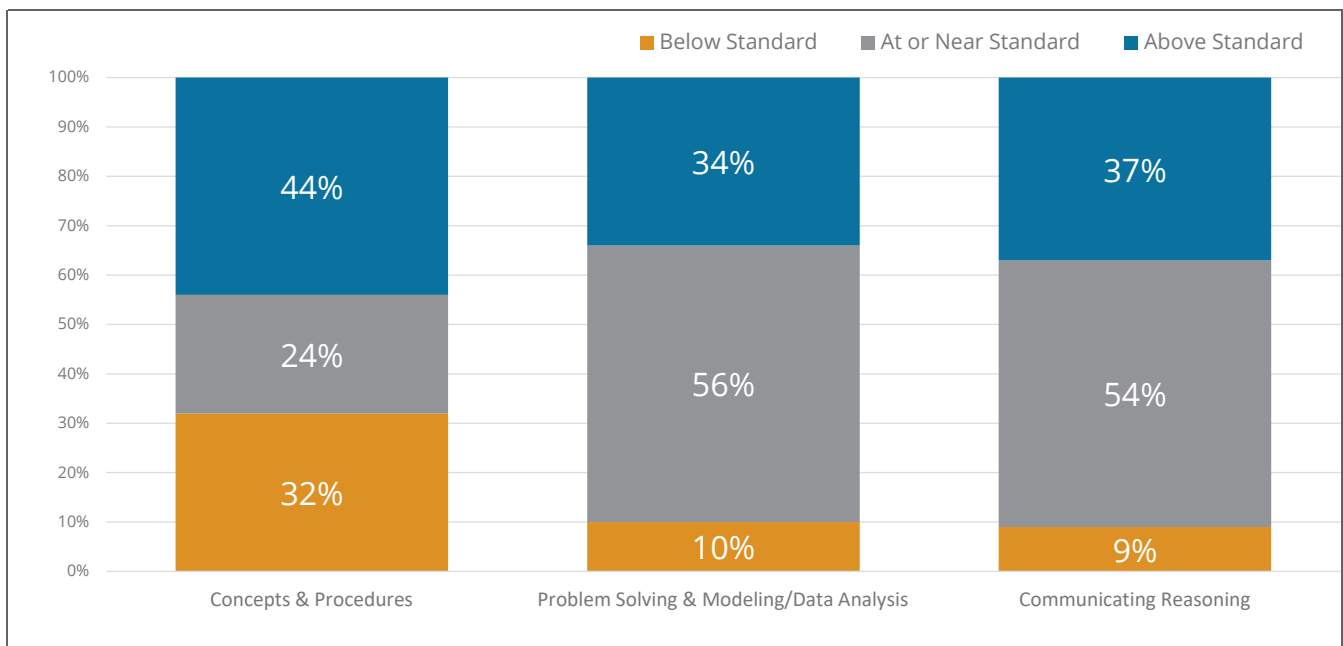
	SPRING MAP 2017-2018	FALL MAP 2018-2019	WINTER MAP 2018-2019	SPRING MAP 2018-2019	FALL MAP 2019-2020	WINTER MAP 2019-2020	SPRING MAP 2020-2021	FALL MAP 2020-2021	WINTER MAP 2021-2022	SPRING MAP 2021-2022
SUBJECT	School	School	School	School	School	School	School	School	School	School
Reading	51%	N/A	69%	71%	N/A	75%	75%	75%	N/A	61%
Mathematics	100%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GRADE 1										
SUBJECT	School	School	School	School	School	School	School	School	School	School
Reading	56%	75%	67%	54%	73%	73%	79%	60%	60%	46%
Mathematics	67%	78%	72%	73%	67%	67%	74%	N/A	N/A	59%
SUBJECT	School	School	School	School	School	School	School	School	School	School
Reading	66%	65%	72%	77%	67%	67%	79%	51%	49%	64%
Mathematics	66%	69%	68%	75%	65%	60%	63%	N/A	N/A	N/A
GRADE 2										
SUBJECT	School	School	School	School	School	School	School	School	School	School
Reading	65%	76%	73%	77%	74%	71%	69%	72%	72%	61%
Mathematics	71%	82%	75%	81%	71%	69%	67%	N/A	N/A	N/A
SUBJECT	School	School	School	School	School	School	School	School	School	School
Reading	61%	80%	75%	61%	70%	70%	72%	N/A	N/A	N/A
Mathematics	60%	83%	72%	80%	81%	72%	72%	N/A	N/A	N/A
GRADE 3										
SUBJECT	School	School	School	School	School	School	School	School	School	School
Reading	65%	76%	73%	77%	74%	71%	69%	72%	72%	61%
Mathematics	71%	82%	75%	81%	71%	69%	67%	N/A	N/A	N/A
SUBJECT	School	School	School	School	School	School	School	School	School	School
Reading	61%	80%	75%	61%	70%	70%	72%	N/A	N/A	N/A
Mathematics	60%	83%	72%	80%	81%	72%	72%	N/A	N/A	N/A
GRADE 4										
SUBJECT	School	School	School	School	School	School	School	School	School	School
Reading	74%	74%	76%	80%	81%	74%	77%	77%	74%	77%
Mathematics	N/A	84%	77%	75%	82%	74%	74%	77%	N/A	N/A

English/Language Arts Claims



* Claims may not equal 100% due to rounding.

Mathematics Claims

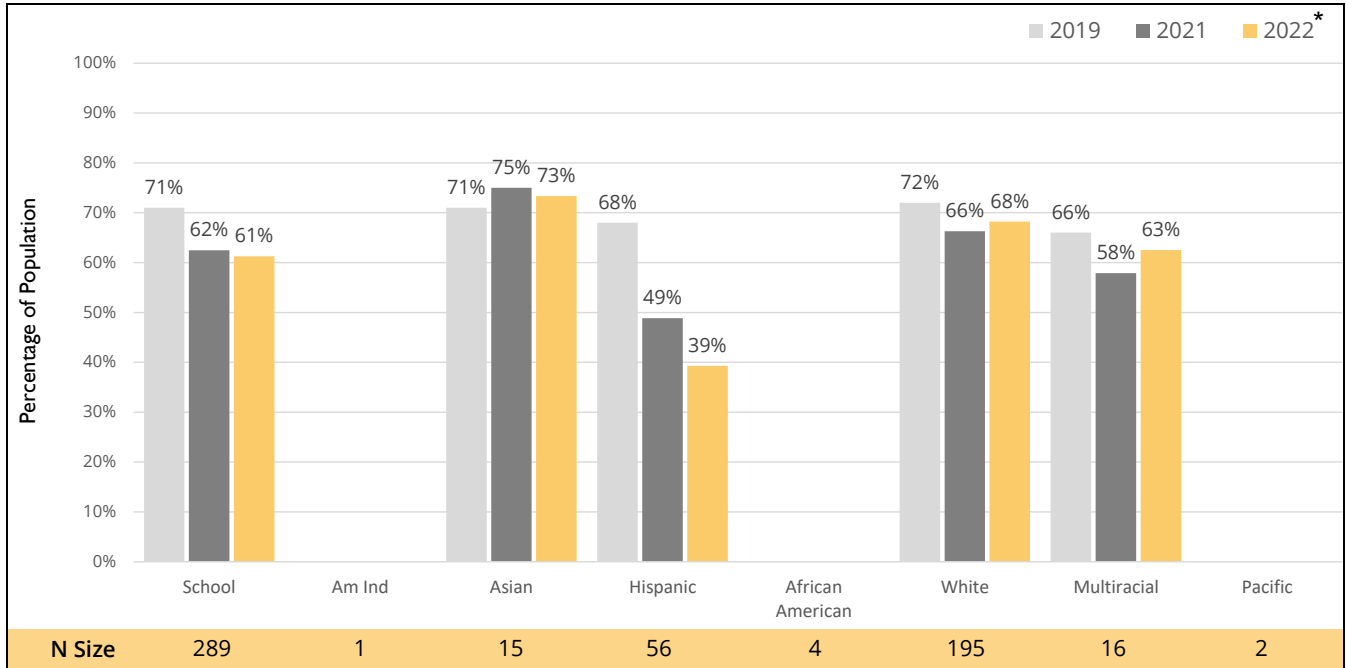


* Claims may not equal 100% due to rounding.

Brown ES

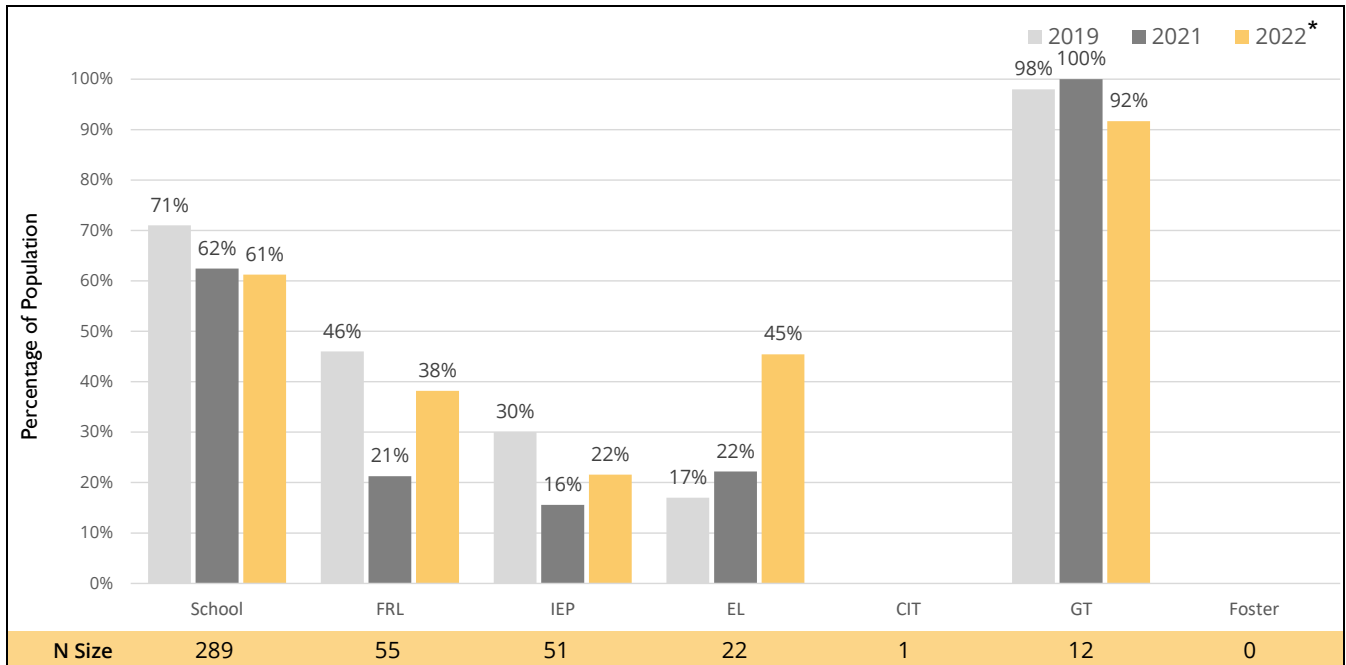
Overall English/Language Arts Percent At or Above Standard (AL 3 or 4)

Overall ELA Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



* Note that Smarter Balanced testing was not conducted during the 2020 school year and years reported are 2019, 2021 and 2022.

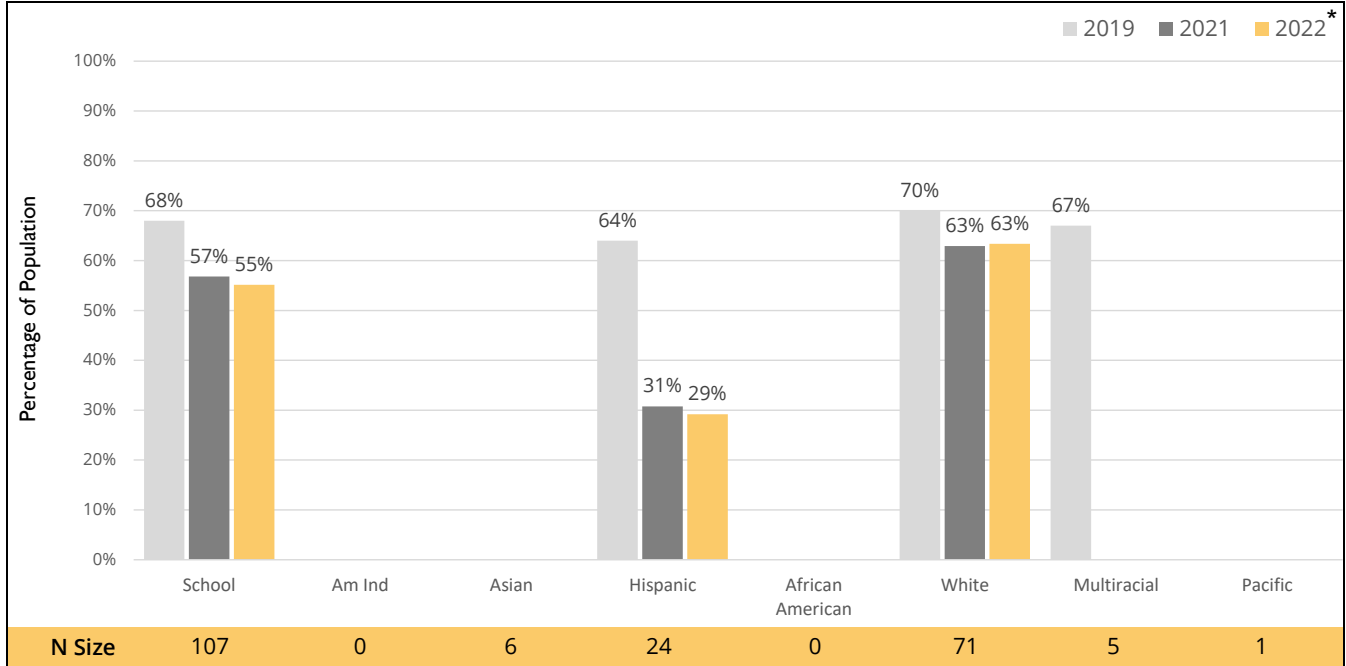
Overall ELA Percent At or Above Standard (AL 3 or 4) by Special Program



* Note that Smarter Balanced testing was not conducted during the 2020 school year and years reported are 2019, 2021 and 2022.

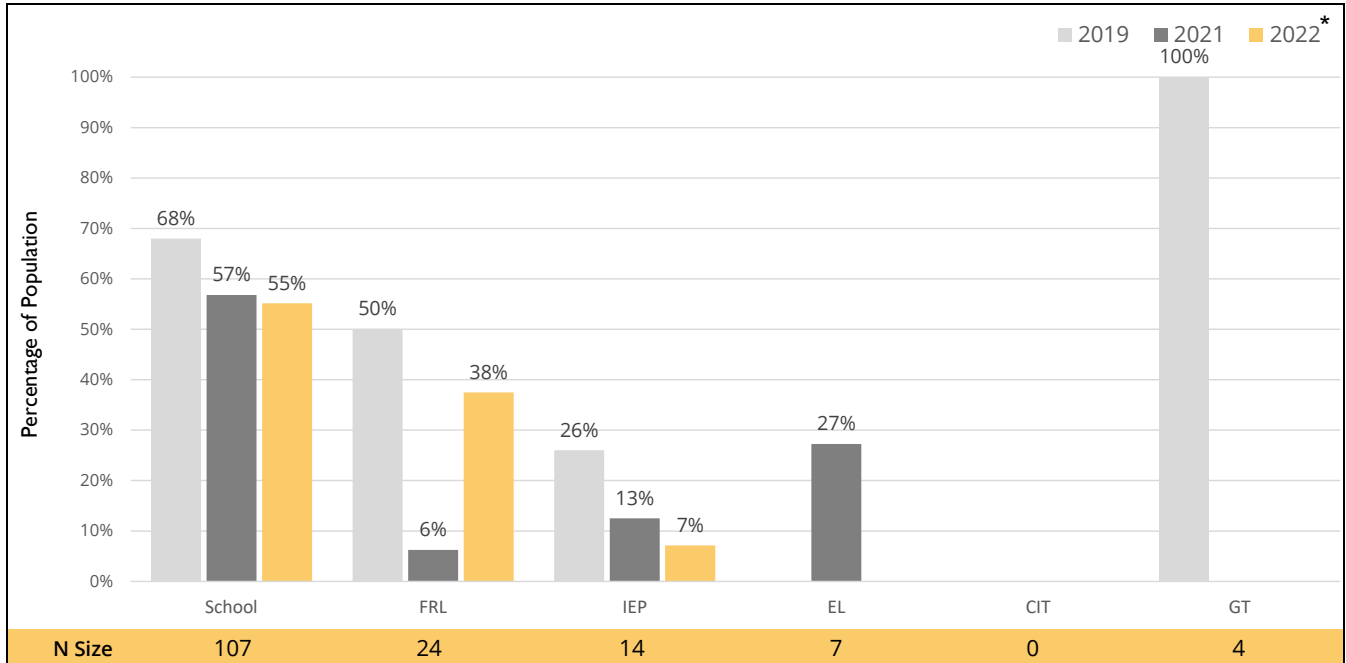
Brown ES
3rd Grade English/Language Arts
Percent At or Above Standard (AL 3 or 4)

3rd Grade ELA Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



* Note that Smarter Balanced testing was not conducted during the 2020 school year and years reported are 2019, 2021 and 2022.

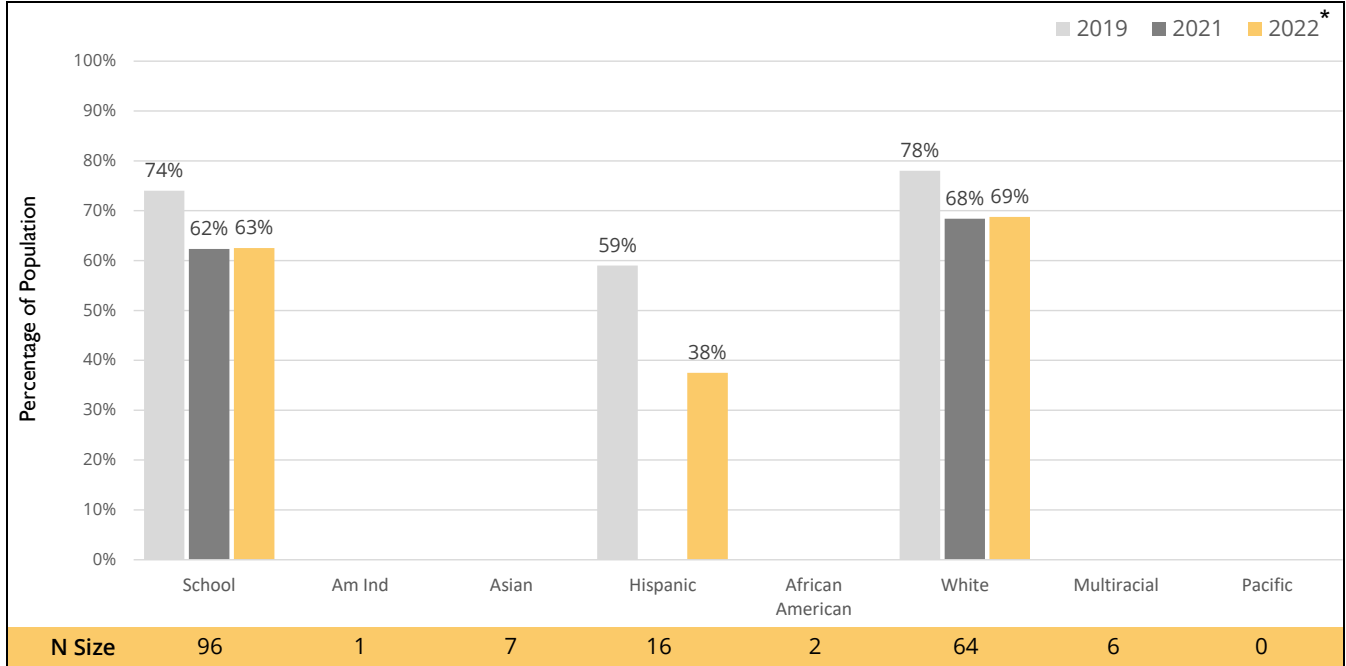
3rd Grade ELA Percent At or Above Standard (AL 3 or 4) by Special Program



* Note that Smarter Balanced testing was not conducted during the 2020 school year and years reported are 2019, 2021 and 2022.

