

Coppell Middle School North Staff Guidebook

Updated Fall 2020



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NORTH TRUTHS

The fundamental structure of our school is the collaborative team. No one works in isolation.

The work of the collaborative team is centered on the four questions of a PLC.

The school has a coordinated plan to provide additional time and support to students who struggle that is timely, targeted, and systematic.

CMS NORTH SHARED STAFF VALUES

Growth Mindset
Meaningful and Positive Relationships
Learner-centered Decisions
Results-oriented Action
Collaboration
Clearly Defined Systems

PROFESSIONAL LEARNING COMMUNITIES

Coppell Middle School North is a professional learning community.

Why focus on PLCs?

“The most significant place to impact student achievement is at the classroom level. That is why the work of PLCs is so powerful: teachers work collaboratively to solve complex issues in the classroom and ensure that all learners learn.”

- Erkens, Cassandra, and Twadell (2012). *Leading by Design: An Action Framework for PLC at Work Leaders*. Bloomington, IN: Solution Tree.

PLCs are not a “time” built into a school day. PLC is a culture at a school - a collective responsibility where ALL staff members ensure that all kids learn at high levels by maximizing every student’s academic potential and personal responsibility.

Three big ideas that drive the work of a PLC

1. **Focus on learning** - The purpose of our school is to ensure all students learn at high levels.
2. **Collaboration** - Helping all students learn requires a collaborative and collective effort.
3. **Focus on results** - To assess our effectiveness in helping all students learn we must focus on results (evidence of student learning) and use results to inform and improve our professional practice and respond to students who need intervention or enrichment.

- DuFour, Richard (2006). *Learning by Doing: A Handbook for Professional Learning Communities at Work*. Bloomington, IN: Solution Tree.

Characteristics of Professional Learning Communities

1. Shared Mission, Vision, and Values

These are shared understandings and common values. Guiding principles are created that articulate what the people in the school believe and what they seek to create. Mission, vision, and values are embedded in everyone’s minds.

2. Collective Inquiry

This is the engine of improvement, growth, and renewal in a PLC. This process questions the status quo, seeks new methods, tests those methods, and reflects on the results. Teams have a sense of curiosity and openness to new possibilities.

- A. *Public reflection* - teams talk about assumptions and beliefs and gently challenge each other
- B. *Shared meaning* - the team arrives at common ground and shared insights
- C. *Joint planning* - the team designs actions steps
- D. *Coordinated action* - the team carries out the action plan and steps can be carried out independently by team members

3. Collaborative Teams

A team that works together for a common goal - to improve learning for all.

4. Action Orientation and Experimentation

PLC's are action oriented. Team members turn action and vision into reality and are unwilling to tolerate inaction.

5. Continuous Improvement

Team members continually ask:

- A. What is our fundamental purpose?
- B. What do we hope to achieve?
- C. What are our strategies for becoming better?
- D. What criteria will we use to assess our improvement efforts?

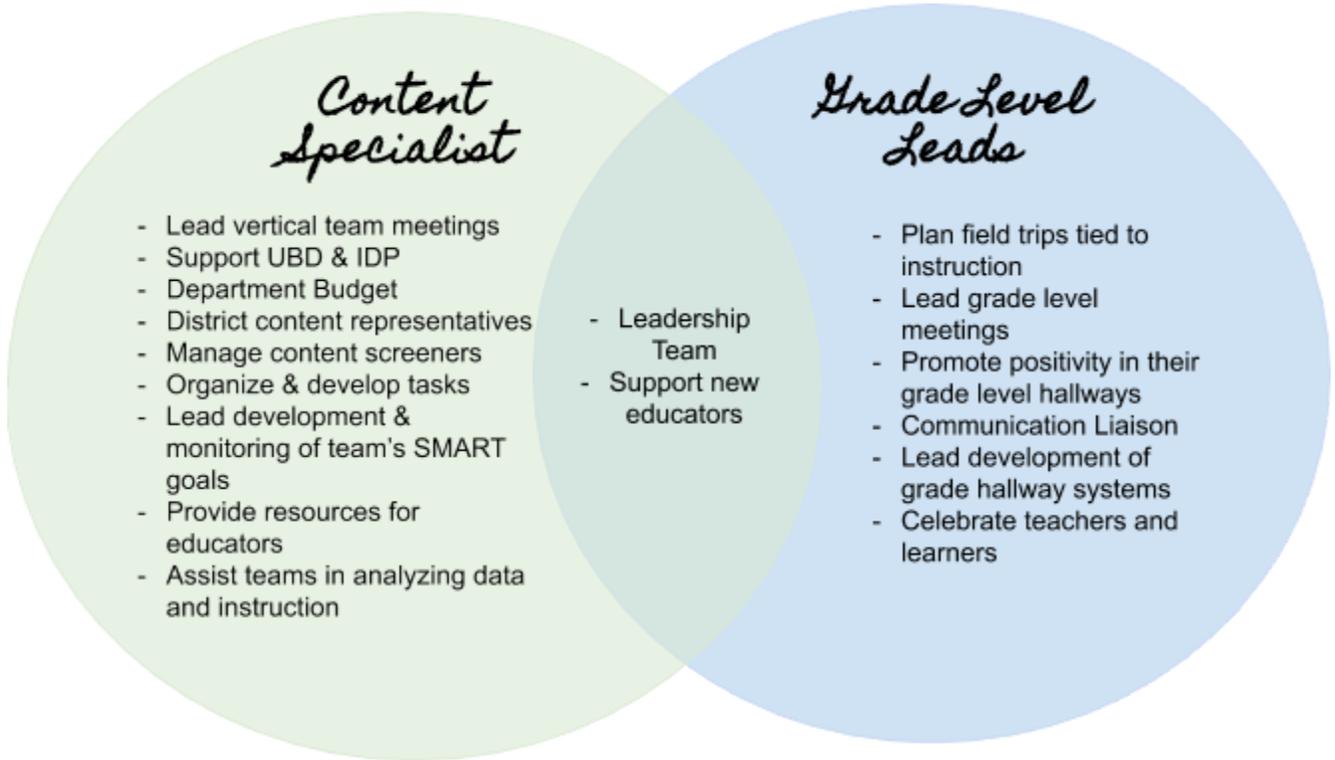
6. Results Orientation

Teams are willing to assess initiatives on an ongoing basis. Learning organizations should revolve around the premise that they will produce dramatically improved results.

