WPUSD "Non-Negotiables" 2019-2020

Learning Environments
All site administrators will:

a.   Monitor all PLCs to ensure they are following their established agreements/norms and processes for building consensus and resolving conflict.

b.   Intervene when PLCs or individual members are not honoring their established agreements/norms, processes, and/or the PLC MOU/FAQs.

c.   Utilize leadership team and staff meeting time to ensure all teachers have an opportunity to share in decision making.

d.   Develop, nurture, and celebrate leadership in teachers and other staff.

Guaranteed and Viable Curriculum
All site administrators will:

a.   Collect and analyze data during classroom walkthroughs to assess the following about grade level/course content:
- Are teachers within a PLC on pace with one another?
- Are learning outcomes and instructional resources calibrated among teachers within a PLC?
- Are materials and student work at the depth and complexity of state frameworks?

b. Actively participate in all professional development led by Carin Contreras, during Admin PLCs and at respective school sites.

c. Provide feedback and ongoing support (as needed) to PLCs or individual members regarding data collected in (a). This could include referring the teacher or PLC to work with a TOSA.

Effective First Instruction (MTSS Tier I)
All site administrators will:

a.   Conduct 10 classroom walkthroughs (of no less than 5 minutes each) per week and provide feedback to the teachers observed.

b.   Ensure teacher feedback addresses the following components of research-based "effective lesson structure":
- Clear, rigorous learning objectives
- Direct instruction/Modeling
- Guided practice
- Checks for understanding/formative assessment
- Independent practice/assessment
- Student engagement

c. Utilize CTC's Continuum of Teaching Practice for the CSTPs to guide teacher feedback (https://www.ctc.ca.gov/docs/default-source/educator-prep/ca-ti/final-continuum-of-teaching-practice.pdf?sfvrsn=9b400217_0)

d.   Provide progressive supports and feedback to teachers who consistently land in the Emerging or Exploring Level on the Continuum of Teaching Practice. This could include referring the teacher to work with a TOSA.

e.   Maintain and monitor instructional schedules (grades TK-5) to ensure students are receiving at least 60 minutes (30 minutes for TK/K) of math instruction and 120 minutes (60 minutes for TK/K) of ELA instruction daily. It is strongly encouraged that math instruction occur in the morning.

Progress Monitoring
All site administrators will:

a.   Ensure that all members of each PLC are administering common formative assessments, minimally at the end of each unit/chapter.
b.   Ensure that data are utilized regularly by PLCs (grade level/course, leadership, whole staff) to drive school improvement efforts and improve student achievement.
c.   Participate in PLC collaborations a minimum of 30 minutes/week to monitor and support PLC effectiveness.
d.   Review all PLC collaboration agendas/minutes and provide feedback (as needed) to PLCs.

Intervention/Enrichment (MTSS Tier 2 & 3)
All site administrators will:
a.   Maintain and monitor instructional schedules to ensure English Learners receive both designated and integrated ELD during the instructional day (outside of PE/recess/lunch).
b.   Conduct a minimum of 5 designated ELD walkthroughs and provide feedback (specifically related to either ELD standards coverage or language acquisition strategies) to the teachers observed.
c.   Commit two half-days to ELPAC testing during the spring testing window.
d.   Work with necessary stakeholders (i.e., leadership team, PLCs, psychs, etc.) to develop/enhance a system for:
- ongoing monitoring of student progress.
- identifying, categorizing and prioritizing students (based on multiple data points) in need of additional support.
- providing targeted interventions to a chosen student group(s) based on identified needs.
- documenting supports provided to students, and their effectiveness, to use when determining if some students need more intensive supports (MTSS Tier III).

e. *Elementary schools and GEMS only:* Monitor student usage of i-Ready online instruction in math and ELA (K-8) to ensure they are meeting the minimum use of 45 minutes/week per subject (90 minutes total). Usage does not have to occur during the school day; it is encouraged to have students do this work at home whenever possible.