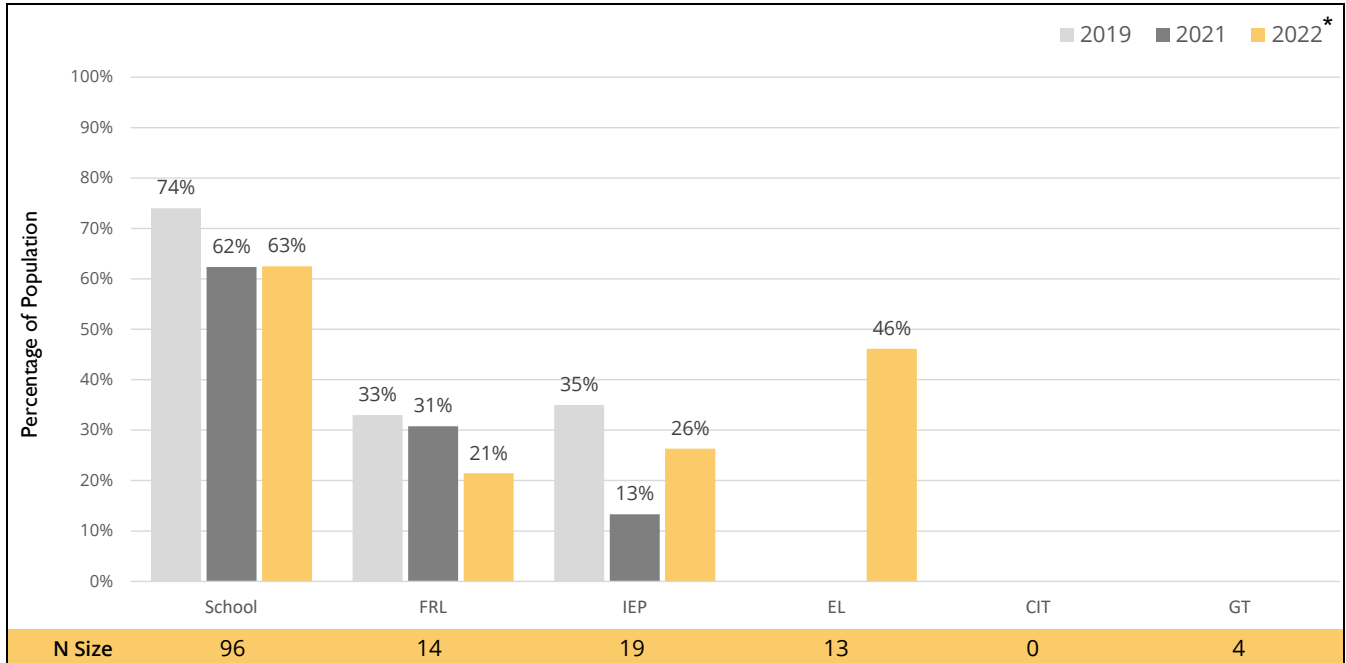
Brown ES
4th Grade English/Language Arts
Percent At or Above Standard (AL 3 or 4)

4th Grade ELA Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



* Note that Smarter Balanced testing was not conducted during the 2020 school year and years reported are 2019, 2021 and 2022.

4th Grade ELA Percent At or Above Standard (AL 3 or 4) by Special Program



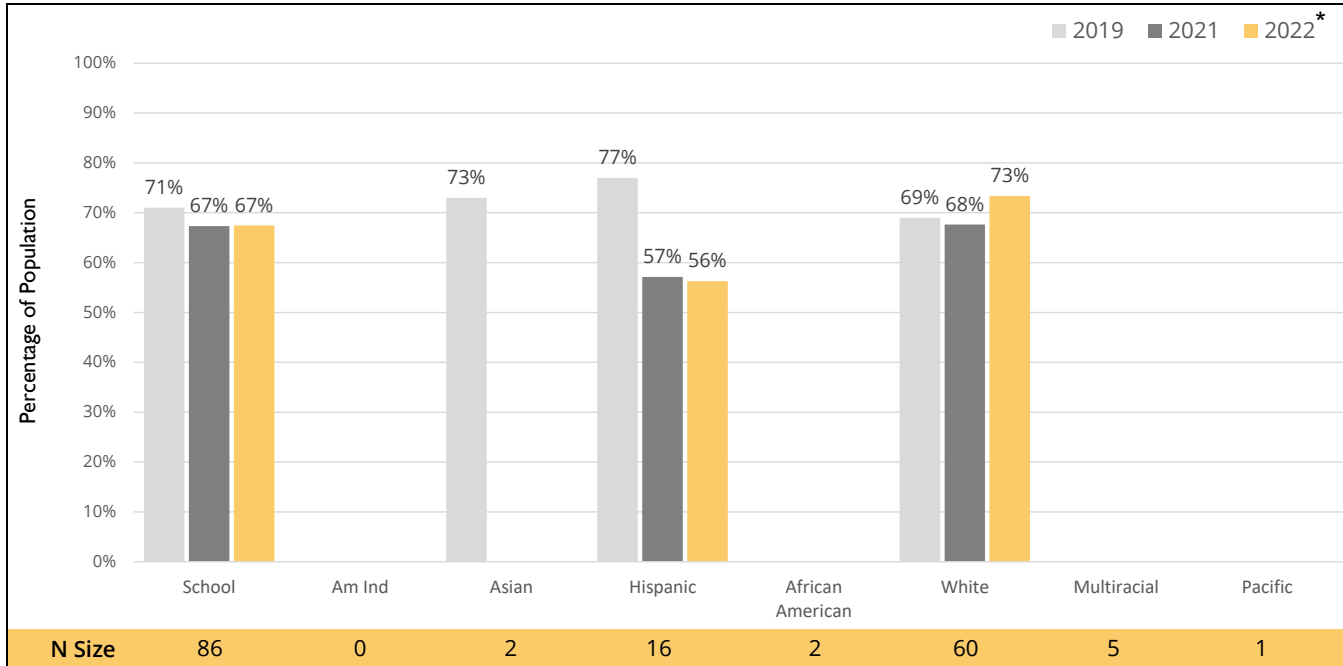
* Note that Smarter Balanced testing was not conducted during the 2020 school year and years reported are 2019, 2021 and 2022.



Brown ES

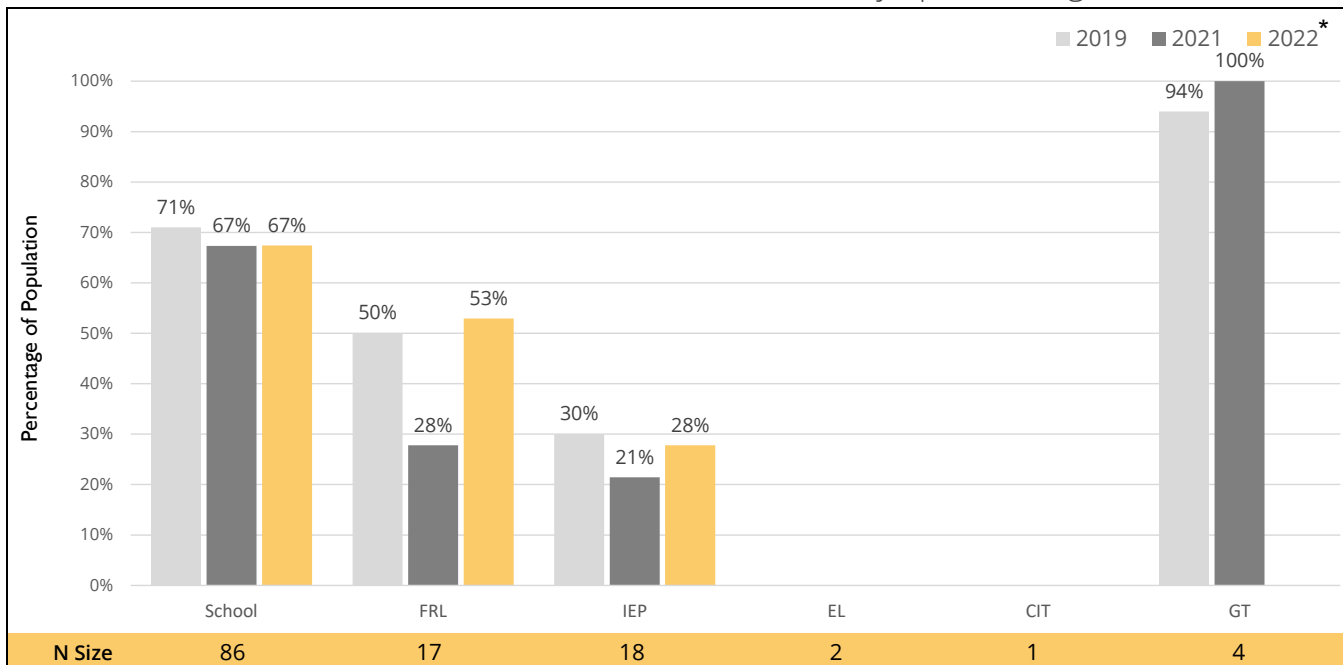
5th Grade English/Language Arts Percent At or Above Standard (AL 3 or 4)

5th Grade ELA Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



* Note that Smarter Balanced testing was not conducted during the 2020 school year and years reported are 2019, 2021 and 2022.

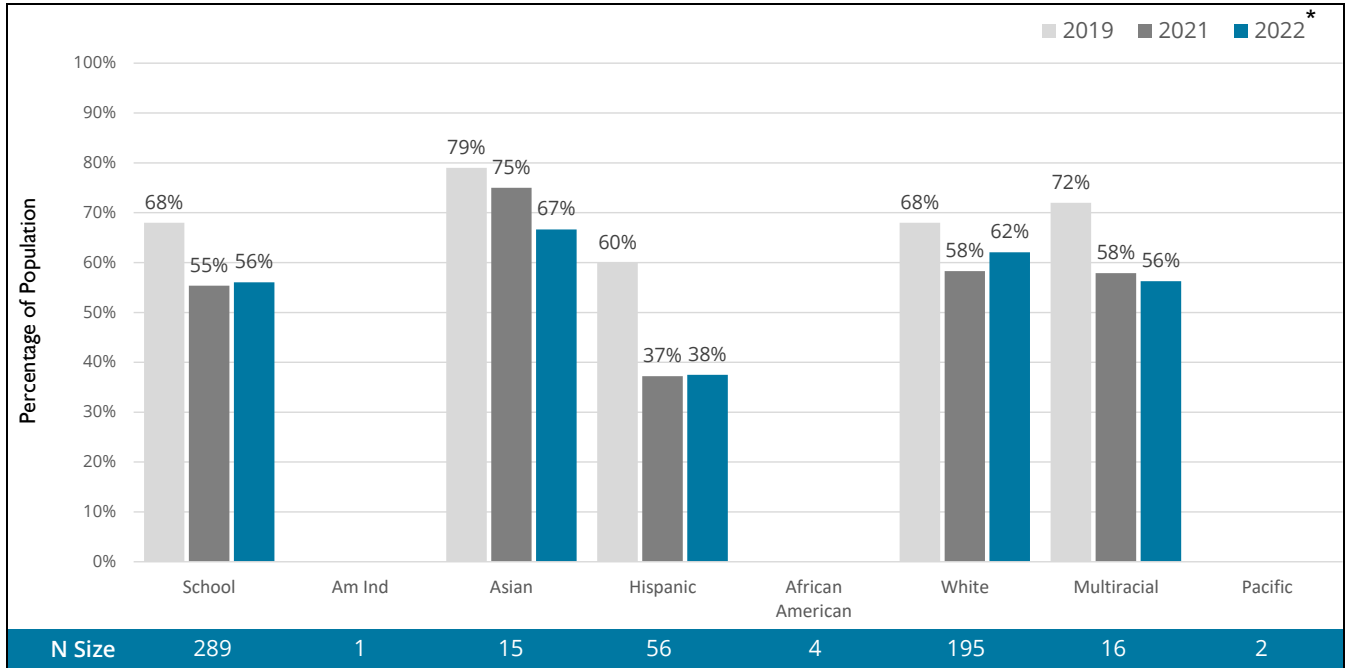
5th Grade ELA Percent At or Above Standard (AL 3 or 4) by Special Program



* Note that Smarter Balanced testing was not conducted during the 2020 school year and years reported are 2019, 2021 and 2022.

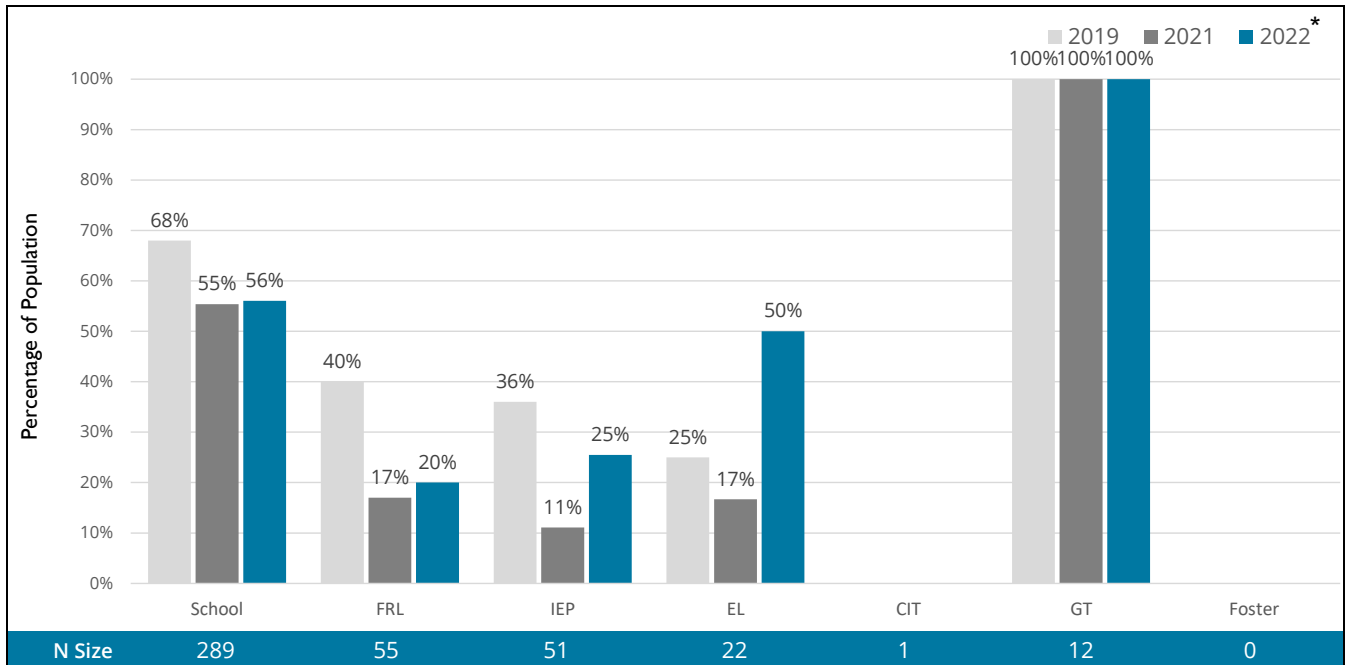
Brown ES
Overall Mathematics
Percent At or Above Standard (AL 3 or 4)

Overall Math Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



* Note that Smarter Balanced testing was not conducted during the 2020 school year and years reported are 2019, 2021 and 2022.

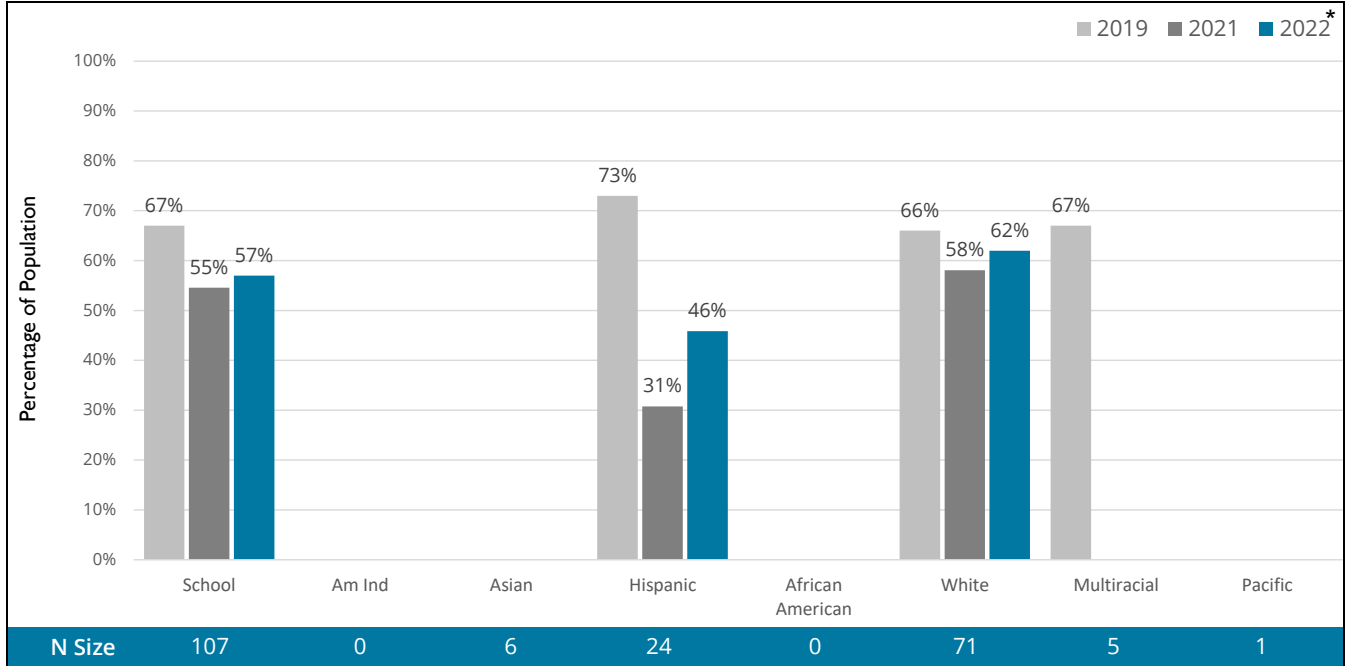
Overall Math Percent At or Above Standard (AL 3 or 4) by Special Program



* Note that Smarter Balanced testing was not conducted during the 2020 school year and years reported are 2019, 2021 and 2022.