OUR JOURNEY

Before 2014	2014-2015	2015-2016	2016-2017
Teaming was explored	Learning walks with discussions	PLC expectations defined and outlined in a PLC manual	Leadership Team members sent to RTI at work conference
Interdisciplinary teams explored	Updated RTI processes	Developed some RTI systems/structures	Refined RTI systems and structures
Student success meetings introduced in 2012 to reduce failure rate of students	introduced grading beliefs: no zeroes, no extra credit considered: reassessments, late work	Specific Team Time systems/structures/agendas/data teams Teams were divided by grade level and interdisciplinary content areas le: 6th ELA/SS, 6th Math/Science	Departmental team time Weekly structure <ul style="list-style-type: none"> • M - Business • T - PL • W - Rtl / Data • R/F - Planning
Unit planning time during team time introduced (collaborative effort)	Common assessments introduced in math and SS	Create shared goals and smart goals	Additional and new Leadership Team members sent to San Antonio PLC Conference
Critical friends for feedback/reflection on 3E unit plans	11 North staff members attended PLC at work institute	common assessments by end of first semester (math) Every core subject implemented at least one common assessment	Common gradebook by end of first semester (core)
Learning walks introduced to teams	Redesign of team times and collaborative times at North	Re-align leadership positions to student success leads and team leads Developed roles/responsibilities of instructional coaches, team leads, student success leads	Further refinement of leadership positions. Specialization of skills/responsibilities
Math Instructional Coaches were introduced	Revised bell schedule to include enrichment time for students.	Revise bell schedule to align and improve enrichment/intervention time for students.	No changes to bell schedule needed Updated and refined intervention time during school day
Unit planning meetings with interdisciplinary teams	RTI meetings held regularly	RTI further defined and the district RTI pyramid introduced. Campus created RTI interventions/support pyramid	Design of systematic interventions. Allotment of school time for various interventions Dedicated time for M/R teachers to develop intervention plans m/R SpEd staff to team with GenEd for intervention design/implementation
3E model created and implemented by staff under UBD framework	Uniting humanities teams by moving rooms and providing additional planning time for integrated curriculum	Strengthened and developed humanities by personnel change	Purchase of Mastery Connect for assessment planning tied to TEKS and data tracking
Flipped training by Jonathan Bergmann and Aaron Sams	Team time agendas required from teams to evaluating administrator	Lead4ward training for various departments/groups for guaranteed viable curriculum guided by data.	North was named a Model PLC campus under direction of Amanda Ziaer, Jamie Lakey and Tommy Chamakala
	CISD learning framework finalized and introduced	District PLC training to campus administration	North was named a School that transforms learning for flexible learning environment, PLC model, innovative teaching, professional learning, and bell schedule.
		Administration and some Leadership Team sent to Las Vegas PLC conference	

2017-2018	2018-2019	2019-2020
Leadership Team members sent to RTI at work conference	Additional leadership team members sent to RTI at work conference	Leadership Team members sent to the Solution Tree Assessment and Grading Conference.
Refined RTI systems and structures	Refined intervention team procedures to include Tier 3 behavior supports.	Revamped Intervention Team system and procedures for both academic and behavior Tier 3 learners.
Departmental team time Weekly structure <ul style="list-style-type: none"> ● M - Business ● T - PL ● W - Rtl / Data ● R/F - Planning 	Departmental team time Weekly structure <ul style="list-style-type: none"> ● M - Business ● T - PL ● W - Rtl / Data ● R/F - Planning 	Departmental team time Weekly structure <ul style="list-style-type: none"> ● M - Business ● T - PL ● W - Rtl / Data ● R/F - Planning
Additional and new Leadership Team members sent to San Antonio PLC Conference	Leadership Team members sent to the PLC at Work conference	Additional and new Leadership Team members sent to PLC at Work conference in Fort Worth
Common gradebook by end of first semester (core)	Progressed in learning of a content's high priority learning standards and the means of assessing these standards	Continued learning and implementation of Standards-Based Grading Procedures
Further refinement of leadership positions. Specialization of skills/responsibilities	Introduction of a "new teacher liaison" to the leadership team	Introduction of new leadership roles - content specialists and instructional coach.
No changes to bell schedule needed Updated and refined intervention time during school day	Purchase and use of Enriching Students software to facilitate student choice during flexible intervention period.	Continued use of Enriching Students software to facilitate pre-interventions, enrichment and intervention during intervention period.
Design of systematic interventions. Allotment of school time for various interventions Dedicated time for M/R teachers to develop intervention plans m/R SpEd staff to team with GenEd for intervention design/implementation	Participated in collaborative learning focused on "lagging thinking skills" of students and how to support behavioral deficits similar to academic skill support	Continued learning and growth regarding pre-interventions. Introduced root-cause analysis as a tool to determine pre-intervention type and encourage use of non-content interventions.
Purchase of Mastery Connect for assessment planning tied to TEKS and data tracking	Purchase of iXL to aide in Math intervention and progress monitoring.	Purchase of Schoology Amp to collectively share assessment creation district wide
North was named a Model PLC campus under direction of Amanda Ziaer, Jamie Lakey and Tommy Chamakala	North was named a Model PLC campus under direction of Greg Axelson, Katy Andreas, and Jamie Lakey.	North was named a Model PLC campus under direction of Greg Axelson, Katy Andreas, and Jamie Lakey.
North was named a School that transforms learning for flexible learning environment, PLC model, innovative teaching, professional learning, and bell schedule.		