Our 2019-20 FSS "Focus Areas"

#1 - Create an environment that is fun and engaging for students and staff:
    1. Positive culture fostered by PBIS program
    2. Class Competition to track:
a.   Attendance
b.   Citations
c.   i-Ready Usage ?
d.   Spirit Points (dress, activities, etc.)
    3. Starstruck Showcase
    4. Boosterthon Fun Run
    5. More school-wide assemblies/celebrations
    6. Staff breakfasts (weekly, bi-weekly, or monthly?)
    7. "End of Month" Staff Socials

#2 - Continue to build leadership team capacity in order to make it an integral part of the school's governance process:
    1. Use data more consistently
    2. Meet consistently (at least once per month)
    3. Share PLC success and suggestions with whole leadership team
    4. Share out reports from other school teams

#3 - Use data to inform instruction and plan appropriate enrichments/interventions:
    1. Continued use and understanding of i-Ready and i-Ready data (including Standards Mastery)
    2. Use of data from Ready Classroom Math digital assessments
    3. Begin introduction to EduClimber through Illuminate to track student academic, behavioral, and socio-emotional needs

#4 - Continue to develop effective first instruction practices, strategies, and techniques:
    1. *What* We Teach - From the book, **Focus**, by Mike Schmoker:
a.   *Identifying essential skills* and establishing a sensible instructional schedule
 i.Grade-level Math Standards Breakdown w/ Carin Contreras from TESS
b.   *Intellectual/thinking skills* (i.e., argument, problem solving, reconciling opposing views, drawing one's own conclusions, etc.)
 .Introduction to STEAM lessons through Kristen Beck
c.   *Authentic literacy* - purposeful reading, writing, and discussions as the primary modes of learning both content and thinking skills.
 .Whooo's Reading to replace AR and move the focus to writing
 i.Establish a minimum number of pages to read and write weekly
ii.Begin looking into our writing process (standards breakdowns, rubrics, monthly writing prompts, etc.)
    2. *How* We Teach - From the book, **Focus**, by Mike Schmoker:
   .   *Student Attentiveness & Engagement*
 .All students to be attentive and have eyes on the teacher, listening and responding to directions.
              1. Word or hand signal
              2. Countdown
              3. Wait time
              4. Proximity control

       5. Direct instruction should be no longer than 5 minutes and then a task change must occur (i.e., pair-share, CFU, etc.)

  i.Design seating to meet the instructional purpose
       1. Rows (or at least students sitting forward-facing) for direct instruction
       2. Pairs for pair-sharing, collaborating, debating, etc.
       3. Groups for group discussions

ii.Stand and circulate

a.   *Clear Learning Objectives/Targets* (It must clarify, in student-friendly language, what will be learned and how the lesson will be assessed. Examples: ***Solve*** *problems using ratios;* ***Write*** *an effective* ***introductory paragraph*** *for an argument; Compare and contrast meiosis & mitosis and represent your work in a* ***Venn diagram***.)

.Teaching/modeling/demonstrating - effective instruction typically begins with some form of explicit teaching.
       1. Showing students *what to do, what actions to perform*, one at a time
       2. Instructions must be conducted in small, incremental steps or chunks

b.   Guided practice - after each manageable chunks of instruction, students must have an opportunity for students to practice, mimic, or apply what was just taught or modeled.

.Practice step should be brief

i.Give them a time limit to convey urgency and limit wasted time (2-4 min.)

ii.Can include pairs *and occasionally groups* as students help each other translate what has been taught

c.   Check for understanding/formative assessment - this often occurs while students are engaged in guided practice.

.Circulating to observe student practice and/or listen to their conversations

i.Cold calling on random or selective students or pairs. Limit calling on raised hands

ii.Hand signal their understanding with a thumbs up-thumbs down, etc.

iii.Have students hold up dry-erase boards with solutions

d.   Adjustments to instruction/reteaching

.If students are succeeding on a step, move on

i.If not, make real-time, same-day adjustments
       1. Vary examples or instructions
       2. Have students pair up
       3. Make steps or chunks even smaller

e.   Independent practice/assessment - opportunity for students to demonstrate mastery.
       1. Should match what was described in the learning objective

a.   Examples: simple list, diagram, set of problems to complete, explanatory or argumentative paragraph, notes, annotations, evidence of close reading, etc.
       2. Does NOT have to always be collected, formally graded, and recorded
       3. Great time for teacher to pull kids who still need help
       4. Provides time to monitor homework completion without parent assistance