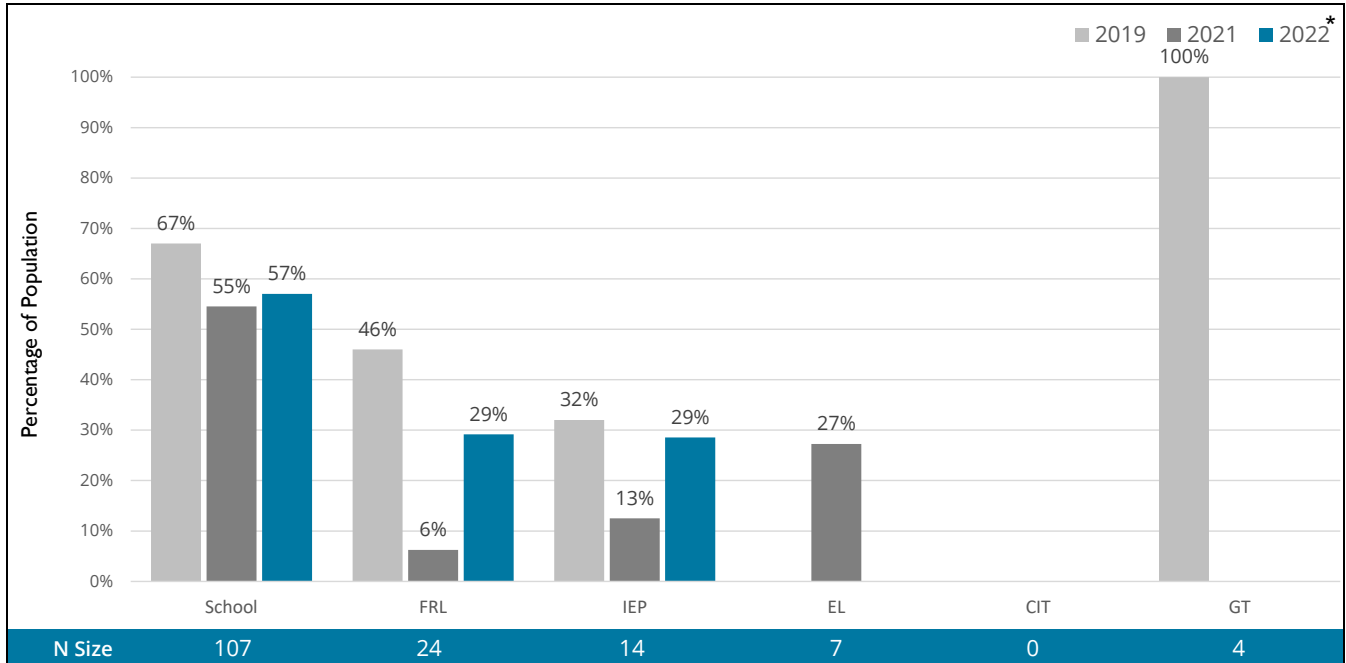
Brown ES
3rd Grade Mathematics
Percent At or Above Standard (AL 3 or 4)

3rd Grade Math Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



* Note that Smarter Balanced testing was not conducted during the 2020 school year and years reported are 2019, 2021 and 2022.

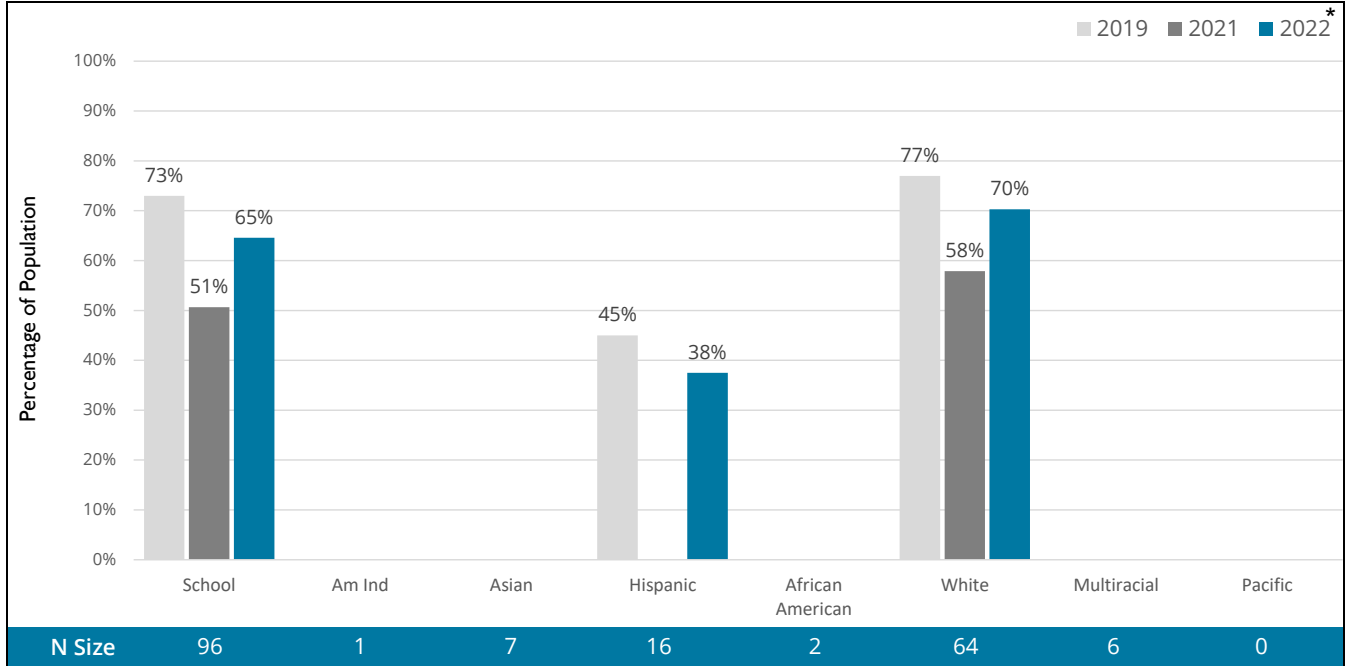
3rd Grade Math Percent At or Above Standard (AL 3 or 4) by Special Program



* Note that Smarter Balanced testing was not conducted during the 2020 school year and years reported are 2019, 2021 and 2022.

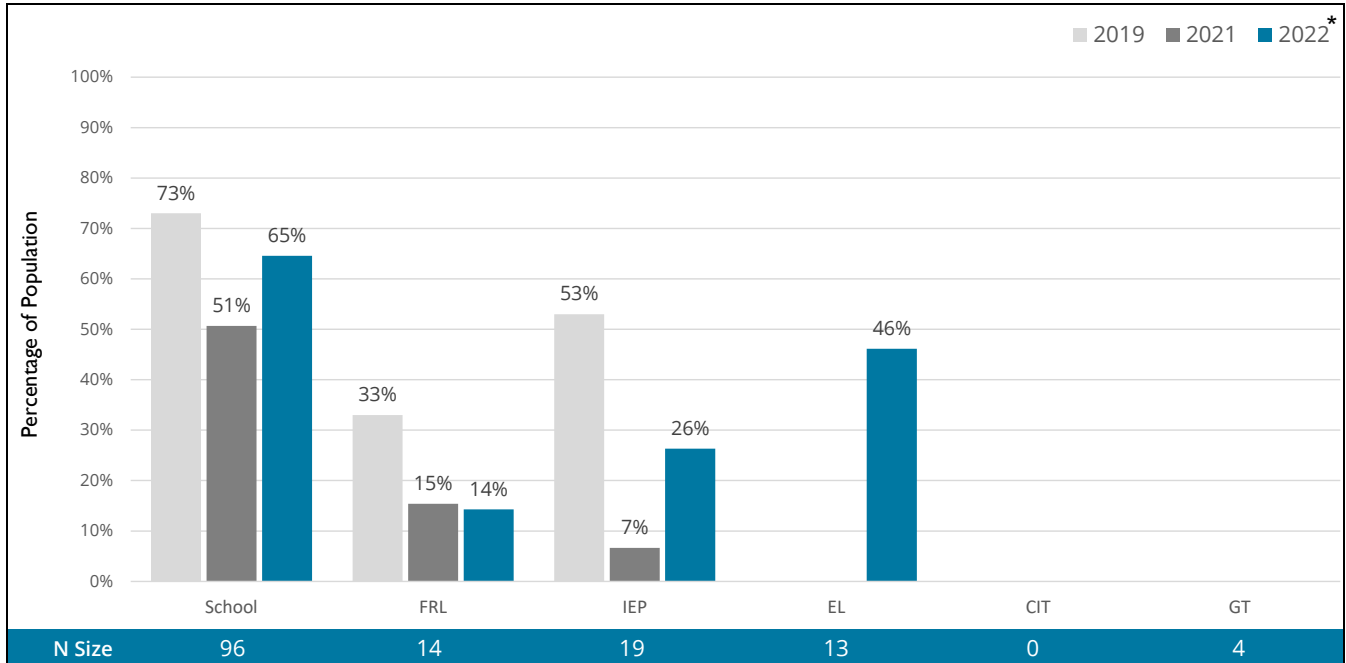
Brown ES
4th Grade Mathematics
Percent At or Above Standard (AL 3 or 4)

4th Grade Math Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



* Note that Smarter Balanced testing was not conducted during the 2020 school year and years reported are 2019, 2021 and 2022.

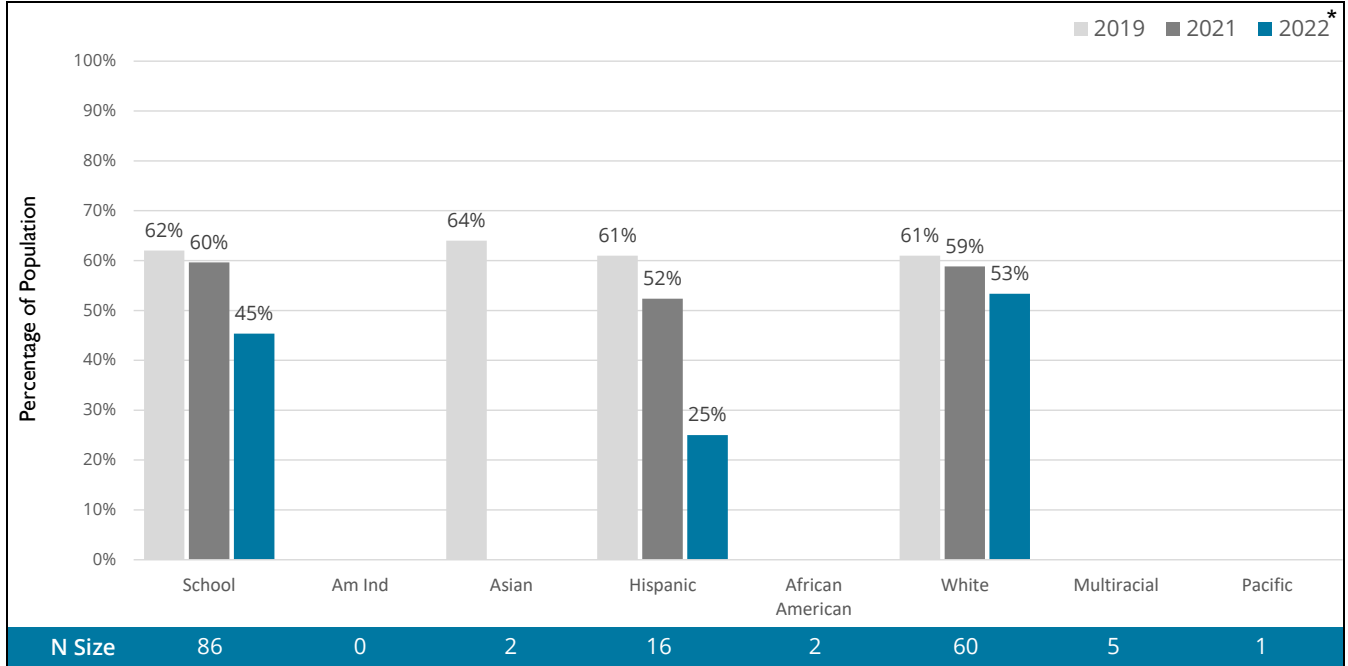
4th Grade Math Percent At or Above Standard (AL 3 or 4) by Special Program



* Note that Smarter Balanced testing was not conducted during the 2020 school year and years reported are 2019, 2021 and 2022.

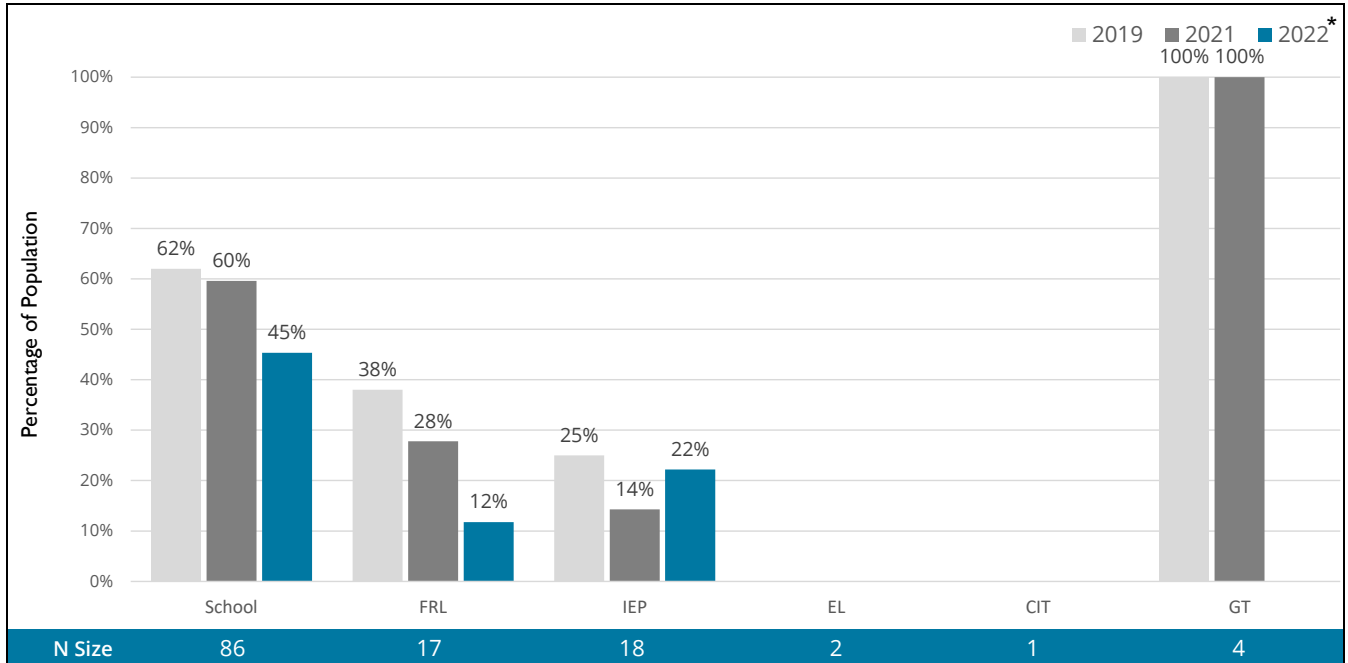
Brown ES
5th Grade Mathematics
Percent At or Above Standard (AL 3 or 4)

5th Grade Math Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



* Note that Smarter Balanced testing was not conducted during the 2020 school year and years reported are 2019, 2021 and 2022.

5th Grade Math Percent At or Above Standard (AL 3 or 4) by Special Program



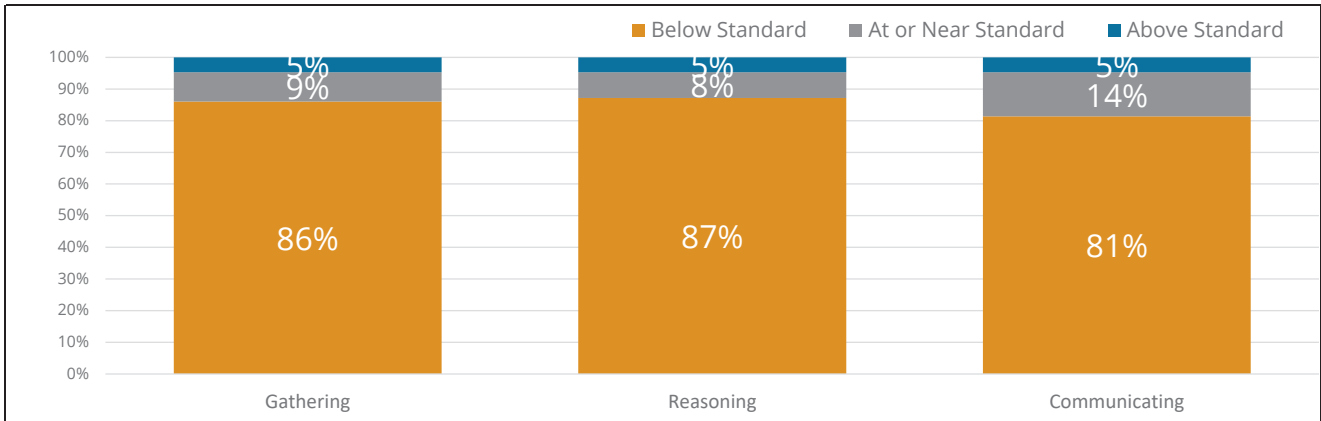
* Note that Smarter Balanced testing was not conducted during the 2020 school year and years reported are 2019, 2021 and 2022.

DATA REFLECTION

POSITIVE:

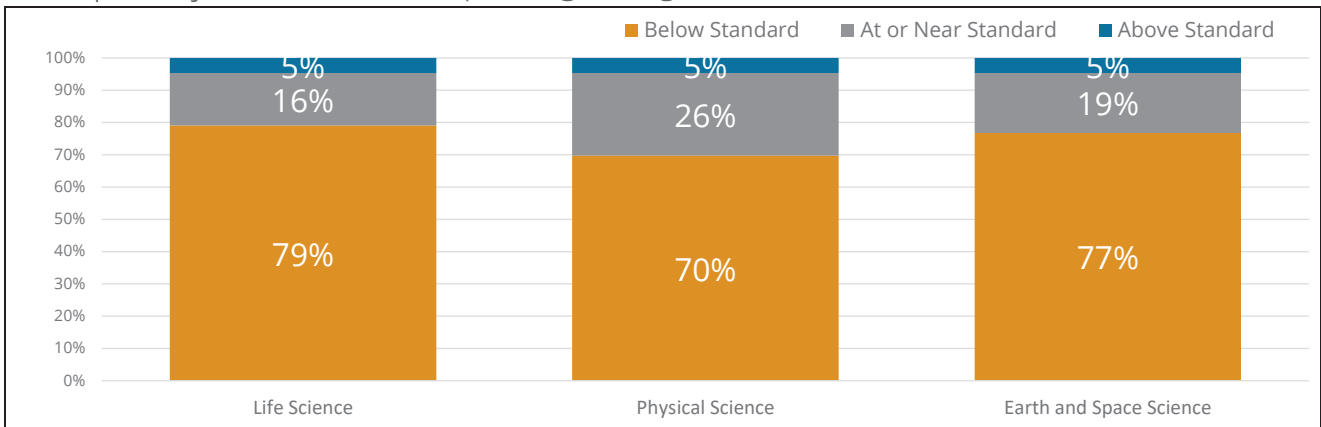
AREA OF IMPROVEMENT:

Science and Engineering Practices (Reporting Categories)



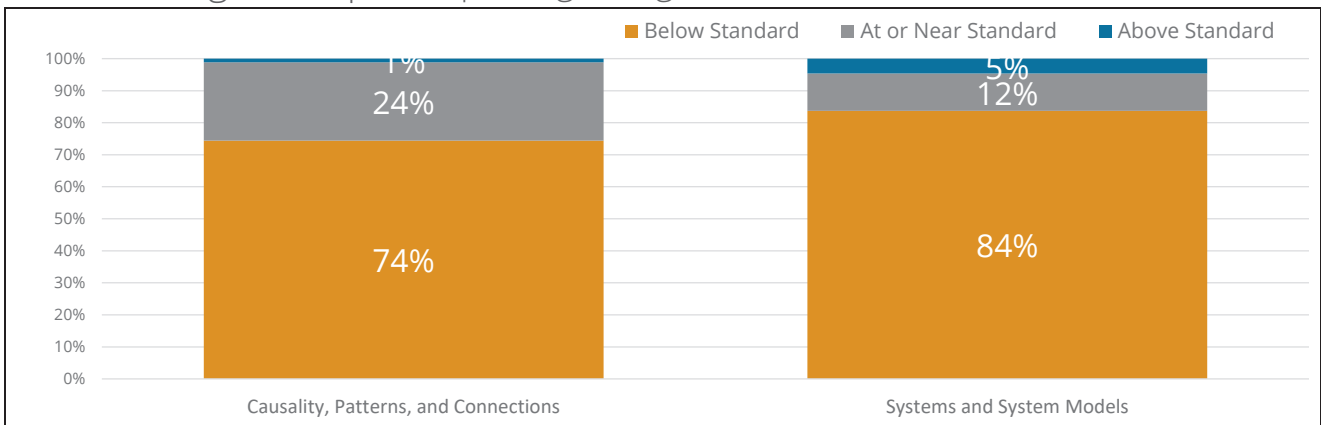
* Percentages may not sum to 100 due to rounding.