Team Member Roles
Follow and model all district and campus rules and expectations, adhere to expectations in this Guidebook.
Be a positive and active participant in meetings
Support others in needed areas - sub shortages, field trips, assist with events, etc.
Communicate with team lead your needs and ask for help when needed
Be a positive role model/example for other teachers
Participate in grade level tasks/committees as needed
Actively participate and seek out ongoing professional learning
Be professional and courteous! This is a professional work environment.
Follow meeting agendas and actively contribute
Follow Critical Friends and Learning Walk Protocol as be an active participant
Follow school and team calendars
Meet deadlines to help not cause other extra work (ie grade submission, daily attendance, verifications, awards nominations, etc..)

WEEKLY TEAM MEETING STRUCTURE

<u>Mondays</u>	<u>Tuesdays</u>	<u>Wednesdays</u>	<u>Thursdays</u>	<u>Fridays</u>
<p>TEAM BUSINESS</p> <ul style="list-style-type: none"> • "To-do"s • Information dissemination • Data collection / Documentation 	<p>LEARNING</p> <ul style="list-style-type: none"> • Required trainings • Tech Time • UbD PL • Digital Citizenship • STAAR • Asynchronous Collaborative Learning 	<p>Rtl / DATA</p> <ul style="list-style-type: none"> • Rtl intervention design • Review data <ul style="list-style-type: none"> ○ common assessment ○ STAAR ○ Grades ○ Behavior ○ Student work samples ○ Intervention 	<p>PLANNING</p> <ul style="list-style-type: none"> • Unit planning time • Resource creation • Common assessments 	<p>PLANNING</p> <ul style="list-style-type: none"> • Unit planning time • Resource creation • Common assessments
<p>Expectations Follow weekly checklist of "to-dos" for your team and content area</p>	<p>Expectations Be a positive and active participant in learning</p>	<p>Data Meeting Expectations: Be prepared for data meetings</p>	<p>Planning Expectations: Create and collaborate on units, common assessments, study guides, etc..</p>	

PLC EXPECTATIONS

Tight (non-negotiable)	Loose (negotiable)
The purpose of a PLC is to ensure that that all students are learning at high levels.	
<p>Demonstration of the Big Ideas:</p> <ul style="list-style-type: none"> • Accept learning as the fundamental purpose of our school and be willing to examine all practices in light of their impact on learning • Cultivate a collaborative culture • Assess effectiveness on the basis of results 	
<p>Norms/Team Etiquette:</p> <ul style="list-style-type: none"> • Each team will create a set of norms. • Norms reviewed periodically 	
<p>Data/Evidence:</p> <ul style="list-style-type: none"> • Each team must analyze data and provide evidence as a basis for decisions. • Each team member is responsible for participating in the weekly team meetings. Planning teams will present data after each common assessment. • Teams will collaboratively determine and share intervention response action steps and responsibilities • Data from assessment of HPLS will be represented in MasteryConnect 	<p>Data: your team will determine the data and next steps needed to support student growth and SMART goals.</p> <ul style="list-style-type: none"> • Utilize Lead4Ward.com in the data analysis process. • Choose tools to create assessments / gather data
<p>Collaboration:</p> <ul style="list-style-type: none"> • Collaborate on unit design • Collaborate on Assessment Design Process for each unit • Collaborate on the creation of common assessments • Analyze data from common assessments, both formative and summative 	<p>Collaboration: Teams can determine...</p> <ul style="list-style-type: none"> • roles within unit design • roles within the design and data collection of common assessments
<p>SMART Goal (Specific, Measurable, Attainable, Realistic, & Timely)</p> <ul style="list-style-type: none"> • Each team will set SMART goals that are focused on student achievement results. • Teams will monitor and revisit goals and report out on progress • SMART goals and progress will be shared with the entire staff throughout the year at designated times 	<p>SMART Goal (Specific, Measurable, Attainable, Realistic, & Timely)</p> <ul style="list-style-type: none"> • Focus of SMART Goal • Action steps to achieve goal • Determine lead measure(s)

Intervention Team

The intervention team is comprised of:

- Administrators
- Counselors
- Specialists from all core content areas within each grade level
- Behavior Interventionist
- ESL Facilitator

The intervention team meets weekly during eTime on Wednesdays. The focus of the team is to identify specific desired outcomes and necessary interventions in order to meet the needs of struggling learners. Additionally, members of the intervention team may choose not to hold eTime sessions on Thursdays in order to complete the tasks/work chosen by them during the team meetings. Read about the purpose of an intervention team and see the weekly process [here](#) and [here](#).

ALL North staff is responsible for responding to and implementing the requests of any intervention team member regarding a struggling student.

TEAM NORMS & COLLECTIVE COMMITMENTS

Both norms and collective commitments outline the behaviors that we will have in our teams. The difference between the two is subtle (some people use the terms interchangeably). Norms can be collective commitments if crafted conscientiously.

Norms:

- Are “ground rules or habits that govern the group” (Goleman et al., 2002, p 173)
- Are “public agreements among members” (DuFour et al., 2006, p 133)
- Many times describe professional courtesies that are required understanding for group efficacy.

Collective Commitments:

- Answer the question: How must we behave in order to achieve our goals? (or three big ideas of a PLC?)
- “Guide the individual work of each member and outline how each person can contribute” (DuFour et al., 2006, p 13)
- Embrace the vulnerability that must exist within a team while encouraging action that yields results.

Example norms: (these are only norms, not collective commitments)

- Start on time
- Stay on task
- Everyone listens and talks
- Be prepared

Example collective commitments that can also serve as norms:

- We commit to each contributing solutions to help solve problem brought to the team.

- We commit to always asking the question- “Is this a “high priority” standard?” before diving into the work.
- We commit to leave each team meeting with at least one action and completing it before we meet again.

Some questions you can discuss as a team when developing your collective commitments: What behavior must we commit to in order to...

- keep the focus on the learning not the teaching?
- support one another and ALL our students in ENSURING learning?
- be highly productive during our collaborative team time?
- focus on solving problems not just talking about them?
- Make sure we are constantly growing as a team?

See pages 133-135 of Learning by Doing for ideas on norm or collective commitment creation.