.   Don't provide homework they can't do!

f.   * *TESS lessons utilizing the FAST framework are great ways to capture these necessary teaching steps.***

    3. Ready Classroom Math
    4. Math coaching sessions with Lori Fury

5. AVID (gradual introduction and roll-out, primarily by our AVID trained teachers - first year focus on organization, growth mindset, and college-going culture)

.   <u>Goal 1:</u> *FSS will develop an AVID site team that will collaborate with grade-levelPLC's and other site leadership teams to consistently implement WICOR strategies that will ensure a rigorous curriculum.*

a.   <u>Goal 2:</u> *At FSS, students will take responsibility for their own learning by improving their organizational skills and adopting a culture of accountability (facilitated by our faculty, staff, & home) to ensure preparation for college and career readiness.*

b.   **Future!** *It is my goal to have us all trained in AVID by the beginning of the 21-22 school year with the expectation of being a full AVID school.*

6. Continued development and use of ELD/GLAD strategies

#5 - Establish PBIS process and other programs & tools to create a physically and emotionally safe environment for our kids:

1. PBIS Timeline:

PBIS - 2018-19	PBIS - 2019-20	PBIS - 2020-21
Tier I - Train team and establish PBIS school rules.	Tier I - Implement "BEEP" rules and procedures. Tier II - Continue with team training.	Tier I - Monitor & adjust Tier II - Monitor & adjust Tier III - Continue with team training

2.   Continue to work with Wellness Together to support student needs

3.   Begin introduction to EduClimber through Illuminate to track student academic, behavioral, and socio-emotional needs

#6 - Communicate, reach out, and more effectively support staff, students, parents, and the overall school community:

1. Continue use of "WAG"
2. More fully utilize the FSS Staff Portal
3. Continue communicating PLC updates and needs through grade-level PLC Google Doc and through grade-level leadership team meeting share-outs by grade-level reps
4. Continue to expand the use of the school app, School Messenger, & school Facebook page
5. Keep teacher websites current
6. Begin using Jupiter Ed. as a tool to keep parents up to date on student progress
7. Host a Parent Resource Night - Thursday, September 12th

a.   **- Rebecca Teal (Curriculum Associates)** - Facts About iReady; Supporting Students' Use of iReady; and/or Accessing the Ready Classroom Math Student Toolbox

b.   **- Alexandra Wride/Cecilia Sanchez (Tobacco Prevention Program)** - Vaping (English & Spanish)

c.   **- Steve Krueger (Lincoln PD)** - Social Media and Internet Safety

d.   **- Mike Lombardo (PCOE)** - Accessing Placer County Network of Care (English & Spanish)

e.   **- Jeremiah Aja (Wellness Together)** - Supporting Student Learning at Home

f.   **- Debbie Dettner (Horace Mann)** - Strategies for Financial Success and Planning for College

g.   **- Ellie Martinez (WPUSD FSS Psychologist)** - Introduction and Overview of Love & Logic (with the hope for a full parent parent training at some point during the school year)