Disciplinary Core Ideas (Reporting Categories)



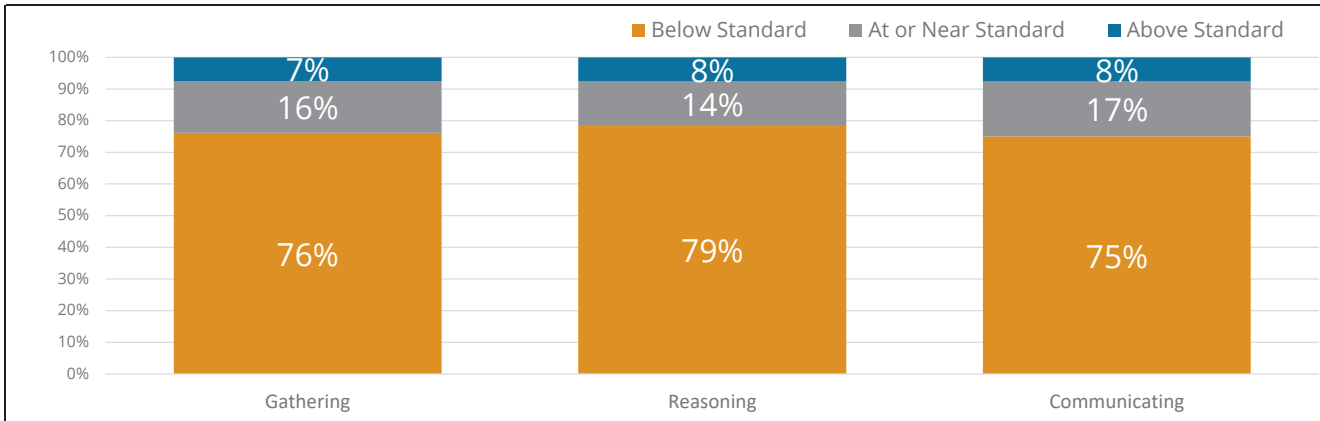
* Percentages may not sum to 100 due to rounding.

Crosscutting Concepts (Reporting Categories)



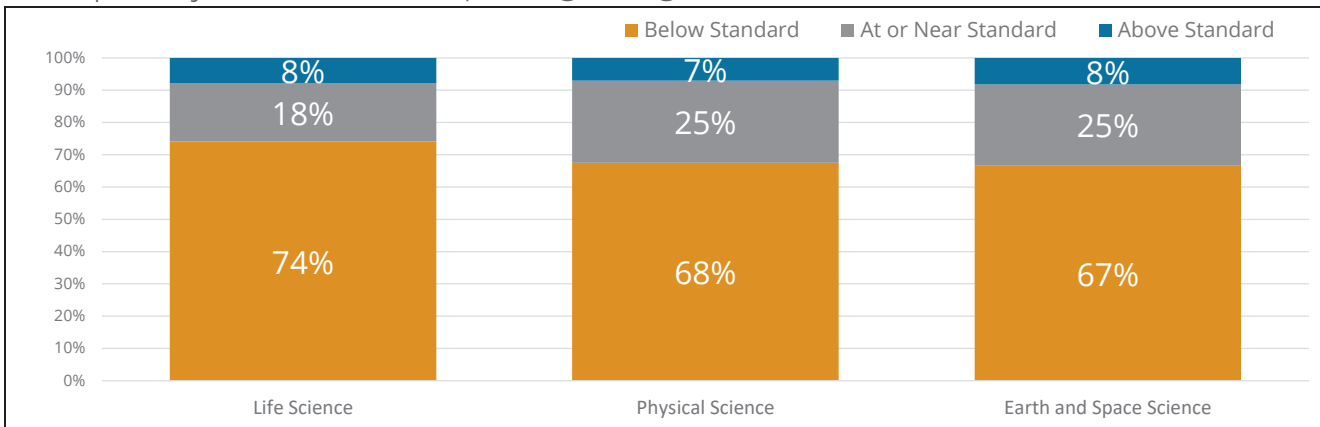
* Percentages may not sum to 100 due to rounding.

Science and Engineering Practices (Reporting Categories)



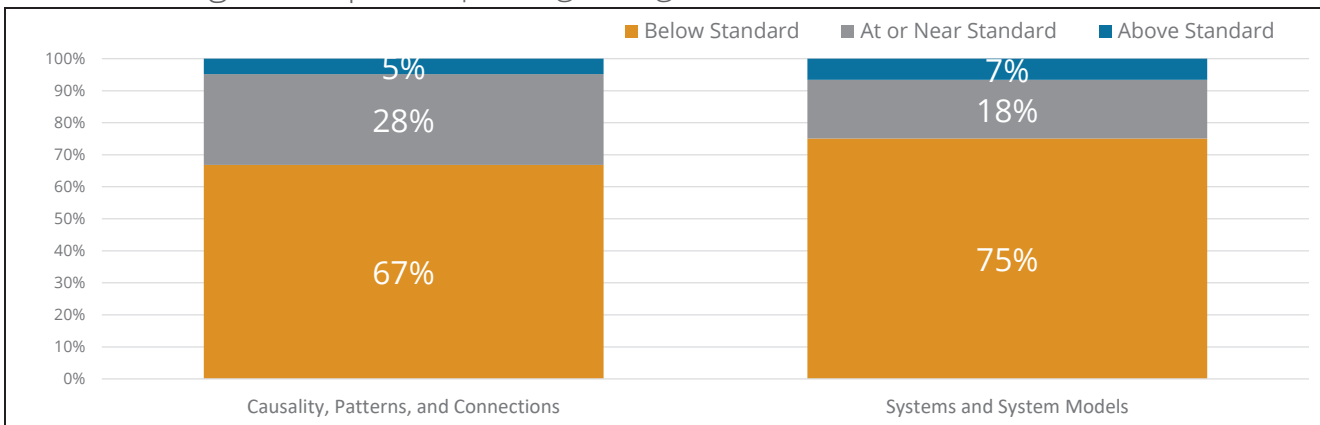
* Percentages may not sum to 100 due to rounding.

Disciplinary Core Ideas (Reporting Categories)



* Percentages may not sum to 100 due to rounding.

Crosscutting Concepts (Reporting Categories)



* Percentages may not sum to 100 due to rounding.

RESEARCH ARTICLES

Principal Connection / Got Grit?

Thomas R. Hoerr

Every child needs to encounter frustration and failure to learn to step back, reassess, and try again.

Should an educator ever cause a student to feel frustrated, or even to fail?

You may have raised your eyebrows or reread my first sentence just to be sure that you didn't misunderstand. After all, an affirmative answer to that question runs counter to so much of our training. Don't we always work to help our students succeed? Designing for student frustration and failure is unheard of. And that's unfortunate because the answer to my question is *yes*.

As important as scholastic preparation is (and it *is* important), it is only part of what students need to succeed in life. Howard Gardner's personal intelligences, Daniel Goleman's emotional intelligence, and Carol Dweck's mindsets all reflect the fact that our attitudes are even more important than our skills.

We know and understand some of this, of course. We work to help our students have a positive attitude about school, be good citizens, and accept others. Every teacher values student effort and responsibility. Yet an overlooked quality—one that is crucial in achieving success in the real world—is grit.

My faculty has been talking about grit since fall, after we read a *New York Times* article by Paul Tough called "What If the Secret to Success Is Failure?"¹ Tough argues that success in the real world depends on far more than scholastic preparation. He argues—and my faculty agrees—that learning to respond to failure is essential to success.

Granted, we have students who struggle and whose school experiences are difficult. We create opportunities for success for those students and help them see that they can achieve. Every child needs to feel that learning is possible and probable.

For some of our students, however, learning comes easily. These are the children who are on the honor roll, play on athletic teams, participate in drama or debate, and hold offices in student government. These students come to school expecting to succeed because, well, that's what they do. We have a different obligation to these students. We need to be sure that they sometimes encounter frustration and failure.

Those are loaded terms. No one likes to be frustrated, and no one wants to fail. But every child needs to encounter frustration and failure to learn to step back, reassess, and try again—and again. It surely seems odd and perhaps heartless to create scenarios in which students are not successful, but how can they learn to overcome adversity if they haven't experienced it?

As educators, part of our job is to ensure that every child finds success, and an important part of finding success is knowing how to respond to failure. As soccer star Mia Hamm said, "Failure happens all the time. It happens every day in practice. What makes you better is how you react to it." People who have not learned to respond well to frustration and failure are likely to choose paths without much risk or challenge and thus destine themselves to a life of predictability, safety, and mediocrity.

Researcher Angela Duckworth, cited in Tough's article, showed what a predictor grit is for success in any setting, from elementary school to West Point Academy. She says that grit "entails working strenuously toward challenges, maintaining effort and interest

over years despite failure, adversity, and plateaus in progress."² Indeed, within a group of equally talented students, athletes, or artists, the level of grit may be the single best predictor for success. Hillary Clinton, Steve Jobs, Michael Jordan, and Maya Lin might not have had much in common to discuss over dinner, but they are each known for having an extraordinary amount of grit. (You can see Duckworth talking about grit in a TED presentation at www.youtube.com/watch?v=qaeFnxSfSC4.)

How and when to help students develop grit has been an exciting topic among my faculty. We begin by ensuring that every student confronts his or her limitations, often through rethinking how hard and where we challenge our students. For example, in addition to using multiple intelligences theory as a tool to help children learn through their strengths, we recognize that we can also require students to work in areas that are unfamiliar and less comfortable for them.

Parent education also plays an important role. We want parents to understand our rationale, and we need them to support us in our efforts to take their children out of their comfort zones.

Finally, if we want our students to develop grit, we need to do so, too. We need to take ourselves out of our own comfort zones and learn how to respond to frustration and failure. And just maybe we'll develop grit, too!

Endnotes

¹ Tough, P. (2011, September 14). What if the secret to success is failure? *The New York Times*. Retrieved from www.nytimes.com/2011/09/18/magazine/what-if-the-secret-to-success-is-failure.html

² Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2004). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology, 92*, 1087–1101.

Thomas R. Hoerr is head of school at the New City School, 5209 Waterman Ave., St. Louis, MO 63108. He is the author of *The Art of School Leadership* (ASCD, 2005) and *School Leadership for the Future* (NAIS Press, 2008).



READY, SET, SEL!

by John Hannigan and Jessica Djabrayan Hannigan

Let us begin by extending our gratitude to you, educators, for your hard work and relentless support of students during these strenuous two years in education. We know the challenges and demands you have faced. We also know the impact it has had on your students. Student misbehaviors are at levels much higher than pre-pandemic numbers and have produced a greater demand for social and emotional learning (SEL) as a solution to these challenges.

When SEL is implemented effectively, schools will see improved academic performance, improved social behaviors, lower levels of distress, improved attitudes, improved social interactions, and fewer conduct problems (Durlak & Mahoney, 2019). Before we take a deeper dive into the necessary elements for effective SEL in our schools, let's first identify some common language around SEL.

The Collaborative for Academic, Social, and Emotional Learning (CASEL, n.d.), one of the leading SEL organizations in the United States, defines SEL as the “process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive

relationships, and make responsible and caring decisions.” For our purposes, when we use the term *SEL*, we are referring to the academic and social behaviors aligned with RTI at Work as indicated in the following table.

These definitions ultimately equate to the same thing: life skills that students need to succeed in school and beyond. For students to acquire these life skills, they must be modeled, taught, and reinforced, and students must be given opportunities to generalize them. However, once it gets communicated that we have to model and teach SEL, the eye rolls and frustration begin to emerge. We've heard comments such as, “Now they expect us to teach social skills to students who have multiyear gaps in academic skills!” SEL can't be pushed onto teachers as “one more thing to do”; rather, we need to show them that SEL is a vehicle to meet the basic human needs of our students and get them to a place of learning. *Why* your PLC is committing to this work is just as important as *how* effectively it is achieved.

A Hierarchy of Needs

Human beings are motivated by a ladder of needs, which American psychologist Abraham Maslow (1943) organized into a hierarchy of prepotency. Maslow proposed that five core needs form the basis for human behavioral motivation:



Academic Behaviors	Social Behaviors
<p>In addition to academic skills and knowledge, some academic behaviors are critical to school and career success.</p>	<p>Success in school and career requires the ability to consistently demonstrate socially appropriate behaviors.</p>
<p>Metacognition: Knowledge and beliefs about thinking</p> <p>Self-concept: A student's belief in his or her abilities</p> <p>Self-monitoring: The ability to plan and prepare for learning</p> <p>Motivation: The ability to initiate and maintain interest in tasks</p> <p>Strategy: Techniques for organizing and memorizing knowledge</p> <p>Vollition: The efforts and techniques needed to stay motivated and engaged in learning (Many educators refer to this as demonstrating grit.)</p>	<p>Responsible verbal and physical interactions with peers and adults: Skills that demonstrate social responsibility, honesty, compassion, respect, self-regulation, and self-control</p> <p>Appropriate language: Skills that demonstrate self-awareness, communication, civility, and character</p> <p>Respect for property and materials: Skills that demonstrate empathy and respect</p> <p>Independently staying on a required task: Skills that demonstrate on-task behavior</p> <p>Regular attendance: Skills that demonstrate punctuality, time management, and accountability</p>

Source: Adapted from Buffum et al., 2018, p. 139.

1. Physiological
2. Safety
3. Relationship/love
4. Esteem/self-love
5. Learning

Our most basic need is for physical survival, and this will be the first thing that motivates our behavior. Once that level is fulfilled, the next level is what motivates us, and so on.

This is our pretext for establishing our case for the work that needs to be done *before* SEL skills are taught; otherwise, teachers will feel like it's just one more thing to do. Consider this: one out of every four children attending school has been exposed to a traumatic event that can affect learning and/or behavior (National Child Traumatic Stress Network, 2008), and the pandemic has only exacerbated these numbers. The confirmed evidence of child abuse rose by 30 percent from 2019 to 2020 (Sparks, 2021). The pandemic shutdowns and widespread economic instability since early spring 2020 have created a host of emotional distresses for our students as well: 70 percent of teens reported struggling with mental health in some way, more than half experienced anxiety, 45 percent felt excessive stress, 43 percent identified as struggling with depression, and 61 percent reported loneliness (Harris Poll, 2020).

This increase in traumatic experiences can result in an increase of toxic stress in our students' developing brains. Toxic stress activates the body's physiological response for survival, which could keep them in the dysregulated state of fight, flight, or freeze. Let's look at the following behaviors as they connect to a dysregulated student: disruptive, argumentative, resistant to directives (fight response); tardy, absent, apathetic, "I don't care" attitude, withdrawn (flight response). If our most basic human need is for physical survival (and a dysregulated



student's brain is wired for survival), we need to view these behaviors as a student communicating the absence of that biological need. Regulation is just as important as air, food, water, shelter, clothing, warmth, and sleep; therefore, dysregulation must be met with the same compassion as the absence of any of the aforementioned basic human needs. Physiological needs are the most important, as all other needs become secondary until these needs are met. Knowing that if these needs are not satisfied the human body cannot function optimally, we need to ask ourselves, "What am I doing in my classroom to co-regulate?"

The RSB Model

As you think about your PLC, your classroom, and your individual students, we want you to use a model inspired by Maslow to reflect on what is currently in place for students as the foundation of SEL. We call this the RSB Model. It requires educators to consider how they are intentionally creating a learning environment inclusive of regulation, safety (physical and emotional), and belonging in the design of the school, in every classroom, and for individual students.

Regulation represents an environment designed to provide students with the opportunity to meet their physiological needs. *Safety* represents the intentionality of ensuring students feel physically and emotionally safe in the learning environment by providing consistency, order, predictability, voice, freedom from fear and harsh punishment, and ongoing opportunities for support. *Belonging* represents an environment designed around nurturing relationships between the adults and students and between students and students.

This model intentionally presses a PLC's practices within the first three levels of Maslow's hierarchy. Notice how RSB needs must be met prior to the levels where SEL skills populate the hierarchy. RSB needs must be satisfied prior to SEL skills instruction for the instruction to have any meaningful impact.

Physiological	Breathing, freedom from hunger and thirst, rested, homeostasis, regulation	Regulation
Safety	Physical safety, emotional safety, freedom from bullies, freedom from harsh punishment	Safety
Relationship/love	Friends, teachers, school administrators, counselors, school personnel, family	Belonging
Esteem/self-love	Self-esteem, self-respect, confidence, respect of others, respect by others, desire to achieve	SEL Skills
Learning	Motivation, learning, creativity, problem-solving, memory, curiosity	

Cautionary note: we are not advocating for the delay of teaching SEL skills until all RSB needs are met. However, we often see schools adopt a new practice/initiative (SEL in this case), rush to implement it (purchase curriculum, create a 30-minute SEL block on Fridays, provide minimal teacher training/support), then wonder why they aren't seeing an improvement in student behavior. Then SEL gets the blame for a failed initiative. What we are saying is, be mindful that these basic human needs must be met before any true mastery of an SEL skill can occur; a dysregulated student isn't in a position to learn self-awareness skills until they are regulated.



RSB Model

High	High level of regulation support	High level of safety (physical and emotional)	High level of belonging
Low	Low level of regulation support	Low level of safety (physical and emotional)	Low level of belonging

A PLC's desire is to remain in the high range for each level (regulation, safety, and belonging) with evidence across the school and in every classroom. Note: there are various ways educators can create and nurture regulation, safety, and belonging beyond the examples we provide; our goal is to get you to think differently about these human needs and how your PLC supports its development.

Reflect on each area and make the necessary adjustments to ensure you are ready for successful SEL implementation. For example, if you believe you have a high level of belonging but are low in regulation, begin to think about how you can integrate some ways and space for students to regulate in your classroom.

Hope Middle School Case Study

Let's model this turnkey process with a school—from the prework (mindset shift) around SEL to the utilization of student data that helped change the narrative for their students. As you read through this case study, consider the phases of development and how you can utilize this process to ready, set, SEL!

When we first met with the leadership team at Hope Middle School, they had an array of schoolwide behavioral needs and ongoing impacts from the pandemic that exacerbated those needs. They listed problems with disrespect, tardiness, inappropriate language, bullying, and lack of engagement. A formal

systematic process did not exist to address these schoolwide behavioral needs.

We asked if they had identified schoolwide essential behavior standards/expectations (academic and social behaviors). Most schools incorporate essential academic and social behavior standards in their positive behavior interventions and supports (PBIS) acronym (behavior matrix); in this case, Hope Middle School's acronym was PRIDE (Prepared, Respectful, Integrity, Determined, Empathy). This schoolwide acronym encompassed the value and importance of both academic and social behaviors in the school; however, it was not consistently utilized to address the problematic behaviors they identified.

They also indicated a recent adoption of an SEL curriculum that was distributed to staff with no training, explanation, or connection to existing initiatives such as PRIDE. The teachers were instructed that SEL would be taught during a 45-minute block during advisory period without further instruction or clarity around why. As imagined, implementation became a compliance task and perception about SEL soured.