Violations of norms MUST be addressed. At the same time that team norms are determined, decide how the team will respond to a violation of the agreements. (Consider using a humorous strategy!)

SMART GOALS

S - Specific - says exactly what the student will be able to do (as in action)

M - Measurable - can be observed (meaning a tangible product; not abstract like “learn” or “understand”)

A - Attainable - for the participants within scheduled time and specified conditions

R - Results-based - there should be a way for students to demonstrate their learning; relevant to the needs of the student

T - Time-Framed - achievable by the end of a time frame set by the team

Action: Teams will set a SMART Goal for the year at minimum. Teams will present progress on their SMART goals multiple times throughout the school year. The campus will also set SMART goals. Progress on these goals will also be shared with the entire staff.

Sample SMART Goal Worksheet Fill-in-the-blank [HERE](#)

[Running SMART Goal Table of Contents](#)

DATA MEETINGS

The most important result of using common assessments is the responsive action developed by teams and implemented to support student learning.

Discuss as a team the following

1. What mistakes did students make on the assessment?
 - a. Were they the same standards or different standards?
 - i. Are they High-Priority Learning Standards?
 - ii. Is there a pattern?

- iii. Were there enough students that missed a specific standard that we need to reteach all students or do we just need to create differentiated eTime sessions while addressing those who struggled?
- b. Which students scored lowest?
- 2. What are our next steps? What do we commit to do about these data?
- 3. What other resources do we have for support?
 - a. This would be used when a team realizes that no teachers used a highly-effective teaching strategy for a particular learning target/standard and the team can't explain why its students didn't do very well. Teams should research best practices and see what additional strategies they might want to consider.

Rules for teams when looking at common assessments

- 1. We will look for facts, not blame.
- 2. We will learn from the results of our assessment.
- 3. We will not judge our colleagues.
- 4. We will not blame the assessment questions.
- 5. *If there is anything else your team needs to add here.*

CURRICULUM & INSTRUCTION EXPECTATIONS

CMS North is an Understanding by Design (UbD) Campus. Access North's UbD template for all unit planning [here](#).

Understanding By Design (UbD)

- Understanding by Design® (UbD™) is a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD™ works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities.

Instructional Design Process

- North uses an Instructional Design Process adapted from *Design in 5* (Vagle, Solution Tree Press 2015) and merged with best practices in UbD.
- All core educators are expected to use the Assessment Design Process including:
 - Using HPLS as primary focus for assessments
 - Identifying knowledge and skills needed for the unit and pre-planning interventions
 - Creating assessments and review materials prior to teaching the unit
- Resources:
 - [Process flow map](#)

At the beginning stages of planning each unit, teams must...

- study the intended curriculum together
- agree on priorities within the curriculum
- clarify how the curriculum translates into specific knowledge and skills
- establish general pacing guidelines for delivering the curriculum
- commit to one another that they will, in fact, teach the agreed-upon curriculum

Guaranteed Viable Curriculum Expectations

- According to Dufour, collaborative study of essential learning...
 - ... will promote clarity.
 - Review state standards and dialogue with team about what they mean and what they look like in a classroom
 - If you need help gaining clarity of the standard, use this resource to unpack the standard and get your questions answered about the purpose of the standard [HERE](#) (Lead4Ward - Unpacking standards worksheet)
 - ... will promote consistent priorities.
 - Collaborate on the amount of time needed to spend on standards so it is consistent
 - Utilize lead4ward materials and STAAR data to help determine time spent on standards
 - Determine priority knowledge and skills by using Lead4Ward student learning report heat map (AWARE report);
Leadership Lesson plan
 - ...is crucial to the common pacing required for common formative assessments.
 - Teachers must agree on pacing of curriculum and follow leadership lesson plan
 - ...can help establish a curriculum that is viable.
 - Which standards does lead4ward and our STAAR data tell us that we should be teaching

- ...creates ownership of curriculum among those who are asked to teach it.
 - By having these discussions and developing team plans

Action

- Lead4Ward TEKS SNAPShot Sheet to help start planning process [HERE](#) (Lead4Ward TEKS snapshot resource)
- Utilize the CISD Curriculum & Instruction group resources in Schoology to access the **Year-at-a-Glance** and **Scope & Sequence** documents for your content area and course.
- Lead4Ward instructional strategies to support teaching found [HERE](#) (go to *lead4ward.com/3Di* and password is: *get2three*)
- Lead4Ward field guide to help explain student learning reports and how we use them [HERE](#)

Common Assessment Expectations

Common assessment means student learning will be assessed using the same instrument or process and according to the same criteria.

- Should be formative or summative
- Collaboratively written within team
- Every member administers common assessment within the same time period. (approximately 3 days or less)
- Common assessments must be written before the learning experiences/unit is written (UbD).
- Each team will participate in data discussion after common assessments are given
- Timely feedback to kids (Mastery Connect).
- Common assessment questions should be more challenging than any test question on a state assessment.
- Common assessment questions are directly aligned with your core content standards and academic vocabulary should be used.
- Common assessments should focus primarily on high-priority learning standards.
- TEKS should be included on common assessment for every question

Study Guide Requirements

- If your common assessment requires a study guide, collaborate and create a common study guide with your team.
- Study guides should be prepared at the same time as the assessment to ensure they are aligned.
- Study guides should be created and provided to the special education teachers with enough time to alter, modify, or make accommodations for differentiated assessments.
- Study guides should include, but are not limited to:
 - Key vocabulary
 - Essential questions to be answered
 - A list of standards may accompany the study guide, but should not be the only thing provided.
- Study guides, if they exist, should be provided at **least one week prior** to assessments. If providing anticipation guides or class notes, the time may be earlier.
- Study guide answers should be provided to students prior to the assessment. Answers may be provided in class or online, but also on paper for those students without computer access.
- Study guides should not be graded, but may be counted as a completion assignment.