19-20 First St. School Site Team Structure
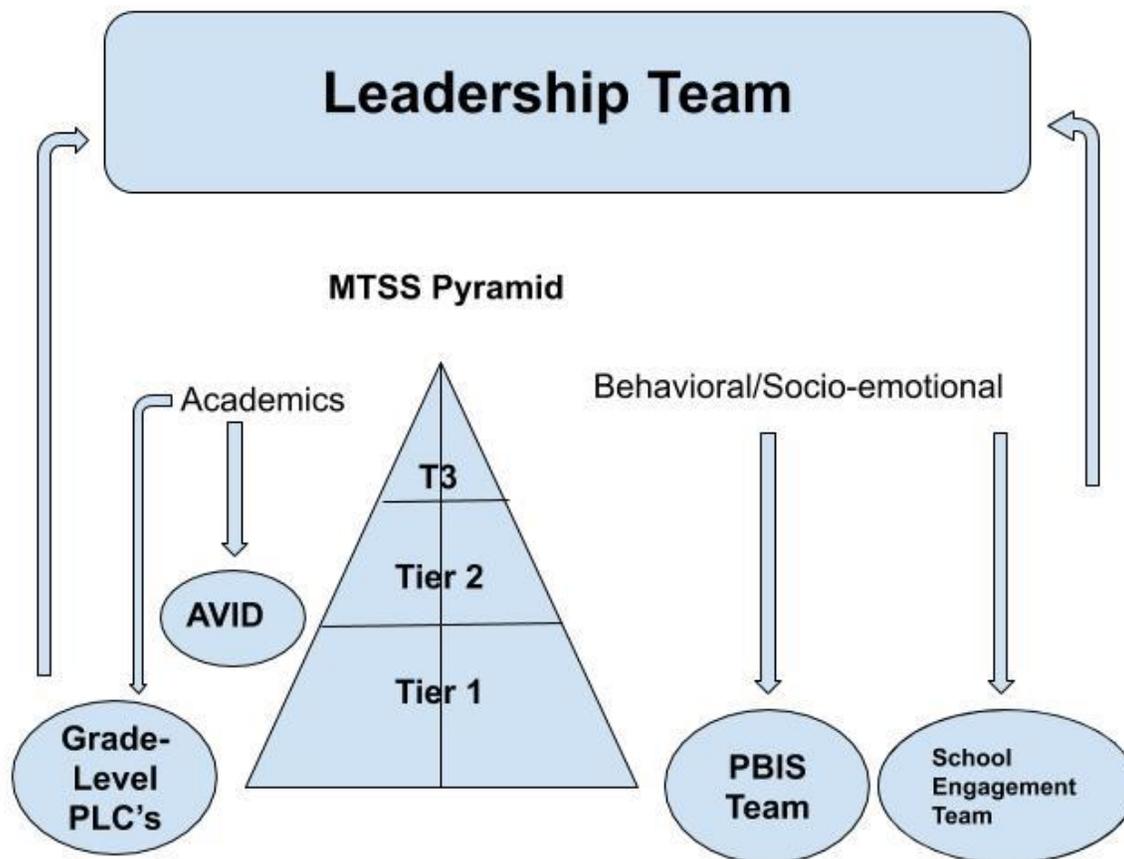
Leadership Team - A team of representative school stakeholders (i.e., admin, grade-level reps., special ed. rep., classified rep., and potentially a parent & a student rep. down the road) that takes a macro look at the school to assist administration. Monitors achievement data, behavioral data, and engagement to ensure the learning environment is producing results consistent with the school's mission and vision. Click here to see the role and responsibilities of a Leadership Team member.

- This team will be administrator led **(Rey)**.
- We will meet every other week as needed (but at least once a month) for 60-90 minutes on Tuesdays alternating with staff meetings from 3:00-4:00 PM.

Grade-level PLC Teams - A group of grade-level teachers who purpose is to collaborate for effective first instruction using the four guiding PLC questions; monitor the academic and socio-emotional progress of their individual and grade-level students; and use data to appropriately group students for intervention through enrichment.

- Will meet Mondays as usual.

PBIS Team - A team of school stakeholders (i.e., admin, certificated, classified, parents, & a student rep?) committed to monitoring behavior and discipline data through SWIS in order to

maintain a safe school environment, and to ensure that students are being reinforced in a positive manner.

- Suggested that it be a teacher led team **(Sue Wagner)**.
- Team can decide how often and when to meet, but once a month is suggested.

School Engagement Team - This team of individuals can be an assembly of any interested staff members (but preferably at least one member from each grade-level) who want to take part in creating a fun, engaging school climate for both students and staff.

- Suggested that it be a teacher led team **(Tracy Pellegrino)**.
- Team can decide how often and when to meet, but once a trimester minimum is suggested. This meeting typically takes place off campus.

AVID Team - This team of individuals can be an assembly of any interested AVID-trained staff members (but preferably at least one member from each grade-level) who want to take part in monitoring our growth and development as an "AVID School".

Suggested that it be a teacher led team **(Barb Morebeck)**.

- Team can decide how often and when to meet, but once a trimester minimum is suggested. This meeting dates, times, and location TBD.