Next, we facilitated a staff conversation around the schoolwide behavioral needs of the school to gauge the readiness for SEL implementation from a staff lens. We asked each department to list their top three areas of behavioral needs. After analyzing their submissions, we prioritized their results as follows: (1) disrespect, (2) tardiness, and (3) inappropriate language. Their areas of need were similar to those on the leadership team's list!

We began the schoolwide focus on disrespect based on the stakeholder information gathered; the behavior data revealed one-third of the students received at least one referral for disrespectful behavior since the beginning of the school year. At this point of the process, we wanted to pause for reflection. We, ourselves, were reflecting on the information we collected. We wanted to get to the core of why this behavior was existing,

Why do students not feel connected and supported? Why do teachers acknowledge this problem yet push back against SEL as the vehicle to support students? We wanted to create an experience for the teachers that would allow that same level of reflection around this issue.

A reassessment was necessary to ensure the effective implementation of SEL. The leadership team reviewed the research and science regarding the impact of trauma; they were reminded how our behaviors impact students and their behaviors impact ours to understand the power of co-regulation. We reviewed Maslow's hierarchy and that behavior is a form of communication expressing a student's basic needs being unmet. This provided a great foundation for *why* their school was committing to this work before effectively learning *how* to do it. Each teacher was provided a blank RSB Model and asked to reflect using the following prompt (first individually, then as a department):

When you were a student, reflect on a teacher (or adult) who created a positive learning environment and helped you navigate through an array of emotions appropriately (regulate), made you feel safe both physically and emotionally, and encouraged a sense of belonging. If you were taking yourself back in time to this classroom, what did you see and hear to help you feel this way?

Each department shared their reflections/discussions around each component: regulation, safety, and belonging. For regulation, the group remembered the need for breaks, environmental sensory modifications, breathing exercises, SEL check-ins, calming stations, and mindfulness, to name a few. For safety, the group discussed routines, procedures, consistency, classroom contracts, student voice, student validation, and clear structures for help-seeking. For belonging, we heard about classroom mantras, getting-to-know-each-other exercises, classroom meetings, lunch groups, team project opportunities, and such.

We then had them shift their reflection into the opposite experience from their childhood—when a teacher did *not* create those experiences in the same three areas. What did that look and sound like? It was powerful! Every one of those memories were stored as emotions, and just by retrieving that memory, those negative emotions that were stored with it resurfaced. Teachers shifted the conversation from talking about what students needed to do to what the classroom environment needed to look and sound like for students to successfully demonstrate the prosocial behaviors they wanted to see.

The staff prioritized their focus on regulation, safety, and belonging. Each department brought evidence and shared their practices at a staff meeting the following month. As a PLC, they used their shared input to create an RSB Model as a guide for what was expected as the prework for SEL implementation. This prework allowed for the leadership team to engage in the next steps, which was making the connection between PRIDE and SEL with the focus on the identified behavior of disrespect.

With the prework, the disrespectful behavior referrals began to decrease, but there was still work to be done. It was critical to make a clear connection between the schoolwide essential behavior standards (PRIDE) and SEL (how to teach the identified behaviors in PRIDE) based on student data—in this case, respectful behaviors to staff and other students. The staff also explained the roles and responsibilities of the leadership team and teachers ensuring PRIDE was in place schoolwide and in every classroom.

A collective schoolwide goal was established: Hope Middle School will decrease the number of disrespectful behaviors by at least 50 percent this month compared to the previous month's averages of 60 referrals a month. Goal: 30 referrals or fewer.

Here are the actions agreed upon by the leadership team and teachers to attain this schoolwide goal collectively.

RSB Model: Schoolwide Example

High	<p>High level of regulation support</p> <ul style="list-style-type: none"> • Daily check-ins • Calming station • Breathing exercises • Break system • Mindfulness 	<p>High level of safety (physical and emotional)</p> <ul style="list-style-type: none"> • Consistent routines and procedures • Classroom agreements • Predictability (visual or verbal schedules) • Clear structures to ask for help 	<p>High level of belonging</p> <ul style="list-style-type: none"> • Classroom mantras established • Knowing student names • Greeting at the door • Opportunities for getting to know each other
	<p>Low</p>	<p>Low level of regulation support</p> <ul style="list-style-type: none"> • No space designated for calming down • Students are not supported when upset • Rigid practices 	<p>Low level of safety (physical and emotional)</p> <ul style="list-style-type: none"> • Inconsistent structures • No opportunities to ask for help • Teacher-led classroom • Exclusionary discipline practices



At the end of the month, data on disrespectful behavior was shared with the staff; they attained their goal of a decrease of 50 percent! This win was celebrated and created enthusiasm around this work. They were also reminded that the smaller handful of students who were not responsive, yet, to the prevention efforts were provided additional, targeted time and support of SEL skills/lessons to help generalize their behaviors.

This case study is an example of how schools can work together with their existing structures to change the narrative on behaviors they want to see students demonstrate. The need to punish students into better behavior has rarely achieved much more than bitter compliance. However, if staff view behavior through the lens of education, understanding, and compassion, their actions will result in learning and change. Such a mindset can positively transform a school for both the kids and the adults! ■

Discussion Questions

1. In your collaborative team, discuss what RSB stands for and what that looks like in your classrooms and school.
2. Using data and evidence, what are the top three areas of behavioral concern in your PLC?
3. Reflect on the prompt provided. What practices can you and your team incorporate to nurture and support SEL work?

DR. JOHN HANNIGAN has served in education for over 20 years as a teacher, instructional coach, principal, and county office leadership coach.

DR. JESSICA DJABRAN HANNIGAN is an assistant professor in the Educational Leadership Department at California State University, Fresno.

John and Jessica are sought-after consultants who work with schools and districts throughout North America on designing and implementing systematic multitiered systems of support for academics and behavior.

Leadership Team Actions	Teacher Actions
Continue supporting the incorporation of the RSB model's high-level practices as prevention schoolwide.	Continue to incorporate the RSB model's high-level practices as prevention in the classroom.
Conduct a schoolwide reteaching of PRIDE through a behavior passport day model. Note: behavior passport day is where students and staff walk through stations of each location on campus to teach the appropriate behaviors in all settings.	Teach the classroom location expectations of PRIDE, specifically focusing on respectful behaviors.
Meet with each department to support utilization of the SEL curriculum based on student behavior needs in class (e.g., if empathy is an area of need, empathy lessons in the curriculum could help the teacher integrate how to demonstrate empathy in the classroom).	Teach identified SEL skill (e.g., social awareness SEL focus) and behavior lessons from the SEL curriculum (the leadership team will provide assistance for lessons aligned to the schoolwide behavioral need focus of respect).
Establish a schoolwide incentive system for catching students demonstrating respectful behaviors.	Reinforce respectful behaviors with the schoolwide incentive system agreed upon with the teachers (e.g., point or caught being good system this month focused on respectful behaviors).

Isn't it a school's job to give students the opportunity to learn—not to ensure they learn?

There are those who suggest that the purpose of schooling is not to ensure students learn but merely to give them the opportunity to learn. This premise is reflected in the mantra, “It is our job to teach; it is their job to learn.” This approach absolves educators of any responsibility for students who are unsuccessful in the K–12 setting. From this perspective, students who choose to live in conditions that are not conducive to learning—high poverty, families that are unable or unwilling to support their learning, no positive role models—should suffer the consequences of their circumstances. This premise allows schools to simply serve as a sorting and selecting mechanism. Schools allow students without certain innate abilities and dispositions to fail and, ultimately, withdraw from the educational system. Of course, those who do will earn thirty-three cents for every dollar a college graduate makes and sixty-six cents for every dollar a high school graduate makes, have a life expectancy that is ten to thirteen years shorter than a college graduate's, have an unemployment rate that is five times higher than those with post–high school education, be far more likely to live in poverty, and have only a one in seventeen chance of their own children ever attending college. Each high school dropout will cost society more than \$250,000 in lost taxes, be involved in higher rates of criminal activity, and have a higher reliance on Medicaid and welfare benefits over his or her lifetime (Stark, Noel, & McFarland, 2015).

Schools must do more than teach and test and hope for the best. The consequences for failure in the K–12 system have never been more dire. **Educators have a moral imperative to do everything they can to ensure high levels of learning for all students.** Members of our profession cannot be indifferent to whether students learn.

What is the student's responsibility in his or her learning?

Educators would certainly prefer that each student who enters their schools is blessed with an innate sense of self-discipline, diligence, work ethic, time management, and other qualities that might come under the general heading of "responsibility." Alas, some students are not innately responsible and, in fact, are highly irresponsible. The question facing schools is, How can we teach our irresponsible students to become more responsible?

A long-standing tradition in our profession is to simply allow irresponsible students to fail. Advocates of this position argue that if students fail to study, fail to complete their work, fail to put in the necessary time to become proficient, or fail to meet deadlines, they should suffer the logical consequence of their actions—failure. Failure will teach the students the errors of their ways, enlighten them, and cause them to act more responsibly in the future. The tradition persists despite the fact that more than a century of evidence shows that it does not work. Anyone who has ever taught should be willing to acknowledge that if students are told, "You must do this work at a high level of quality and turn it in on time, or you will fail," some students will be perfectly content to fail. Allowing them the option of not doing the work merely reinforces their irresponsibility.

A school that allows irresponsible students to elect to fail by not completing assignments or putting forth the effort necessary to learn does not teach students to act responsibly. In fact, it is counterintuitive to suggest that allowing an irresponsible student to choose to act irresponsibly teaches responsibility.

Schools that are committed to providing students with essential knowledge, skills, and dispositions (including responsibility) put systems in place to hold students accountable for doing what responsible people do—and responsible people do the work. These schools monitor each student's progress closely and implement structures that require students to do what is necessary to succeed. They provide incentives for completing work on time and consequences for failing to meet deadlines or not achieving the acceptable standard of work. What they do not do is absolve the student of the responsibility of doing the work. The best schools bombard students with the message, "We will not let you off the hook. We will see to it that you do what is necessary to be successful. We won't place you in a less rigorous curriculum, nor will we lower our standards for this course or grade level. We will give you the support, time, and structure to help you be successful, but we will not lower the bar."

It is ironic that educators who insist students should be solely responsible for their own learning define their own jobs in such a way to absolve them of responsibility for seeing to it that students learn.

What is the parents' responsibility for their children's success in school?

Educators committed to helping all students learn at high levels cannot overlook the extensive research base proclaiming the significant impact parents can have on student achievement (Center for Public Education, 2011; Epstein, 2005; U.S. Department of Education, 1995). When parents are involved in their children's education, students achieve more regardless of race or socioeconomic factors. In a perfect world, every parent would embrace this responsibility and would understand how to best fulfill it. There is, however, no reason to believe parents intuitively know how they can best support the learning of their children. Parent involvement increases when schools welcome parents into the teaching and learning process, communicate the importance of the parents' role in student success, and provide explicit strategies for parents to become involved in their children's learning.

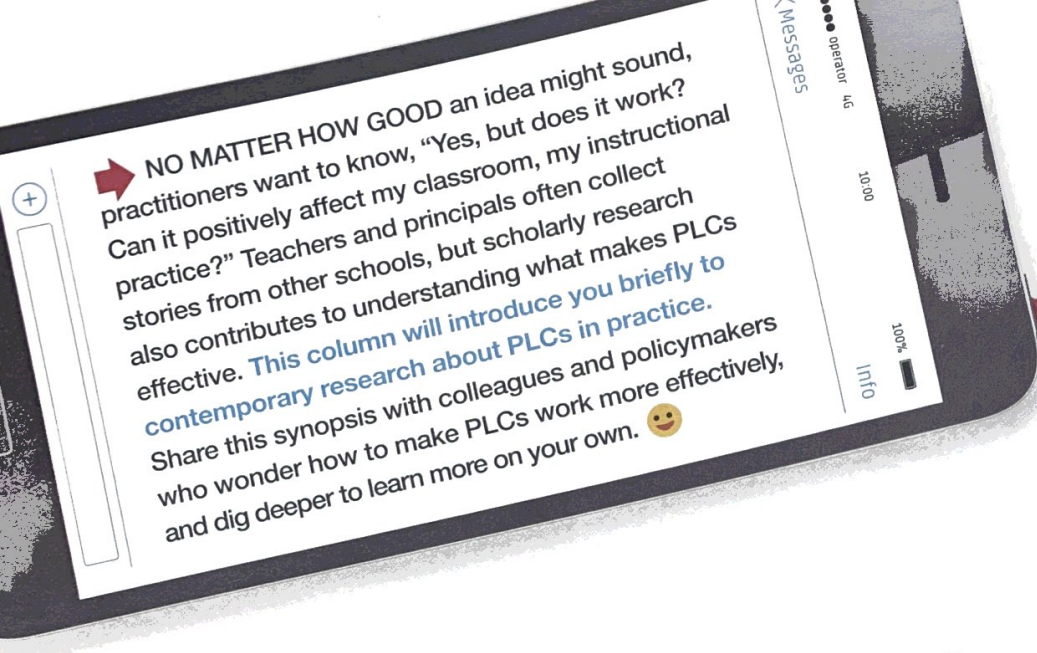
Grade-level teams in elementary schools can create concise summaries of essential learning targets, pacing guides, and review materials each month to provide parents with the tools to support student learning at home. Teams can send brief checklist assessments to parents on a weekly basis to get feedback from parents on whether their children are proficient in target skills, are approaching proficiency, or seem to be

lost. Teams can model the use of these materials at teacher-parent nights and follow up with phone calls or home visits to any family unable to attend the meeting.

At the secondary school level, parents may feel less comfortable tutoring and assessing the proficiency of their children. They may lack the content expertise and are unlikely to have pedagogical skill. But secondary school parents also benefit from a clear explanation of how they can contribute to the success of their children. In the late 1980s, Adlai E. Stevenson High School in Lincolnshire, Illinois, convened a task force of parents and presented them with the charge of developing research-based strategies for the kind of parental support that would impact student achievement. The recommendations have been sent annually to each parent of a Stevenson student ever since. Adlai E. Stevenson's website (www.d125.org/about/vision/collective-commitments-parents) makes these parent commitments available online.

Most parents want their children to have a great school experience and are willing to help shape that experience. But if educators at all levels hope to forge beneficial partnerships with parents, they must take the initiative to clarify exactly how parents can contribute to the success of their students.

Members of our profession must also recognize that not every parent has the opportunity, time, skill, or interest to become a positive partner in the education of his or her children. The single mother working two jobs to try to keep her family afloat, the father unable to read materials intended to support his child's learning, the mother who does not believe success in education is important to the future well-being of her children, or the father for whom schooling was always a negative experience may be unable or unwilling to provide the kind of support that contributes to higher levels of student learning. We cannot simply blame the troubles those students may experience on their home lives. We cannot absolve ourselves of our responsibility to help these students learn at high levels because of the conditions into which they were born. These are the students who need us most. A student who completes the K-12 system will spend more than fifteen thousand hours in the care of educators—ample time to impact his or her knowledge, skills, and dispositions in a positive way. It is our responsibility to create the conditions that lead to student success and support and nurture our students as we would want our own children to be nurtured.



Improving Student FEEDBACK

Robert Eaker and Heather Dillard

The Study

Haynes, A., Smith, K., Dysthe, O., & Ludvigsen, K. (2012). Formative assessment and feedback: Making learning visible. *Studies in Educational Evaluation*, 38, 21–27.

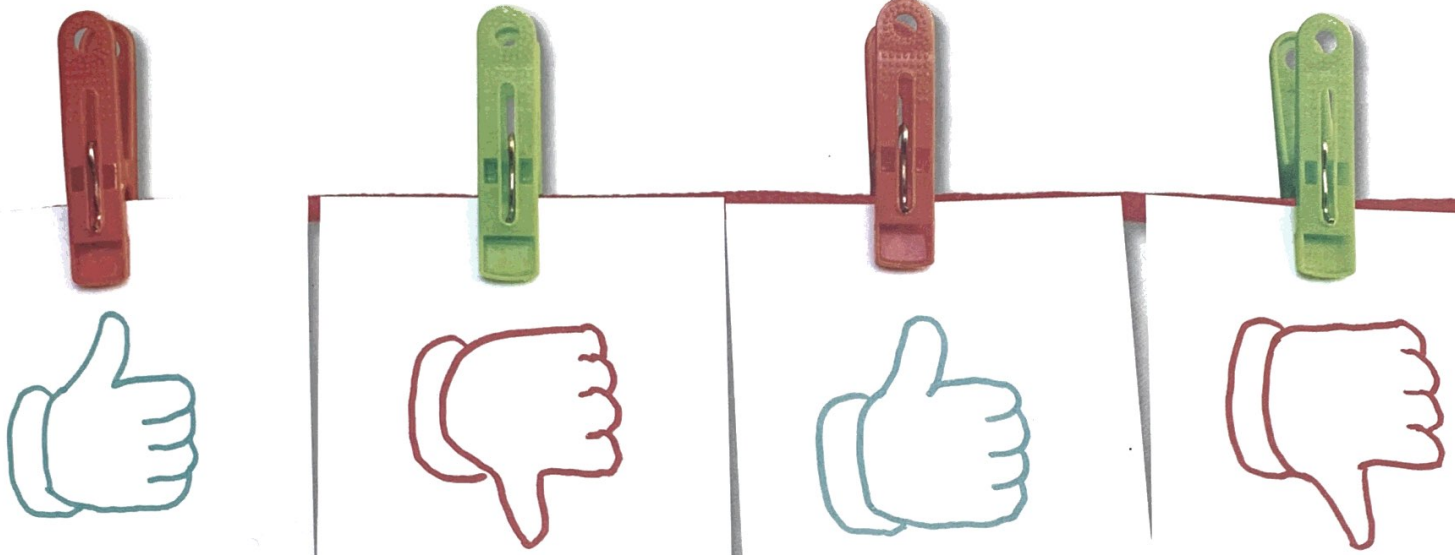
Let's face it, grades are important; they matter—a lot! However, student learning is improved when students move beyond simply obsessing about their grades and focus on how to improve. This, of course, requires helpful and accurate feedback from their teachers. For such conversations between teachers and students to occur, a culture of *assessment for learning*, coupled with specific, accurate, and helpful feedback—including encouragement—must be present. This is the focus of Haynes, Smith, Dysthe, and Ludvigsen's research.

The researchers conducted a two-year mixed methods study in six upper secondary schools in Western Norway to answer the questions: How do teachers and students in the same context perceive feedback practices? And, are there differences in feedback practices across subjects and programs (academic versus vocational)?

Selection of the six schools included a mixture of rural and urban schools, a mixture of academic- and vocational-oriented schools, and a mixture of small and large schools. The researchers focused on four subject areas: English, Norwegian, mathematics, and vocational training. Surveys were given to the teachers and to students in the first year of upper secondary school. Focus group interviews were later given to groups of teachers and leaders and two groups of students. This method allowed the researchers to register teachers' and students' responses to the same specific aspects of assessment and feedback.

Findings

The researchers found that feedback tied to grading represented the majority of all feedback that was given. Feedback without grades was rare. As a result, a large percentage of students did not find the feedback they received to be useful. This pointed to a weak culture of formative assessment. 62



However, the feedback was perceived as strong when students received feedback, from teachers and/or peers, *as they were working on an assignment*, rather than after the assignment was completed. Additionally, students in vocational training reported more peer feedback and more inclusion in the setting of goals and criteria; therefore, their experience with feedback was much richer.

The findings revealed that teachers and students differed on their perceptions of the quality of feedback. Teachers overestimated how often the students used feedback. Additionally, teachers felt the students did not want informative feedback, yet the students indicated critical, constructive feedback was meaningful in their future learning.