DAILY CLASSROOM EXPECTATIONS FOR TEACHERS

- Beginning-of-Year Expectations:
 - Review the Behavior Management Plan with learners including how you will monitor and track within your classroom.
 - Determine your classroom structures and routines for:
 - Coming to class prepared
 - Warm-ups
 - Transitions
 - Absenteeism / tardies
 - Behavior violations
 - Parent communication
 - Peer discussions

*Remember that learners can only be expected to replicate behaviors they have been explicitly taught. Therefore, for each classroom routine, you must provide direct, explicit instruction, modeling, and a way to easily reference these expectations.
- Class opening routines:
 - Success Criteria / Learning Targets / “I Can” Statements Objectives should be posted and reviewed with learners daily - both at the beginning and end of class. (Students should be able to articulate what they are learning to an adult when asked about the learning target for the day.)
 - Start class with a warm-up or assignment that the students can work on as soon as they walk into your classroom.
- Class closing routines:
 - Review learning targets for the day.
 - Use Exit Tickets or other activities that allow students to summarize and cement their learning for the day. (Why do we use exit tickets? [See HERE.](#))
 - North uses Wunderlist as a task management tool and additional layer of communication to parents/guardians. At the end of each class, learners should be provided time to add items to their Wunderlist that include - any work that must be completed at home that night or tasks to study for assessments.
- Daily classroom expectations:
 - Enforce the campus Behavior Management Plan consistently. Review your method of tracking and monitoring behaviors periodically with kids.
 - Start and end class on time. Teach bell to bell. Students should not line up at door at the end of class.
- Passing period expectations:
 - Stand at door and greet students as they arrive to class.
 - Participate in active hallway monitoring during passing periods.

GRADING BELIEFS

For historical context, please see the DISTRICT’s Learning Framework document.

A child cannot fail if:

- It is a surprise to the student
- It is a surprise to the parent

- It is a surprise to the counselors
- It is a surprise to the administrator
- The child's grade average fell below the passing line in the last week of the grading period

Grading Strategies

In designing experiences for students, learning is the ultimate goal. Effectively measuring learning is the driving force behind our grading beliefs. Grades should be a measurement of what a student has learned or and should reflect the depth and complexity of knowledge attained. Grades should not be punitive.

The following grading guidelines have been established to guide teachers.

Bonus-Extra Credit

District Statement of Philosophy: Bonus points and extra credit distorts a student's record of achievement. Grades are broken as a communication tool if we give extra or bonus points for actions that do not reflect the desired learning outcome or mastery of the learning standard.

North Practice: No bonus points or extra credit are given for any reason.

Homework or Practice

District Statement of Philosophy: Homework can be a false report of what students know. It should be a formative tool to allow the students to practice and extend their learning experience. Homework, if given, may provide enrichment geared towards an individual's ability level.

District Practice:

- Teachers will make data-driven decisions to intentionally design homework based on the needs of the students.
- Homework should not be new learning.
- Homework should not inflate or deflate the grade or reflect behavior.

North Practice:

- The only circumstance in which new content can be introduced as homework is through flipped classroom assignments.
- We do not take mastery grades on practice, only completion grades for accountability. ([Sample homework rubric](#))
- In general, North honors family time. Other than weekly Membean minutes and weekly skill practices in math classes, assigned homework should be rare.

Incomplete Work

District Statement of Philosophy: There is a reason students do not complete work on time or submit completed work. For the student to establish ownership of learning, support in developing a plan for completion and submission is essential.

District Practice:

- Teachers will assist students in establishing a personal plan for completing work and submitting it in a timely manner.
- Work that is not sufficient to determine mastery will be returned to the student for completion.

North Practice:

- There are two reasons why kids do not complete work:
 - They don't "care". (behavior)

- Follow the Late Work Practices below
 - They don't know how. (academic)
 - Provide remediation/reteach immediately
- Contact parent and student
- Use No Zero North process

Late Work Practices

District Statement of Philosophy: Penalties for late work distort a student's record of achievement. Late work practices should lead to personal investment in learning. Deducting points for late work impedes our ability to discern whether students have mastered the standards by negatively skewing the reported outcome.

District Practice:

- Points will not be deducted for late work.
- Meeting deadlines will be reflected in 'Work Habits' categories on report cards.

North Practices:

- Late or missing work applies only to mastery assignments. It does not apply to completion work.
- If a student is absent (excused absence) they must be given the same amount of days as the absence to submit the makeup work with no penalties.
- Teacher will communicate about missing assignments to students and parents promptly in attempt to get missing work submitted.
- Assign students to the *No Zero North* process for missing work not submitted by end of week due.
 - Not to be assigned until you have attempted to collect work in your classroom by other means.
 - Once assigned, students will not be removed.
 - No Zero North Process:
 - 3 Lunch Detentions (Tues-Wed-Thurs)
 - Friday after-school Detention for work not completed in NZL
 - Office Referral for work not completed in Friday detention
 - No late work will be accepted beyond the Friday detention of No Zero North.

No Zero Philosophy

We will not allow a child to *choose* a zero.

District Statement of Philosophy: Academic achievement should not be masked by behaviors such as not meeting deadlines. Practicing a punitive mindset by deflating academic grades for behaviors can negatively skew the reporting of students' mastery of standards.

District Practice:

- Mastery on reassessments earns up to a 70%
- No academic grade penalties will be given for non-academic behaviors.

North Practice:

- You cannot give a single grade that will cause a student to fail. This can cause lack of motivation.
- We do not allow students the option to "opt out" of learning by taking a zero.

Reassessment

District Statement of Philosophy: Recognizing that all students do not progress at the same rate, reassessment is imperative to accurately document mastery.

District Practice:

Reassessment: Educators are required to provide the opportunity for reassessment with test grades in the Summative Assessment category for learners who score below a 70. Campus intervention practices occur prior to reassessment, and the learner is responsible for attending designated re-teaching, tutoring or campus designed interventions. Anyone who scores below an 80 on a test within the Summative Assessment category, has the opportunity to reassess for a score up to 80%, no higher.

You do not need to reassess other assignments up to 80%; however, you need to give opportunities for learners to show evidence of learning, as zeros should only be an option after all other campus-based strategies have been exhausted. It is required that parent notification occurs and the understanding that reassessment is always a best practice for learning.