There was also a tendency among teachers to blame students for not using feedback. If the feedback had been more explicit, clearer on what was expected or how the student could improve future assignments, then the students would have perceived the feedback as useful. Therefore, a need for better communication between teachers and students was indicated.

The researchers concluded with a practical suggestion of establishing “a system of giving, receiving, and applying feedback with which teachers and students have to act” (p. 26). They also encouraged the integration of feedback into the general instruction of material.

Implications for PLCs

Collaboratively developed common formative assessments are a critical component of a highly effective professional learning community. And, the effectiveness of formative assessments is dependent on the quality of feedback that students receive from their teachers. While much of the feedback students re-

ceive simply informs students on whether or not their answers were correct (*product feedback*), this study adds to the already impressive knowledge base regarding the power of *process feedback* in which students learn where they made a mistake and how to correct or improve their work.

Additionally, the study highlights the important role of alignment. One of the reasons for the positive view of feedback in vocational programs is, in part, the fact that typically vocational programs reflect a clearer alignment between what students should learn and assessment. PLCs enhance the effectiveness of feedback by aligning feedback with: (a) what is essential for all students to learn in the unit, (b) what student work will look like if students are successful, (c) focused and aligned student practice, (d) frequent and timely monitoring of student learning through the use of collaboratively developed common formative assessments, (e) process feedback designed to provide students with information and encouragement regarding where and how to improve their work, and (f) the summative assessment.

In short, findings from this study support not only the fact that feedback is important but also that feedback can be improved by gaining insights from how students and teachers in each school view the effectiveness of their feedback and examining why certain types of feedback are viewed to be more effective than others. In other words, having faculty engage in data-based, collaborative reflection regarding their feedback and alignment practices is an important aspect of a high-functioning professional learning community. ■

Robert Eaker is professor emeritus at Middle Tennessee State University. **Heather Dillard** is an assistant professor at Middle Tennessee State University.

RESOURCES

Team Analysis of Common Formative Assessments

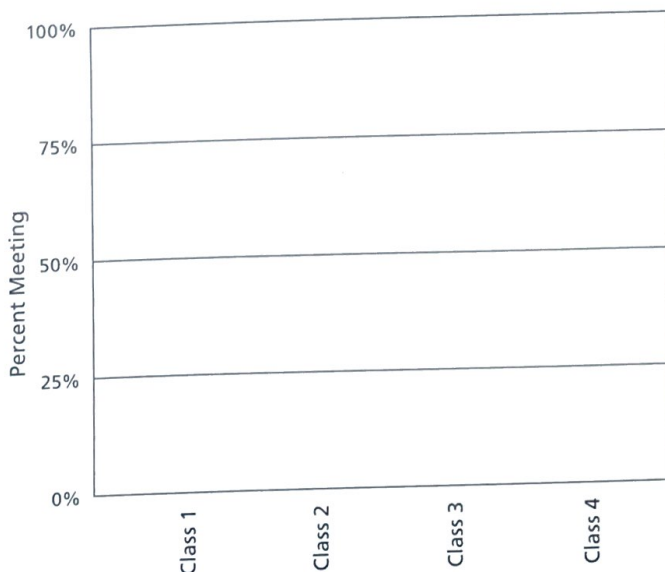
Use the following worksheet to keep your team on track and focused on the right things: student learning!

School _____ Grade _____

Subject Area _____ Name of Assessment _____

- 5 min Power standards or learning targets measured:
- 5 min In what areas did our students do well on this assessment?
- 5 min What instructional strategies helped our students do well? (Skip this question if you are using a preassessment.)
- 5 min What skill deficiencies do we see?
- 5 min What patterns do we see in the mistakes, and what do they tell us?
- 5 min Which students did not master essential standards and will need additional time and support?
- 20 min What intervention will be provided to address unlearned skills, and how will we check for success?
- 5 min Do we need to tweak or improve this assessment?
- 10 min Which students mastered standards, and what is our plan for extending and enriching their learning?

	Class 1	Class 2	Class 3	Class 4
Total Students				
Intensive Support				
Strategic Support				
Approaching Standard				
Meeting Standard				



Previous SMART goal:

The % of grade _____
 scoring at proficiency or higher in _____
 will increase from _____ to _____
 by the end of _____
 as measured by _____
 to be given on _____.

Our new SMART goal, based on the charts:

The % of entire grade meeting standard _____
 scoring at proficiency or higher in _____
 will increase from _____ to _____
 by the end of _____
 as measured by _____
 given on _____.

Data Discussion Tool

Team-developed common formative assessments are powerful, but their power lies in how they are used. After reviewing the results of an assessment, dig deeper with the following data analysis protocol.

Data Analysis Protocol

Team: _____ Teacher: _____ Date: _____

This analysis is based on our team's common assessment of the following essential learnings.

1. Which of our students need additional time and support to achieve at or above proficiency on an essential learning?

2. What is our plan to enrich and extend the learning for students who are highly proficient?

3. What is an area where my students struggled?

4. What strategies were used by my teammates whose students performed well?

5. In what area did our team's students struggle? What do we believe is the cause of the struggle? What is our plan for improving the results?

Source: DuFour, R. (2015). In praise of American educators: And how they can become even better. Bloomington, IN: Solution Tree Press.

Instructional Coaching Menu

Best Practices

MENU

Choose from a variety of options, MIX and MATCH to design what is appetizing to you! Note: All dishes are free (but a winning lottery ticket will be happily accepted 😊).



APPETIZERS

- #1: *Gather resources* – Hunt for those hard to find lesson components and ideas.
- #2: *Co-Planning* – Collaboratively plan a lesson or series of lessons that meet best practices.
- #3: *Differentiation Support* – Help design choice assignments of tiered activities or assessments.

MAIN ENTREES

- #4: *Classroom Assistant* – Serve as another pair of hands for a lesson or another pair of eyes to track student concerns; including Aimsweb!
- #5: *Team Teaching Experience* – After planning cooperatively, teach a lesson together.
- #6: *PBIS/SEL/Classroom Management* – Collecting and collaborating for those classroom ideas needed for smooth running.



DESSERT

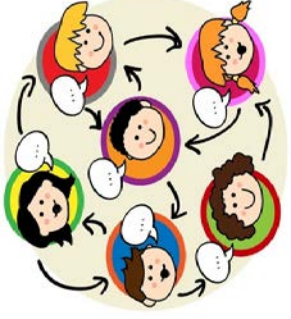


- #7: *Collaboration* – Help you connect with other teachers in your building (coverage to go observe your colleague).
- #8: **CRAVING SOMETHING NOT ON THE MENU?** Order it anyway – The Chef is willing to collaboratively create new items as needed!



Scan QR code to sign up for your dose (just use your phone camera) of LF Littlefield or click link below (hold ctrl and click on link)

[Sign-up Slots](#)



Accountable Talk

*I believe _____ because.....

*I want to agree with _____ because.....

*I would like to build on what _____ said because.....

I would like to disagree with what _____ said because.....

*I need clarification on.....

*In other words, what you said was.....

*Can you give an example?

*I can give an example of that.....





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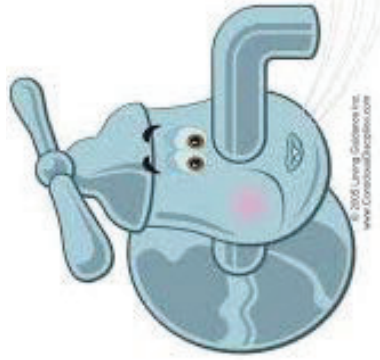
S.T.A.R.

Smile, Take a deep breath, And Relax. Encourage belly breathing where the tummy goes out when the air goes in, and in when the air goes out. Also help children learn to exhale slower than they inhale



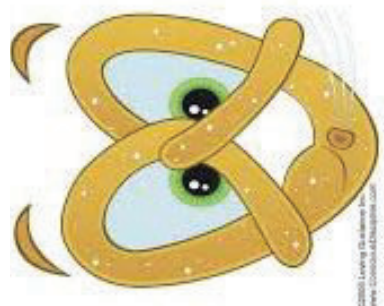
BALLOON

Place your hands on top of your head and interlace your fingers. Breathe in through your nose as you raise your arm, inflating an imaginary balloon. Release the air in the balloon by pursing your lips, exhaling slowly, lowering your arms, and making a “pbpbpbpb” sound.



DRAIN

Extend arms out, pretending your arms are faucets. Tighten arm, shoulder, and face muscles. Exhale slowly making a “sssshhh” sound and release all your muscles, draining out the stress.



PRETZEL

Standing up, cross your ankles. Now cross your right wrist over your left, turn your hands so your thumbs are facing the floor, put palms together and interlace fingers. Bend your elbows out and gently turn your hands down and toward your body until they rest on the center of your chest. Put your tongue on the roof of your mouth. Relax and breathe.

HANDS TO SIDE

ALL EYES FORWARD

LIPS ZIPPED

LOW SPEED

SINGLE FILE

Master Schedule 22-23

9:23	K	1	2	3	4	5	
9:30	INTERVENTION/ SMALL GROUP INSTRUCTION	CORE ELA	SPECIALS & CORE MATH	CORE MATH	CORE ELA	CORE ELA	
10:00							
10:30	CORE ELA		CORE ELA & BA Small Group Instruction	CORE MATH	Recess @ 10:45 B/C-Wing	CORE ELA	CORE ELA & SPECIALS
10:45	Recess: A Wing A2/A4, K2 @10:45 CL, A3, K1 @ 11:00						
11:00	CORE ELA		CORE ELA	CORE ELA	CORE MATH	Recess @ 11:30 B/C-Wing	
11:15	CORE ELA		11:55 - 12:25 Lunch	11:55 - 12:25 Lunch	SPECIALS & CORE MATH	CORE MATH	
11:30	CORE ELA		12:25 - 12:40 Recess B-Wing				
11:45	CORE MATH		INTERVENTION/ SMALL GROUP INSTRUCTION 12:45- 1:15	12:30 - 1:00 Lunch	12:25 - 12:40 Recess C-Wing	12:30 - 1:00 Lunch	CORE MATH
11:55				1:00 - 1:15 Recess B-Wing			
11:55 - 1:50 Lunch & Recess See grade level for specific times.	Recess All Students A-Wing: 12:50- 1:05		CORE MATH	1:00 - 1:15 Recess B-Wing	SPECIALS & CORE ELA 1:00 - 2:00	1:00 - 1:15 Recess C-Wing	1:05 - 1:35 Lunch
	1:05 - 1:35 Lunch						
1:20	CORE ELA	CORE MATH	INTERVENTION/ SMALL GROUP INSTRUCTION	S.S./Science	INTERVENTION/ SMALL GROUP INSTRUCTION	1:35 - 1:50 Recess B/C-Wing	
1:40	CORE ELA						
1:45	SPECIALS & INTERVENTIONS	Recess @ 2:15 B/C-Wing	Recess @ 2:30 B-Wing	S.S./Science	Recess @ 2:30 C-Wing		
2:00							
2:15	Recess: A Wing CL, A3, K1 @ 2:30 A2/A4, K2 @ 2:45	SPECIALS & S.S./Science	S.S./Science	INTERVENTION/ SMALL GROUP INSTRUCTION	S.S./Science	INTERVENTION/ SMALL GROUP INSTRUCTION	
2:30	Recess: A Wing CL, A3, K1 @ 2:30 A2/A4, K2 @ 2:45						
2:45	S.S./Science	SPECIALS & S.S./Science	S.S./Science	INTERVENTION/ SMALL GROUP INSTRUCTION	S.S./Science	INTERVENTION/ SMALL GROUP INSTRUCTION	
3:00							
3:15	S.S./Science	SPECIALS & S.S./Science	S.S./Science	INTERVENTION/ SMALL GROUP INSTRUCTION	S.S./Science	INTERVENTION/ SMALL GROUP INSTRUCTION	
3:30							

***Schedule your own Nutritional Snack/Quick Brain breaks as needed.**

Specials Schedule 22-23

Grade	Time	Special	Monday	Tuesday	Wednesday	Thursday	Friday
2nd	9:30	M	2a	2b / 1c	2e	2b / 1c	2a
		L					
		C					
		PE					
2nd	10:00	M	2c	2d / 1d	2c	2d / 1d	2e
		L	2e	2c	2d	2a	2b
		C	2b	2e	2a	2c	2d
		PE	2d	2a	2b	2e	2c
5th	10:30	M	Prep	Prep/Prep	5c	2f / Prep	2f
		L	Strat		2f	EC	IEC
		C	2f		1f		Strat
		PE		2f	Strat	IEC	EC
5th	11:00	M	5a	5b / 1e	5a	5b / 1e	5c
		L		5a	1d	5c	5b
		C	5c	IEC	5b	5a	
		PE	5b	5c	1e		5a
4th	11:30	M	4a	4b / 1f	4a	Prep / 1f	4b
		L	4d	4a	4c	4b	1f
		C	EC	4c	4b	4d	4a
		PE	4b		4d	4a	4c
4th	12:00	M	4c	4d / Ke	Prep	4c / Ke	4d
		L	Ke				
		C			Ke		Kd
		PE					Ke
Lunch/Duty	12:30						
3rd	1:00	M	3a	Prep / 1g	3b	3a / 1g	3b
		L			1g		
		C			1c		1g
		PE	1g		1a		
3rd	1:30	M	3c	3d / Kb	3c	3d / Kb	Prep
		L	3d	3a	Kd	3b	3c
		C	3b	3c	3a		3d
		PE	Kd	3b	3d	3c	3a
Kinder	2:00	M	Prep	Strat / Ka	Prep	Prep / Ka	Prep
		L	Ka		Kb		Kc
		C	Kc		Ka		Kb
		PE	Kb		Kc		Ka
1st	2:30	M	1a	IEC / Kc		1a / Kc	Prep
		L	1b	1a			1c
		C	1d	1b			1a
		PE	1c				1d
1st	3:00	M	1b	EC / Kd		1b / Kd	Prep
		L					1e
		C	1e				
		PE	1f				1b
Dismissal	3:30						

Rm	Teacher	
M4	Mclaughlin	2a
M3	Schillo	2b
M1	Wotring	2c
M6	Zoratti	2d
M2	Boyer	2e
M5	Carlson	2f

D1	Humason	5a
D5	Thomsen	5b
D3	Eckart	5c

D2	Ayers	4a
D6	King	4b
D4	Scheffer	4c
C1	Benik	4d

B10	Harris	EC
B8	Eskuchen	IEC

C3	Atkinson	3a
C5	Hudson	3b
C4	McVey	3c
C6	Keyes	3d

K1	Wallstrum	Ka
CL/A5	Roberts	Kb
A2/4	Barsodi	Kc
K2	Graylow	Kd
		Ke

B1	Solferino	1a
B2	TBD	1b
B4	Pickering	1c
B5	Fields	1d
B3	Bezick	1e
B5	Salonga	1f
B3	Yco	1g

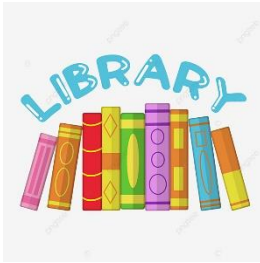
B9	Gamboia	Strat
Strat 3-5: with Gen ed class		

**Strat K-2/IEC/EC:
20 min specials**

Music:		
A3	Sarni	in red
In Black: Mrs. Coleman		

SPECIALS REMINDERS:

- Please pick up and drop off your students on time.
- Please have students use hand sanitizer before they come to class
- Please have students use the bathroom/get water before they come to class
- If you know a child is leaving during class, please have them bring everything they need so we don't have to send them back
- Due to the number of classes, we can't reschedule specials times.
- If there is pertinent information that we need to know about a student please let us know! We are more than happy to help with behavior charts, rewards, etc.
- If a student pushes into their classroom with an aide, please have them come to specials with an aide if possible.
- Please make sure you see the specials teacher before dropping of your students.
- If your class/grade level is going on a field trip please include the specials teachers in your calendar invite.



Library Info '22-'23

**I am here to do all
I can to guide kids
to find their love
of reading!**

Contact info:

christin.roeder@washoeschools.net

Library extension: 50783

Cell: (435) 650-0187

Teachers:

As always, I am here to help!

I want the library to be a fun place for the kids to come and explore all there is. Please let me know if you would like to collaborate for lessons to align with what you're doing in the classroom.

Students:

Students must have library books in hand **EACH time they come to the library even if the book is going to be renewed.**

If a student forgets their book, they will not be allowed to take a new book during that library period.

Lost or damaged books:

A fine will be given to the student via teachers mailbox. If the student is unable to pay the fine, they will need to do 5 days (per book) community service in the lunchroom.

****RESCHEDULING LIBRARY TIMES:** due to the number of students and classes library times will **NOT** be rescheduled for school holidays, smoke/snow days, etc. Students may always use the open library in these instances to get new books. 😊**

Open library hours:

9:30-10:00 and 3:00-3:30 daily

**Students may come
during these times for
any library business**



COMPUTER LAB

- Please have your students line up in number order when leaving your classroom.
- Incoming class and outgoing class will be using the ramp, so please just be mindful when entering exiting the computer lab.
- Please have student cards ready for your students that contain the following:
 - Name of student
 - Student ID number
- If a new student/s joins your class during the year, please let me know.
- If students need to be separated, please let me know
 - Due to their last names, some students will be separated from the beginning of the school year, and I will communicate that to you.

MOBILE COMPUTER CARTS

- When your students are going to use the laptops from the carts:
 - Please have your students line up and take a laptop one at a time.
 - Remind students to not pull on the charging cables when removing a laptop from the cart.
- Put the laptop back in the correct number slot, and make sure that the laptops are plugged in so that they can charge overnight and be ready for the next day/next class.
- Please wipe the laptops down after each use
 - if you need extra wipes for the laptops, please let me know
 - if you prefer the spray bottle and cloth/ and or just the wipes, let me know
- Please remind the students that after cleaning the laptops, the screen must be fully dry before closing them and returning them to the cart.
- Remind the students to please sign out all the way for the next class
- When returning the laptops, please make the students put them back one at a time.
 - Please remind the students again to not pull on the cables and to make sure that they use the correct cable when returning them to charge
- I will provide a clipboard on top of the carts for any issues with the laptops
- We will be using a rotating cart schedule again, so please make sure you check when it's your turn.

Brown Elementary Committees 2022-2023

Committee:	Leadership (IPIP credit)	MTSS (IPIP credit)	PTO Rep / Field Day	Reading Week/Volunteer Celebration	Technology/Social Committee
K:	Roberts	Barsodi			
1st:	Solferino	Fields			
2nd:	McLaughlin	Zoratti			
3rd:	Scolari	Keyes/McVey			
4th:	King	Scheffer			
5th:	Thomsen	Humason			
Specials Staff:	Cloninger/Coleman	Roeder			
Sped/Speech:	Duckett	Peterson/Dexter			
BLF:	Littlefield	Littlefield			
Counselor:	Mattingly	Mattingly/Dickinson			
Admin:	Bryan/Riggs	Bryan/Riggs	Bryan	Bryan/Valdez	Bryan/Valdez

*Names in blue are taking the WCSD MTSS Training this year and bringing back info from their trainings. The training is focusing on the Taking Action book. :)

Code Blue Team:
A Hall:
B Hall:
C Hall:
D Hall:
Mobiles:
Main Hall:
Admin:

AimsWeb/Super Users*
Littlefield
Solferino
Mattingly
Dickinson
Riggs
Bryan

SLO Review Team
Bryan
Riggs
Littlefield

BROWN SCHOOL RULES

PLAYGROUND RULES:

1. Students are to remain in the fenced-in area of the playground at all times.
2. No throwing rocks, sand, bark, etc.
3. No jumping off equipment.
4. No climbing on the fences.
5. No playing in or around the drinking fountains.
6. Use jump ropes for jumping only.
7. Only use softballs, tennis balls, plastic balls, and plastic bats & lacrosse sticks.
8. No throwing balls against the building, utilize the ball wall.
9. No tag or war games.
10. Include other students in team play.
11. If balls, shoes, or equipment, etc. lands on the roof, it stays there until the custodians can retrieve it.
12. Wait your turn and follow the rules of the game.
13. No hitting or fighting, pushing or pulling on each other or their clothes. No piggyback rides or wrestling.
14. No throwing snowballs or sliding on ice.
15. If playing a sport, play correctly, no major contact.
16. Bullying will not be tolerated. No rumors, name calling or teasing about looks or actions of other students. No deliberately excluding students from games (ostracizing).
17. Report any bullying action to the duty teacher immediately.