North Practice:

- Reassessment applies to all summative assessments and projects - Level 2 grades only
- Relearning plan is required:
 - Minimum of one tutoring session
 - Only reassess if original grade was below 70
 - Reassess up to an 70
 - Parent email (from student) explaining requirements of relearning plan
- A student may reassess only once per assessment.
- Students have one day to notify their teacher that they want to reassess.
- Relearning plan and reassessment must be completed within 5 school days, unless academic needs require an elongated relearning plan.
- Reassessment may occur in different formats than the original (discussion, performance task, etc.).
- Reassessment must be different from the original assessment.
- Grades for summative assessments given/due on the last week of the grading period will go on the following marking period so that there is time for reassessment.
- Rubrics will be provided to students prior to all projects and papers.
- Teachers will post their reassessment procedures in their classroom and communicate them to parents at the beginning of the school year.
- A teacher may require a student to complete all formative assessments that are directly correlated with the summative assessment before a reassessment for the summative is administered.
- Consider having students complete error analysis such as having students explain and/or write out why they missed each question on the test.
- If a child fails two or more Level 2 assessments then they have a level 2 relearning plan as follows:
 - After a child fails two L2 assessments, they are required, prior to any subsequent L2 test, to complete and submit a review sheet and attend at least one tutoring session prior to each subsequent summative.

Grading System

North has a three-part grading system:

- Numerical grades for assessment of classwork
- Letter grades* for social behaviors (Citizenship) scored using a campus-wide rubric
- Letter grades* for academic behaviors (Work Habits) scored using a campus-wide rubric

**Letter grades for both behavioral categories will be used to determine Tier 2 behavior referrals.*

North's Minimum Grading Expectations Per Reporting Period

CMSN Minimum Grading Expectations for IPR1 (3-week mark):

Scaffolding	15%	2 grades minimum
Performance Tasks & Formative Assessments (Level 1)	40%	1 grade minimum
Summative Assessments (Level 2)	45%	No minimum

CMSN Minimum Grading Expectations for IPR2 (6-week mark):

Scaffolding	15%	3 grades minimum
Performance Tasks & Formative Assessments (Level 1)	40%	2 grades minimum
Summative Assessments (Level 2)	45%	1 grade minimum

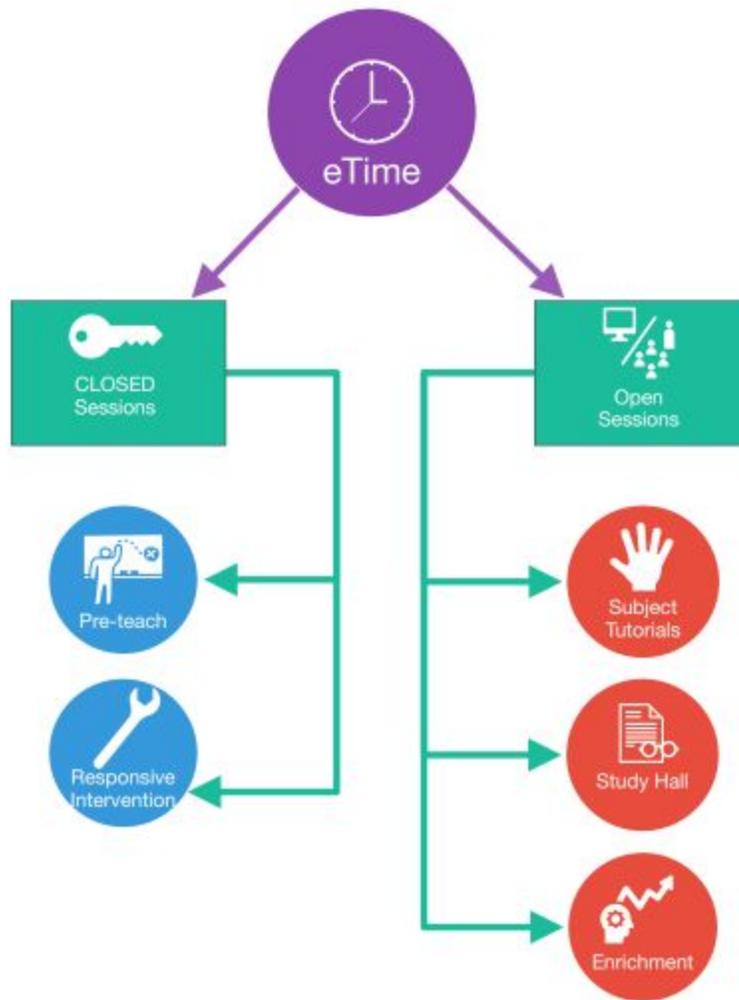
CMSN Minimum Grading Expectations for Report Card (9-week mark):

Scaffolding	15%	4 grades minimum
Performance Tasks & Formative Assessments (Level 1)	40%	3 grades minimum
Summative Assessments (Level 2)	45%	2 grade minimum

RESPONSE TO INTERVENTION (RtI)

eTime Schedule

- eTime is a 30 minute block of time that occurs daily, school-wide.
 - Mondays are student-choice clubs (typically not referred to as “eTime” but as “Clubs”)
 - Tuesdays through Fridays are for interventions, study halls, and extension.
- There are two major types of eTime sessions:



- The semi-weekly rotating schedule for eTime is found [here](#).
- Learners begin each school year by going to an assigned eTime classroom (like a homeroom) and flexible grouping begins within the first few weeks of each school year.
- North uses Enriching Students software for eTime session management.
 - Educators enter their sessions by Friday for the following week and claim kids for closed sessions by Monday.
 - Learners select sessions, when open sessions are available to them, each Monday in their 4th period class.

Behavior Intervention

- Administration will do individual pull-out for targeted behavior discussions

eTime Expectations

- Found [HERE](#).

eTime in the Library

- The library is open for eTime for book checkout or help from the Force. Other special programs will be considered through administration.
- Please send a pass with your student to explain what they are to be doing in the library.