LUNCHROOM RULES:

1. Students will stand politely in a single file line utilizing HALLS while being seated and/or getting their hot lunch.
2. Students will eat at the tables and remain seated until dismissed.
3. Students will be responsible for cleaning up their trash on and under the table before dismissed.
4. Students will use inside voices when inside the lunchroom. The stoplight system is utilized to ensure students are eating first, conversing second. If the stoplight goes red, the students have a minute of silent lunch. This reminds students that they need to be eating first.
5. Students will use hand signals for permission to use the bathroom, lost & found, food items, discarding of trash, and when they need assistance.
6. Do not throw food.
7. Students will use good manners and eating habits. **Please remind students how important it is to clean up after themselves.**
8. **Students need a pass from their teacher to stay in the building**, otherwise they head to recess or back to class.
9. Food is not permitted to leave the cafeteria without teacher permission.
10. Exit out of lunchroom through a single designated door.

GENERAL RULES:

1. Students are not permitted to arrive at school before 9:08am. There will be no supervision until then.
2. 3 PBiS rules: Be Respectful, Be Responsible, and Be Safe need to be followed at all times.
3. Students must walk bicycles, scooters, skateboards, etc. on school grounds. All bicycles and scooters should be locked up in the designated bike rack only.
4. Students are not allowed to chew gum on school grounds or inside the building.
5. Students must have passes to enter the school building at ALL TIMES if they are not with a teacher during school hours.
6. Students are not to be in classrooms, the MPR or library without adult supervision.
7. Students need to follow the 3 PBiS rules while using the restrooms. No playing, screaming, hiding or misusing the facilities or supplies. No boys in the girls' bathroom, no girls in the boys' bathroom.
8. Students will walk quietly in the hallways, hands to their sides. No physical contact between students. Utilize HALLS.
9. Only lunch, school supplies, and necessary items are to be brought to school. Any inappropriate items will be taken away. No toys, No electronic devices allowed at school unless permission has been given by teacher for instruction or special reward occasion. We are not responsible for lost private property.
10. Cell phones and other smart devices, including watches, must be turned off and inside backpacks during school hours unless permitted by teacher. If a cell phone or other smart device is on during school hours, it will be confiscated.
11. Students will use appropriate language while on school grounds. Obscenities, rude or vulgar comments will not be tolerated.
12. Students will respect all school property.

DRESS CODE:

1. Students may wear open toe sandals. NO FLIP FLOPS or BEACH SANDALS.
2. All shorts and skirts need to be mid-thigh.
3. Students are to remove hats and hoods when inside building excluding cafeteria. (Except for hat day.)
4. No sagging pants. All pants, shorts, and skirts must cover a student's underwear.
5. You can view the entire dress code in the District's Parent Student Handbook at: <https://www.washoeschools.net/Domain/1358>

EMERGENCIES:

- **Take RADIO to duty and when your class leaves your classroom.**
- **Take cell phone with you & only use in emergencies, text/call.**
- **Call 775-851-5600: as soon as recording comes on dial extension 50703 OR 50707.**

Duty Descriptions

Please have a cell phone AND RADIO with you for emergencies. Use your cell phone ONLY if there is an emergency and you need help. Please stay on your duty until the next person comes and releases you or all of your teammates have come out to pick up their students/classes.

- **Wear your VEST every time you are on duty. Students know that if they have an emergency to look for the vests.** Duty Clipboard has the School Rules on it to help you with any area you might be covering.
- **Be familiar with the rules for every area and be consistent about enforcing PBiS expectations.**
- **Be on time and show up every day.**
 - Stay until your relief person shows up and/or all students are off the playground and have been picked up by classroom teachers.
- **On time means being present in your duty location or area you are covering and consistently moving around and monitoring children.**
- **Circulate in your assigned area, and be responsible for the safety of our students, try to limit conversations with other staff members.**
- **If you are on duty outside at recess, IT IS YOUR JOB TO HANDLE SITUATIONS THAT ARISE WITH STUDENTS. You DO NOT say, "Just tell your teacher."**
 - **Teachers do not have time to deal with recess issues, they need to be teaching. If students have an issue on the playground, you can either have them solve it right there, apologize, or time on the wall, community service in the lunchroom. If it is a 2nd occurrence, let Administration know asap.**
 - **If there is a situation and you do not know how to deal with it, talk to/call/text/email Administration immediately, we'll try to handle the situation as soon as possible.**
- **Students should NOT be playing in the trees on the far south hill side of the playground, there are benches and trees to the west of the far mobiles, that area is allowed, the hillside is NOT allowed for any student. The only time students are over there is if they are using the sidewalk to go up to the park, or with staff for drills.**
 - **Students who are caught in this area of the playground automatically owe the rest of their recess on the wall.**
- **If conflict occurs with students give them a choice:**
 - Have students solve problem on their own
 - Time on wall/fence or send back to lunchroom for community service if it is lunch recess.
 - Do NOT send conflicts/problems/issues back into the classrooms for their teachers to handle.
 - If this is a recurring incident/same students, let admin know asap.
- **No Rock Throwing/Playing**
 - If students are caught throwing rocks or playing with rocks/wood chips inappropriately, those students immediately spend the rest of recess on the wall.
- **If there are major issues/incidences, RADIO for help and/or send students to the office immediately,**
- **Kinder bathrooms:**
 - Boys have been repeatedly peeing on the bathroom floors during recesses. There will be class claws awarded if the bathrooms do not have pee all of the floor at the end of the day/week for all Kinder classes.
- **Find coverage if you cannot do your duty or notify administration.**
 - **This includes when you are sick and not in the building. Just because you are out, do not expect our secretaries to find coverage for you.**
- **Classroom Teachers: Inform your substitutes of your duty assignment and what it entails. A description is always helpful for substitutes. Please make sure substitutes know that they should take their phone and call 775-851-5600, dial extension 50703 or 50707 as soon as the recording starts in case of an emergency.**
- **Staff members will be assigned the same duty all quarter, or year in some cases.**

Lunch Recess/Cafeteria to Playground:

- Vest on
- **Walk to the MPR and come through the doors BETWEEN the music room and the library. This helps Lunch Duty personnel see you and know you are ready for them to excuse all students to recess.**
- **You will head out through the MPR Exit Doors, students will be excused to follow you.**
- **Please make sure they use HALLS and do not RUN through arboretum or D Wing or the mobiles, there is major rocks, crevices and areas they can get knocked down, and when they are all running like a herd of elephants it gets dangerous. Please have them follow you until you get to the actual playground and then they can spread out and run all over.**

Kinder Playground

- Kinder Playground is completely fenced in, students use the entire space including the dirt.

Kinder Recess to Cafeteria

- When the bell rings, students line up on specified lines.
- When students are respectfully lined up, you guide the students into the building using HALLS, they pick up their lunch as they pass it, and head them towards the lunchroom.
 - The Pencil Duty person will make sure that the hot lunch students line up on the left and the cold lunch students stay in HALLS to the right next to the stage and admin will seat them in the lunchroom 6 students on each side.

B Wing Upper

- B Wing Upper location is from the north gate to blacktop line of C wing and everything north of the grass. Circulate throughout B wing.

C Wing Upper

- C Wing location is on the blacktop and grass to south fence. This includes the ball wall and play structures. Circulate throughout C wing.

B/C Wing Lower Rover

- B/C wing lower rover is circulating close to the west fence on **both** lower B and C wing playground.

D Wing

- D Wing location is on the blacktop, which includes the dirt between mobiles and the ball wall. Circulate throughout D wing. **This area should only be used in the morning before school starts.** The rest of the day it is our PE classroom.

Bus Lower

- Make sure cars are not using the bus lane
- Students are walking up and down the ramp
- Make sure pedestrians are not crossing through buses
- Alert administration about bus issues from the bus driver

Spelling Corner/Reading Corner/Reading Parking Lot Exit Crosswalk

- Make sure all parents and students are using the crosswalk
- Make sure there are approximately 10 pedestrians before crossing
- Use a stop sign to cross pedestrians

Spelling Crosswalk (in-front of school) / Zones 1 & 2

- Use stop sign
- Make sure all parents and students are using the crosswalk
- Make sure there are approximately 10 pedestrians before crossing
- Monitor that parents are not parking and leaving cars unattended.

Spelling Court Kiss & Drop Zones 1 & 2

- Monitor that parents are moving as far forward in all zones
- Monitor that parents are not parking and leaving cars unattended.
 - If there is a car unattended, alert office by RADIO and put Brown Safety note on their windshield. Copies are in the office.

Western Skies Crosswalk

- Use stop sign
- **Make sure all parents and students are using the crosswalk**
- Make sure there are approximately 10 pedestrians before crossing
- If cars are u-turning, or dropping off students in the back, please get license plate number and report to the office or text info to Admin.

Opportunity to Learn/Classroom

- This happens during recess time.
- Each grade level will decide if they want to add this as an extra duty.
- Students should be coming with work and/or a book. Students should be working the entire time.


Cafeteria

- Circulate the cafeteria and assist students
 - Signals used:
 - Thumbs Up
 - Student wants to get up to throw away trash, nod yes
 - Pointer and middle finger crossed
 - Student needs to use bathroom
 - only one student in bathroom at a time
 - two can line up outside in front of the bathroom
 - tell them they can go if there is not already a line 3 deep
 - 4 Fingers Up
 - Student needs a Spork
 - Nod and they can get the spork from the front left stage
 - Pointer Finger and Thumb out
 - Student wants to go check lost and found
 - Nod yes and only send one student at a time
 - Regular Hand Up
 - Student needs assistance, go to them
- If needed, haven't used much... If the stoplight goes off, there is 1 minute of silent lunch. If the stoplight goes off a second time, 2 minutes of silent lunch etc.
- Use the microphone/headset to inform students
- If students do not follow cafeteria rules, tell them they owe you 1 minute of Community Service on the stage before they go to recess, when they come to the stage after you dismiss kids:
 - Make sure they wear gloves and pick up 25 pieces of trash.
 - Students should use hand sanitizer or wash hands in bathroom before heading to recess.

Pencil to Cafeteria

You will be standing at the pencil pole, actually closer to the exit doors in the main hall. You will guide Kinder/5th grade students into the lunchroom. Once all students have gone into the lunchroom if you could make sure that you follow the last ones in, make sure they are standing in line correctly, using HALLS, perfect chance to hand out bear claws, etc. Kids get rowdy in that line, and admin is busy helping students that are already seated.

Lunchroom Procedures

- **No lunch tubs in the lunchroom**
- **Water Bottles:** last year we did not use the water fountain and ALL students learned to bring their water bottles to the lunchroom and then take them to recess, it's a Win-Win.
 - **Please have ALL students bring water bottles to lunchroom!**
- **No assigned tables, NO EXCEPTIONS** (unless Covid makes us go back to assigned classes by tables.) **It is a first come in, first sit down 6 students to a table side.**
- Students will bring in their cold lunch boxes and take their lunch boxes with them when they leave the lunchroom. Students will place their lunch boxes on their class line outside before enjoying recess.
 - (Many of the teachers put the lunch tub on the lunch line, other classes have students just place the lunch boxes on the ground.)
- **Be on time!!!!**
 - **1st/3rd 11:55**
 - **2nd/4th 12:30**
 - **5th/Kinder 1:05**
- **Kitchen Manager: Andrea**
 - Andrea will send you an email daily (from Brown Kitchen) with the lunch menu option.
 - As you take attendance, please make sure to EMAIL ANDREA back with your total for all lunch options.
 - Needs all students to know **WHICH LUNCH OPTION THEY CHOSE IN THE MORNING AND STICK TO THAT OPTION.**
 - Students will choose ANYTHING when they see it and we run out of options **DAILY** which means our Kinders and 5th Graders get what is left over.
 - If you can review/remind students to take the food option they chose in the AM, we would appreciate it.
- **Allergy Students:**
 - **All allergy students walk to the lunchroom with the hot lunch students.**
 - Allergy students will be seated with the hot lunch students, that way they are still with the peers in their class, and allergy free zone.
- **FYI: Lunch Symbols:**
 - Bathroom: Pointer/Middle finger crossed up in the air.
 - Throw away trash: Thumbs up
 - Need a spork: 4 fingers up with the air
 - Check Lost & Found: Pointer Finger and Thumb up like an "L"
 - Anything else: raise hand
- **Please explain everything above to your students on the first day of school.**
 **If you get a chance to model the new procedure before lunch that is great too!**

Lunchroom Process:

1st – 2nd Grade Teachers:

- 2nd Grade Teachers: Please utilize **D-Wing doors** to enter the building to bring students to the cafeteria.
 - We need all students/traffic flowing in the same direction.
- **You will bring ALL of your students to the far ‘hot lunch’ set of doors, closest to the office.**
 - Hot lunch students will go to the left line and go through the hot lunch line.
 - Cold lunch students: you will bring them to the middle row of tables, where I will be (Lunch duty personnel) and I will seat them 6 to a side starting with the table closest to the stage. Once you see me and your students are heading to me to sit down, you are free to head through the office and retrieve any items in your teacher box and enjoy your lunch! 😊 Thank you!

3rd/4th/5th Grade Teachers:

- As you bring your students to the lunchroom down the main hall, stop at the first MPR doors by the library and send your hot lunch students to the far MPR doors closest to the office (east).
 - Please model and demonstrate with them that they walk to the hot lunch side of the MPR by using HALLS.
- **Then, you will bring the cold lunch students into the MPR through the doors closest to the library** to seat them down **BEFORE** you head to the office to check your teacher box and enjoy your lunch. 😊
 - **You will be seating your cold lunch students this year.**
 - You will start at the table **FARTHEST** from the stage, the row closest to the west wall/exit doors and you will seat the students **6 students to a side**.
 - If your class follows another class, do not skip any spots, just continue adding students 6 to a side.
 - Students are not allowed to switch spots.
 - If you have students who should not sit next to each other, please change up your class line before heading to the lunchroom. Thank you!

Kinder Teachers:

- Kinder Students will be walked down A-Hall by duty staff, pick up their lunches from the hallway/classroom if K1, K2 , & head to lunchroom.
 - Please have all lunches prepped and ready for lunch BEFORE students head to their lunch recess.
- Cold lunch students will be on the right side of the hallway, they will enter MPR on the right and turn past the stage to be seated 6 to a side in the middle section of tables. They will be seated starting on the stage side (north) until all tables are filled.
 - Duty personnel will seat Kinder students.
- Hot lunch students continue forward to hot lunch line on the left side of the hallway, and sit in the east row of tables.
- **At 1:35pm:**
 - **Graylow and Barsodi will pick up their students at the MPR Doors closest to the office.**
 - Graylow’s students will line up next to the wall/stage, Barsodi’s class will line up next to the office wall.
 - Use the right side of the hallway to head back to classroom.
 - **Wallstrum and Roberts will pick up students at the MPR doors closest to the library.**
 - Wallstrum’s students will line up on the west wall, Roberts class will line up on the east wall/stage.
 - Use left side of hallway to head back to classroom.

Lunch Recess/Cafeteria to Playground:

- **If you are out for any reason, PLEASE ensure that your SUB plans TELL the sub that they have to come to the MPR to pick up the students for their duty.**
- Vest on
- **Walk to the MPR and come through the doors BETWEEN the music room and the library.** This helps Lunch Duty personnel see you and know you are ready for them to excuse all students to recess.
- **You will head out through the MPR Exit Doors, students will be excused to follow you.**
- Please make sure they use HALLS and do not RUN through arboretum or D Wing or the mobiles, there is major rocks, crevices and areas they can get knocked down, and when they are allowed to all run like a herd of elephants, it gets dangerous.
- **Please have students follow you until you get to the actual playground, past the mobiles, and then they can spread out and run all over.**

Teacher Evaluation Information 22-23

SLO's: Student Learning Objectives (SMART goal: 2nd quarter)

- SLO's are part of your evaluation this year. You have continued to utilize them and improve them as your quarterly SMART goals, it is just a matter of entering everything into MyPGS.
- Your team will decide which subject you will complete as your SLO. The dates/deadlines for the SLO timelines will be added to your calendars.
- Mari, Kate, and I will be the SLO review team instead of creating a team of teachers to assess them. (One less item on your plates. 😊)

Self-Assessment/Goals in MyPGS DUE by Friday, August 12th.

- MyPGS Self-Assessment needs to be completed by **Friday, August 12th**. (We have to have all Goal Setting meetings scheduled and completed by Friday, Sept. 16th.)
 - Mari and I will invite you during your specials time slot the first few weeks of school to review your self-assessment, goal, and schedule unannounced observations.
- Your MyPGS Goal is the goal that your GTM decides during GTM time on Thursday, August 11th, please make sure that all of your teammates enter the goal into MyPGS on Thursday.

Probationary Teachers:

- Year 1
 - 3 observations minimum
- Year 2
 - 2 observations minimum
- Year 3
 - 3 observations minimum

Post-Probationary Teachers:

- 1 observation minimum

Teacher PGS Roster	Evaluator:
AYERS, DAYNA ANN	Bryan
BARSODI, KATIE	Bryan
BENICK, CYNDI	Bryan
BEZICK, ANNAMARIE	Bryan
BOYER, MARCELL	Riggs
CARLSON, KAYLEE	Riggs
COLEMAN, SARAH	Riggs
DEXTER, TAUNYA	Riggs
DUCKETT, MOLLY	Riggs
ECKART, HEATHER B	Riggs
ESKUCHEN, MELISSA	Riggs
FIELDS, SABRINA	Bryan
GRAYLOW, COURTNEY	Riggs
HARRIS, TIFFANY	Riggs
HUDSON, COURTNEY	Bryan
HUMASON, CARLYE	Riggs
KEYES, KARA	Bryan
KING, ANDRIA	Bryan
LITTLEFIELD, KATE	Bryan
MATTINGLY, LAUREN	Bryan
MCLAUGHLIN, TERRA	Riggs
MCVEY, KRISTEN	Bryan
PETERSON, LIZ	Riggs
PICKERING, MIKE B	Bryan
ROBERTS, JAYNA	Riggs
SALONGA, JILL	Bryan
SARNI, SCOTT	HVES
SCHEFFER, BRITTA M	Bryan
SCHILLO, JONATHAN	Riggs
SCOLARI, MEGAN	Bryan
SOLFERINO, LACEY	Bryan
THOMSEN, TERI	Riggs
WALLSTRUM, KIARA	Riggs
WOTRING, TRACEY	Riggs
YCO, NICHOLE	Bryan
ZORATTI, RONALD G	Riggs

END OF THE DAY PROCEDURE

Teacher Responsibilities:

Each teacher is responsible for the care and safety of the equipment in their classroom as well as the condition of the room. Please help keep things neat and in good order. We are role models for kids and can help students be organized by being organized. Students need to clean up their own messes.

- 1. All chairs stacked.**
- 2. All large trash, pencils, paper needs to be off the floor.**
- 3. Have students remove papers/books from the top of desks so the desktops can be cleaned.**
- 4. We clean around ANYTHING that is written on your whiteboards.**
 - We do not erase or touch it.
 - You do **not** need to write SAVE, however, if you want it cleaned make sure it is erased.
- 5. If windows are opened, they need to be shut, before you leave for the day**
- 6. Make sure your classroom doors need to be shut and locked for safety and at all times.**
 - End of Day: make sure door (s) are all locked before you leave.
- 7. Be sure to turn off the PROJECTOR & all MONITORS daily!**
 - Do not turn off our very slow CPU's, just make sure monitors are off.