Clubs

- Clubs are embedded within the weekly eTime schedule to provide opportunities for enrichment and connection. Educators are encouraged to offer at least one club session per week to meet the varying interests of learners

POLICIES FOR TEACHERS

Teacher Tutoring Expectations

- In order to honor the philosophy that students are “all are kids” educators share in supporting students through the Tutoring hub offered before and after school every day in the library. Students may attend for any core subject and will receive support from any of the core teachers offering tutoring within the “hub” that day
- Updated tutor hub google doc [HERE](#)

ARD Meetings

- Case managers will...
 - make phone contact with the parents at least a week in advance to give them an idea of what will be happening at the ARD and also to find out what questions the parents have. The case manager can then work to answer or obtain answers to any questions that are not ARD business prior to the meeting in order to make meetings more efficient and focused.
 - schedule a very brief meeting with the student’s assistant principal prior to the ARD to update the AP on the plan for the ARD and any special situations.

Schoology

- Schoology is used as the primary communication tool for classroom events and assignments.
- Schoology is to be updated by teachers weekly at a minimum.
- All Level One & Level Two assignments and assessments should be posted on the calendar.
- Schoology training courses can be found [HERE](#).

504 Meetings

- Teachers will...
 - complete teacher input forms by the time requested.
 - not list any best practice as a needed accommodation unless it is needed for that student above and beyond other students. (ie. proximal seating, checks for understanding, etc.)
 - come to 504 meetings prepared to share data on the progress of the student.

Tardies and Bells

- A student is tardy if they are not in your room when the bell rings. This means you must have a routine of backpacks being put in cubbies or in your room by the time the bell rings.
- Teachers are expected to greet students at the door and to supervise the hallways near their classrooms.
- Do not release students early to class or lunch.

- A final bell rings at 3:45. Once that bell rings, all students must be out of the hallways unless accompanied by a teacher.

Cleanliness

- Your hallway is a team. Work with your hallway team to keep hallways clean, furniture arranged nicely and cared for, and to monitor students collectively.
- No trash or unwanted items are allowed in any teacher workrooms or in the hallways.
- If the recycle bins get too full, notify an AP immediately.
- Please do not allow overfilling of trash cans or recycle bins.
- If you need to dispose of trash that will not fit in a trash bin, it is your responsibility to put it in the dumpster. This includes broken furniture, old student projects, etc.
- Put back hallway furniture the way it was after your students use it.

Restroom Policy

- One student at a time may go to the restroom.
- If a student is constantly asking to go to the restroom during your class then you need to have a conversation with that student to find out what is going on, who are they meeting, etc., then set parameters if needed.
- No cell phones or other devices to restrooms with students.

Snacks/Drinks in hallways

- Snacks are a privilege not a right.
- No open containers (like soda cans). Containers must have lids.
- Teachers have discretion on when students can snack in the classroom. Students do not dictate this.

Lunch & Cafeteria Procedures

- 6th graders drop backpacks off in class, the bell rings, then they walk to the cafeteria with their teacher for the first semester only.
- Never release your kids early to lunch.
- No devices or backpacks may be in line for lunch (6th and 7th grade leave backpacks in classrooms).

Cell Phone Policy

- Cell phones are not to be used during class.
- Teachers will provide a designated cell phone storage place for students to use.
- Students also have the option to leave cell phones in backpacks in hallways on silent or not to bring them to school at all.
- Students may not use their cell phones instead of their iPad
- For cell phone violations during class time:
 - Follow the Campus Behavior Management Plan
 - If you choose to take a cell phone from a student at any point during the consequence plan, it is your responsibility to return the cell phone at either the end of the period or end of day. (Do not keep phones overnight or send phones to the front office.)

iPad Practices / FAQs

- What do I do when kids do not bring their iPad? Can they use their cell phone?
 - *Simple answer: No. They will not learn that you are enforcing the expectation if you don't enforce it.*
 - *Impacts behavior grade or ethics grade. Follow classroom behavior plan - citing unpreparedness.*
 - *Students needs to find a way to do the assignment. Even if it becomes homework.*
- What do I do when kids have their iPad taken away?
 - *Since we took the device away then we are responsible for providing an alternate assignment that does not require technology*
- What if a student has broken their iPad?
 - *Case-by-case decisions - work with the Assistant Principal - It depends so ask.*
- What if there is an online assignment or quiz need them to complete and they don't have their iPad?
Can I let them use their cell phone?
 - *No*
- Can teachers be on cell phones during class time?
 - *Should not be taking phone calls during class time. Please model the behaviors we expect from our students.*
- Can teachers be on cell phones during duty/passing period?
 - *Please be mindful that the purpose of duty is to monitor kids, behaviors in hallway. You cannot do that playing games, emailing, looking up stuff on internet, etc.... Monitor your cell phone use. Model responsible use.*
- Can a child take a cell phone to the bathroom during class time?
 - *No*
- Can kids use cell phones during passing period?
 - *Yes - just not actively looking down at device while walking down the hallway. Stop and check it then move on your way.*
 - *Don't Text and Drive*
- Can kids use cell phones during lunch?
 - *Yes, except during device-free time.*

Substitutes

- Substitute folders and health folders should be kept together and easily accessible in your classroom.
- Black Sub Folder
 - Health plan charts
 - 504 & Sped Accommodations
 - Emergency evacuation Maps/Shelter Locations

- Map of School
- Phone list
- Hall pass to CM
- Technology stoplight
- Fire drill schedule
- Rosters (updated each 6 weeks) with one or two helpful students highlighted in each class that can help guide them
- One or two teacher buddies they can ask questions of
- Bell schedule
- Parents must be notified of a long-term sub for more than 30 consecutive instructional days.