This will allow night janitor crew to do a more thorough job at night. If there is lots of pencils, large trash on the floor, night janitors have been instructed to NOT clean your room.

- There are way too many classrooms, they do not have time to pick up after your students, their job is to clean, disinfect, and remove trash.
- Janitors will give class claws for classrooms that are clean weekly.
- Janitors will give **25 class claws** for the classroom that has the best room throughout each month. This will be announced on intercom along with Student of the Month this year.

Candles/Smelling Things/Etc.

Bathroom Etiquette

Lunchroom Etiquette

Heating/Air-Conditioning

Sink not a garbage disposal in classrooms and teacher's lounge

Vomit Procedure

No Pets

Rice/bird seed/food can bring it rats

Dry Erase Marker doesn't come out of carpet.

Weekend Key Access

- Have to check out key with admin secretary on Friday.**
 - Mobiles: you can get in without setting alarm, but all inside the building areas will set alarm off.
- Get the code.**
- Cannot just open the side doors – alarm will go off.**
- Alarm Process**
 - Cost**
 - Over time**
 - Out of town**
 - CALL US IMMEDIATELY IF ALARM GOES OFF...**

***Any issues/problems/concerns with janitors, equipment, and/or anything, please email SFC: Nathan Lopez, Don Hague and CC Principal: Angie Bryan and Admin Secretary: Crystal Valdez immediately.**



SAF~ Account Procedures



Each month you will receive a snapshot of your class account. Please review all the transactions in your account. If there is an error, please notify Crystal.

Reimbursements:

A check authorization form (Green Form-in the staff lounge) needs to be filled out when requesting reimbursement for items that were purchased for the classroom. Please staple the original receipts to the back of this form.

For ALL reimbursements:

- Requests MUST be within 30 days of purchase
- All items MUST be shipped to the school
- Sales tax is non-reimbursable
- Please list the first 5 items purchased
- Food items can NOT be reimbursed only for educational purposes

Deposits:

When making a deposit please fill out a cash count slip along with an individual receipt log. Your signature must be on both forms.

PLEASE DO NOT HOLD ONTO THE MONEY IN YOUR CLASSROOMS OVERNIGHT

If you are not ready for a deposit, place the forms and money in your money bag and write *DO NOT DEPOSIT* on a sticky note and turn your money bag into the office.

End of Year Reminders:

- At the end of each school year your account would need to be \$100 or less
- If you are moving grade levels the money left in your current grade level account will **NOT** transfer with you
- The only money that will transfer is RSVP money.



Helpful Attendance Tips & Reminders

For help and questions regarding attendance tracking and procedures please feel free to reach out to the Brown Elementary Clerical Secretary, Tiffani Allison. She can be reached at ext. 50707 and via email at tiffani.allison@washoeschools.net.

You may also stop by my desk for a dose of happiness and cheer as we chat about attendance!

Attendance Reporting & Tracking:

- **Morning (AM) Attendance is DUE BY 9:45 AM EVERY DAY – Please & Thank you!**
 - Staff update their attendance via Infinite Campus, and it is checked by the Clerical Secretary.
- **Afternoon (PM) Attendance is DUE BY 1:15 PM EVERY DAY – Please & Thank you!**
 - Staff update their attendance via Infinite Campus, and it is checked by the Clerical Secretary.
- If parents/guardians notify teachers directly regarding a student absence and/or the reason for their absence, please send that information to the **Clerical Secretary** as soon as possible so that the information can be updated in Infinite Campus. You may also remind them to call the attendance hotline to report absences at 775-851-5600.
- If parents/guardians notify teachers regarding a student absence and the reason is related to **illness**, please email the information to the **Clerical Secretary, School Clinical Aide**, and **School Nurse** so that they can ensure district mandated medical guidelines are followed.
- If a student is absent for **10 consecutive days**, without any contact from a parent/guardian the student will be automatically **Withdrawn** from school, as per district guidelines. Please alert the **Clerical Secretary** if a student has been absent for 10 consecutive days. An attempt will be made to contact the parent/guardian. If no contact can be made the necessary **Withdrawal** paperwork will be completed.

504 for Educators

How can I create appropriate accommodations?

*Accommodations are intended to provide students with disabilities effective and equitable access to grade-level course curriculum and assessments

*Accommodations are an essential component of FAPE for many students with disabilities/impairments

What is the danger of accommodations that are considered “not” appropriate?

*Accommodations **are not** changes to performance criteria of an assignment/assessment

*Accommodations **are not** changes to the content

*Accommodations **are not** intended to provide an advantage

Once accommodations are decided, can a teacher change/adjust them later?

Possibly... Public schools are federally mandated to provide a free, appropriate public education for all students (FAPE), devoid of discrimination [34 CFR 104.33]. changes/adjustments should be discussed directly with the parent prior to the adjustment. If a student refuses an accommodation, this should also be discussed with the counselor and the parent; be mindful that any permanent adjustments/changes/eliminations of accommodations must take place after data-driven discussion at a 504 team meeting for the student. It is also your responsibility to provide information about the student’s 504 plan with a substitute teacher.

Where do I go if I have questions about accommodations, or if I want to adjust an accommodation?

The student’s counselor is good place to start for clarification on questions regarding accommodations. If you notice that an existing accommodation is not yielding positive results, it is recommended that you communicate directly with the parent your concerns and inform the counselor of your communication with the parent. The parent may request (or you can request yourself) that the counselor reconvene the 504 team meeting to discuss the appropriateness of the accommodation and possible ideas for either replacement of the accommodation, or removal entirely. Ultimately, any adjustments to accommodations are data-based decisions that are made with by members of the student’s 504 team.

Can I ask what the student prefers regarding the accommodation?

Yes, accommodations should be relevant to the symptoms/aspects of the disability/impairments, which may change in severity or duration. Teachers must respect the confidentiality of students and it is recommended that teachers respectfully discuss ideas regarding accommodations with the student and/or parent with utmost sensitivity. Accommodations should not be implemented at the discretion of the student; therefore, a student cannot opt-out of an accommodation without team discussion.

What is my role in data collection?

Empirical data from test scores, writing samples and homework assignments provide useful data which can be easily calculated and analyzed for trends; however, observations are important as well. A teacher may notice behavioral “triggers,” or help develop a clearer understanding of alternative factors impact the student’s performance.

What is my role in the Home Hospital process?

Students receiving Home Hospital (HH) accommodations are entitled to access the content of their courses; however, teachers are expected to provide a basic explanation of assignments (for the HH instructor to review). Teachers are also expected to minimize course requirements in length, to an extent that **does not** impede the student’s ability to achieve course content mastery. It is a violation of an accommodation if the teacher does not provide coursework for the HH instructor.

Call Washoe County Child Protective Services at [833-900-SAFE](tel:833-900-SAFE) to report child abuse and/or neglect in Washoe County

Who should report?

- We all have the responsibility to report when we believe a child is in danger or possibly being harmed. Mandated reporters are outlined in NRS 432B.220
- Our school district partners are among our best sources for reliable reporting information as it relates to child abuse/neglect

What info must be reported?

- Children who disclose current injuries related to discipline
- Young children who are believed to be home alone (kids under 10)
- Children who express extreme fear/distress of home situation due to parental behaviors
- Children who are verbalizing a plan and means of self-harm or suicide, AND the parent is refusing an assessment or mental health interventions.

How can you help us???

- Please try to gather as much information as possible, ask probing questions, ask kids if they have current injuries; the more details the better!
- CPS must have a certain threshold of information before we can assign a case; we cannot respond on reports with vague information
- Continue to check on those children believed to be at higher risk; pay extra attention to their affect/mood, their physical presentation, their statements, etc.
- Reach out to your internal resources or other community partners if you are unsure of what action you can take. For example, if you cannot reach a student during this quarantine or the student is not engaged in Distance Learning, that should first go through your own protocols prior to filing an abuse/neglect report

PLEASE DO NOT HESITATE TO CALL US JUST TO CONSULT! OUR INTAKE HOTLINE WORKERS ARE AVAILABLE TO YOU 24 HOURS A DAY TO ANSWER QUESTIONS IN ADDITION TO TAKING REPORTS. WE VALUE OUR RELATIONSHIP WITH OUR SCHOOL DISTRICT PARTNERS AND RECOGNIZE THE IMPORTANT ROLE YOU SERVE IN THE PROTECTION OF THE CHILDREN IN OUR COMMUNITY!

GTM CHECKLIST

NOTES:

GTM CHECKLIST OF ITEMS:

Needs to be completed by end of today.
Please try to follow this checklist in order top to bottom,
there is a reason for the progression, we promise! 😊
You have time for an ONE-hour lunch today!

- ❑ **Review the Red H.O.P.E. for Grade Level Team Meetings (approx. 15 min)**
 - Veterans please explain to new staff and then ensure everyone is willing to commit.
 - If you are going to meeting in the same room for GTM's every week, please use stickie's and sign them and place on the Red HOPE poster that is posted in your classroom. :)
 - Putting the stickies on each teacher's poster in each classroom would demonstrate to students/parents that we collaborate just like we expect them too! 😊 Not an expectation, just a thought...)
 - **Review All 3 H.O.P.E. posters. They are on PAGE 3-5 in your Survival Sidekick and they are posted in each classroom:**
 - **Should be visible and utilized with your students.**
 - Example: The Green one for students could be a discussion with your students and they commit to it, by putting their names on stickies and placing the sticky notes around the edges.
 - **AFTER REVIEWING ALL 3 H.O.P.E.'S one more time, please take a sticky note, Sign it and place the sticky notes on the 3 HOPE posters in the staff lounge! Thanks!**
 - There is a slight chance that we did this yesterday, if we already did this, please disregard the sticky note part. Thanks!
- ❑ **SEL Activity (Approx. 15-20 min)**
 - **Two Truths and a Lie**
 - Using the notes pages on **PAGE 96** of your Survival Sidekick.
 - Write down two true facts and one false fact.
 - Perfect opportunity to include something unique about yourself that no one would guess to be true.
 - After everyone has completed this activity. The person to the left of the leadership team rep will start and share their 3 facts.
 - The rest of the group needs to figure out which statement is untrue/false. 😊
- ❑ **Norms! (Approx. 5 min)**
 - Review, update, change **Norms** for your new 22/23 team.
 - Please add to your Teams file.
 - Please take a picture and text/email Angie/Mari.

- **MTSS Folders/Procedures (30 Minutes)**
 - Lauren will be joining your team sometime today, to give you your folders and review the MTSS process
 - Please STOP what you are doing and take time to look through your folders as a grade level with Lauren and learn about all of your tiered students together to start preparing for interventions throughout the year.

- **Access Data (Approx. 10 min)**
 - Laura will be coming into your GTM to discuss your ELL students and your ACCESS data, **PAGE 48**.
 - Please STOP what you are doing and take time to collaborate as a team with Laura to learn your ELL students and their specific needs.

- **Duty Descriptions (Approx. 10-15 min)**
 - In the "Resources" section of your Survival Sidekick:
 - Please read through the entire front and back of our Duty Descriptions and rules for students so that ALL STAFF is following the same Safety Protocols while on Duty, **PAGES 83-85**.
 - It helps students know the parameters and keeps everyone safe.
 - If your team has any questions as you are going through it, please text Angie/Mari and we'll come verify/answer and questions. Thank you!
 - *The Highlighted and Colored sections are changes or very important, please make sure everyone discusses those and agrees.*

- **Quick SEL Read: (Approx. 20-30 min)**
 - Find the article, "Ready, Set, SEL!" in your "Research Articles" section, **PAGES 53-58**, of your Survival Sidekick.
 - Number off as a team and do a jigsaw, where you each read a section of this article and then share out with your teammates.
 - Share any A-ha's, thoughts, ideas that resonated with your team by texting or emailing Angie/Mari/Lauren/Kate. Thanks!

- **Curriculum Plans/Essential Standards/Quarterly SMART Goals including Behavior/SLO: (90 Minutes)**
 - **All WCSO Resources/Curriculum/Pacing Guides/Etc. in our Brown Teams under "CURRICULUM"**
 - Find the **DATA PLAN** in our **TEAMS Brown ES Data Alignment file**: Add, review, update, align your grade level **Essential Standards and Curriculum Plan** with your SMART Goals/Common Assessments and your SLO. These should be one document on the Data Plan (formerly called Data Skeleton) in TEAMS.

- After updating, please text/share with your Sped teacher if they are not working with you today that everything is updated, so that they can start to plan their learning goals and instruction to align with yours.
 - Add, review, update, change as needed all **SMART goals and SLO** for **all 4 quarters**.
 - When using your SMART goal forms, please make sure it says GTM's at the top and NOT PLC's. Thanks!
 - **Looking at the NEW Behavior SMART goal on PAGE 31-32 of your Survival Sidekick: (Behavior Essentials Standards on PAGE 30)**
 - As a team, decide how you will implement this new goal along with your other SMART goals.
 - Your MTSS rep has the Zones of Regulation Book to help you decide which lessons you want to teach this first quarter and throughout the year.
 - **Double check to make sure all SMART goals/SLO align with your Essential Standards.**
- **MyPGS Goal: (Approx. 10 min)**
 - As a grade level team you will create your year-long goal, focusing around SEL/Behavior/SMART goal that we are all implementing this year. This information will be put into MyPGS.
 - This is the Goal Setting piece that all certified staff completes, we are doing this by grade level again this year.
 - If you want/need a personal goal as well, you'll discuss that with admin at a later time.
 - In MyPGS:
 - Click on Evaluation Preparation Tab
 - (This is where you check your employee profile, make sure it is you.)
 - Do your self-assessment, by Friday, not during GTM's
 - CLICK ON Goal Setting
 - You will see 3 sections that you need to fill out.
 - All team members should fill this out at the same time so that you all have it the same, and completed.
- **Grit Article (Approx. 20-30 minutes)**
 - Take the time to have all team members read the Got Grit article.
 - It's on **PAGE 51-52** in your Survival Sidekick.
 - Take the time to have **EACH TEAM MEMBER:**
 - Share how they will use this article and "GRIT" itself as a daily practice in their classrooms with their students.
 - Share ideas on how to explain/share with parents at Back to School Night
- **Staff Committee's/Teams: (5 Minutes)**
 - Please find **PAGE 81** in your Survival Sidekick.

- ❑ **We are down to 5 different committee's/teams:**
 - **Leadership** – receive credit
 - **MTSS** – receive credit
 - **PTO/Field Day** – 5-6 meetings all year, the 2 PTO meetings are on a Tuesday evening, the other 2 PTO meetings – you send Angie a blurb about what your grade is doing/working on and she shares the info.
 - **Reading Week/Volunteer Celebration** – 4-6 meetings all year.
 - **Technology/Social Committee** – 2 meetings per year, if needed add a 3rd.
- ❑ **Every team member participates in at least ONE committee/team, that promotes collaboration and leadership from all team members.**
 - For those of you that have more than 5 on your team, please plan to share and split one of the 3 columns that have two different types of committee's.
 - Text me for clarification if needed.
- ❑ **Please select who is doing which committee/team this year**
 - **Take a picture and email/text it to Angie as soon as it's completed.**
 - **Thank you!**
- ❑ **LEADERSHIP REP: Please discuss these ITEMS to review and/or decide on for the year:**
 - **Back to School Night:**
 - Need to decide as a school whether we do IN PERSON or ZOOM.
 - **Discuss as a team and Leadership Rep TEXT me saying, "Back to School Night: and your team's choice"**
 - Thanks!
 - Your night/day/time will be on your calendars:
 - 8/23 4th: 3rd, 5th
 - 8/30 2nd/1st/Kinder
 - **GTM Agenda's:**
 - Leadership rep's: You will send out agenda's the Monday before each GTM so all teammates come prepared to each GTM.
 - **PD:**
 - Due to having a full PD on Tuesday, November 8th Election Day, we will have full hour GTM's from now through then, and decide at that point if we need to return to 15 min. PD on the first Wed of the month after 11/8.
 - **Parent Forms:**
 - This used to be the 'green' paper version forms we sent home for parents to fill out regarding their students.
 - This is an excel file, please sort for your grade level and you can share this information with your team. (I emailed this form to Leadership Team.)

- **Sped/Inclusion/GTM Time:**
 - As a staff, we collaborated last year and created a new plan to ensure our special education staff is collaborating effectively/continuously with grade level teams, here is the breakdown:
 - **Sped Team:**
 - Meets from 8:00-8:15am every Wednesday GTM and then disperse.
 - For Strategies and High Behavior or Any Student you feel is needed:
 - Please give the IEP at a glance for all students to Sarah Coleman when you email/distribute to teachers so that she can share with the Specials team.
 - **Dexter/Sped Teacher:**
 - GTMs each month: this plan is you see each grade level every 2 weeks:
 - 1st week of the month: K, 2
 - 2nd week of the month: MTSS Tier 2 – try to stop in all 3, gives you 15 min to check in with Sped team first and then 15 min each
 - 3rd week of the month: 1, 4
 - 4th week of the month: 3, 5
 - **Duckett/Peterson:**
 - Email grade level if need to meet with team or go during week 2 each month.
 - Meet together weekly at least 15 min to collaborate/align
 - **Strategies Teachers:**
 - Meet weekly for 15 min to collaborate/align
 - **K-2 Strategies :**
 - 1st week of the month: 1st Gr.
 - 2nd week of the month: MTSS Tier 2 – try to stop in all 3, gives you 15 min to check in with Sped team first and then 15 min each
 - 3rd week of the month: 2nd
 - 4th week of the month: K
 - **3-5 Strategies Teacher:**
 - 1st week of the month: 3rd
 - 2nd week of the month: MTSS Tier 2 – try to stop in all 3, gives you 15 min to check in with Sped team first and then 15 min each
 - 3rd week of the month: 5th
 - 4th week of the month: 4th
 - **EC/IEC**
 - Meet together weekly at least 15 min to collaborate/align after Sped team meeting.
 - Meet together weekly at least 15 min to collaborate/align
 - Meet with Kinder team as needed.
- **Snack Days:**
 - Do we want to bring “Snack Days” back this year?
 - Yes or no?
 - Once a quarter?
 - Once a month?
 - We wouldn’t do it by grade level, we would split staff up, so it’s even.
 - Leadership Rep: please text Angie with a text that says “Snack Days” and your choice. Thanks!
- **MTSS/Leadership/Staff/Committee Meetings:**
 - Do we want them to stay virtual or in person?

- (MTSS prefers the MTSS meetings to be virtual due to ability to see data more clearly.)
- **Please discuss as teams and leadership rep, text Angie for the following:**
 - Virtual or In Person:
 - Leadership
 - Staff Meetings
 - Committee Meetings

☐ 4 C's Teacher Audit: (45 Minutes)

- Refer back to your Teacher Audit regarding the 4 C's that we completed yesterday. **PAGE 14-17** in your Survival Sidekick.
 - As a team, please take a few minutes in *each section* to discuss/share/collaborate how you incorporate those into your classroom.

☐ GTM Time:

- **Any time left today is yours to collaborate as a team to lesson plan, etc.**
- **If you do not complete everything today, please add those items to your first GTM next week.**

☐ Final Thoughts:

- ☐ Thank you for all of your hard work, dedication, perseverance, and GRIT to accomplish all of our collaborative work to prepare and do what is best for our students joining us soon!
- ☐ Please enjoy your workday tomorrow and let's have a FANTASTIC first day of school.
 - Please be prepared to be outside by 9:08ish on Monday morning, parents will be wanting to meet you and say Hi before dropping their kids off in your care.
 - Having a sign with your name on it, is always helpful too!

Thank you!

Angie, Mari, & Kate