Absences

- For all pre-approved absence requests, complete the “Time Out Request” form.
- For sick days, please enter those into SmartFind directly.
- Per CISD guidelines, for employees who directly support students:
 - Discretionary personal leave days may not be used on the following days....
 - on a staff development day
 - the first week of school or the last week of school
 - on the day before a school holiday or on the day after a school holiday
 - on days scheduled for end of semester or end of year exams
 - on dates scheduled for state mandated tests

NOTE: If you still choose to take a day on one of these types of workdays, then your paycheck will be docked by HR with no exceptions.

Sponsors and Coaches

- After games and practices, all athletes should be picked up from the back of the school.
- Coaches should remain on campus and supervise their athletes until they have all been picked up by parent/guardians.

Professional Learning and Flex Hours

- CISD Flex hours requirements are found [HERE](#).
- Teachers are expected to gain 18 hours of professional learning outside of school hours and paraprofessional are to gain 24 hours per year.
- Non-CISD sponsored Flex hours are to be pre-approved by administration. If in doubt, ask first.
- Coaches can only receive up to 9 hours for coaching-related PL.
- Professional learning attended to accrue flex hours should always be related to your job/teaching field. Trainings attended that are unrelated to your teaching assignment and/or professional responsibilities may not be counted for flex hours.
- These are to be completed by April 30, 2020.

- Flex hours are tracked in Eduphoria. Teachers are expected to upload their flex hour request in eduphoria.

Employee Dress Code

Please use discretion when choosing clothing to wear to work. We are professionals and should always dress professionally and modestly. If in doubt, then please do not wear it.

- Same dress code as our students but professional
- No holes in jeans
- Tennis shoes only allowed on school spirit days or school theme days
- No cleavage
- Length of shorts/skirts/dresses should be fingertip or longer (approaching knees)
- No tank tops
- No pajama bottoms (unless it is a PJ dress up day)
- Tights under dresses or long dress shirts follow student rules for this (cover the bum, please)
- Running tights are not school appropriate
- If you wear flip flops they need to be the nicer ones (dressier). Do not wear the flip flops you can wear to the beach or in the water. Those are not professional.
- Business casual/professional is appropriate
- Khakis/polos or short sleeve shirts are acceptable
- Mondays and Fridays are school spirit days so you can wear jeans.
 - On Mondays, jeans require a school shirt.
 - On Fridays, there is no such requirement.
- It is encouraged that you dress up on school spirit days throughout the year.
- Dress code is at the discretion of the campus principal and administration.

Taking Attendance

- Teachers must take and electronically submit attendance every period every day without exception.

CISD Employee Handbook

- See the CISD Employee Handbook [HERE](#) for more employee guidelines and policies.

DISCIPLINE EXPECTATIONS

Expectations and Consequences

- Follow the campus [Behavior Management Process](#).
- Please set collaborative class expectations in your classrooms and post them so kids know what to expect.
- Go over all processes and procedures at the beginning of the year and several times throughout the year, especially after long breaks. Students do not know what we expect unless we show them and teach them how to do it.
- Explain the discipline consequences if they violate your expectations and/or procedures.
 - conversation about the behavior (outside of class or privately) - do not embarrass a student
 - conversation/goal setting on how not to violate that rule again
 - conversation/goal setting on how not to violate that rule again and parent email/phone call
 - parent phone call and after-school detention assigned
 - office referral - do not send kids to the office if you have not followed the steps above and tried to resolve the issue with the student and parent(s) by developing a plan.
- iPads are the primary classroom technology. Cell phones should be put away in either student's backpack in hallway or a cell phone organizer in the classroom.
- Teachers will utilize the traffic light for technology use time in class. The Technology Stoplight can be found [HERE](#)
- Teachers must closely monitor students while they use technology. Follow the campus behavior plan for technology misuse.

Parent Communication Language Barriers & Translation Needs

- When communicating with parents, do not allow language barriers to stop you from communicating.
- Please notify an AP if you need further language support.

SOURCES

DuFour, R. (2006). *Learning by Doing: A Handbook for Professional Learning Communities at Work*. Bloomington, IN: Solution Tree.

Erkens, C., & Tidwell, E. (2012). *Leading by Design: An Action Framework for PLC at Work Leaders*. Bloomington, IN: Solution Tree.

Duncan & Kappelman. (2015). *PLC Systematic Process*. Digital image.

Vagle, N. D. (2015). *Design in five: Essential phases to create engaging assessment practice*. Bloomington, IN: Solution Tree Press.

FOR MORE INFORMATION

Why Should We Ensure Students Have Access to a Guaranteed and Viable Curriculum?

http://files.solutionAtree.com/pdfs/Reproducibles_LBD2nd/whyshouldweensure.pdf

Why Should We Use Common Assessments?

http://files.solutionAtree.com/pdfs/Reproducibles_LBD2nd/whyshouldweusecommonassessments.pdf

Why Should We Implement Systematic Interventions?

http://files.solutionAtree.com/pdfs/Reproducibles_LBD2nd/whyshouldweimplement.pdf

Why Should We Use Teams as Our Basic Structure?

http://files.solutionAtree.com/pdfs/Reproducibles_LBD2nd/whyshouldweusetteams.pdf

Why Should We Collaborate?

http://files.solutionAtree.com/pdfs/Reproducibles_LBD2nd/whyshouldwecollaborate.pdf

Why Should We Create Norms?

http://files.solutionAtree.com/pdfs/Reproducibles_LBD2nd/whyshouldwecreatenorms.pdf

Why Do We Need SMART Goals?

http://files.solutionAtree.com/pdfs/Reproducibles_LBD2nd/whydoweneedsmartgoals.pdf

How Can We Create a Results Orientation and Foster Continuous Improvement?

http://files.solutionAtree.com/pdfs/Reproducibles_LBD2nd/howcanwecreatearesultorientation.pdf

Why Is a Results Orientation the Key to School Effectiveness?

http://files.solutionAtree.com/pdfs/Reproducibles_LBD2nd/whyisaresultsorientationthekey.pdf

Professional Learning Communities Glossary of Key Terms

http://files.solutionAtree.com/pdfs/Reproducibles_LBD2nd/glossaryofkeyterms.pdf

Common Formative Assessment: A toolkit for Professional Learning Communities at Work