



**NEU AT LOS PEN**

**2008-2009 Endorsement**

# Our Commitment



Since 1996, the staff of Los Penasquitos Elementary School began to not only make measurable changes in the way that we conducted our work, but also make public our commitments about how we would go about doing that work. Beliefs and ideas that were once summed up in mission statements and strategic plans are now grounded on one pledge and one goal:

## ***Our Pledge***

**We are committed to creating a school that knows no limits to the academic success of each student.**

## ***Our One Goal***

**Every student, without exception and without excuse, will be proficient or advanced in reading, language arts and math.**

We as a school community believe that the best way to fulfill our pledge and our goal is to create a ***Culture of Universal Achievement*** and develop ***Exceptional Systems***. Much more than words, charts, and pictures, this document describes in detail how we will go about implementing this culture and creating these exceptional systems. This document acts as a manual that continuously helps to keep us all moving in the same direction. This work is continuously challenged and upgraded every year.

# Culture of Universal Achievement



**WE ARE COMMITTED TO  
CREATING A SCHOOL THAT  
KNOWS NO LIMITS TO THE  
ACADEMIC SUCCESS OF EACH  
STUDENT.**

## ***Every member of our staff believes that:***

- each child is capable of meeting academic standards in reading, language arts, and math.
- there is an intense, impatient, obsession about the academic accomplishment of every student.
- our school can neutralize many challenges our kids bring to school.
- academic results is the number one goal of our school.
- the principal and teachers value the concept of maverick leadership.
- there are No Excuses for poor effort.

This *Culture of Universal Achievement* defines who we are and what we stand for as a staff.

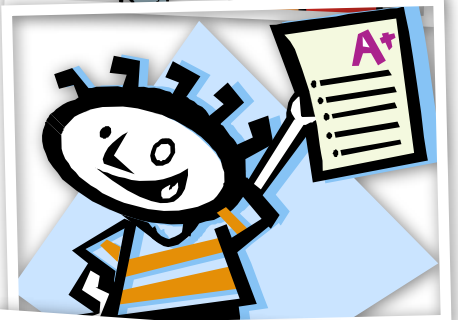
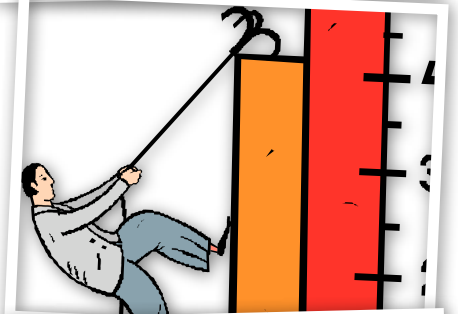
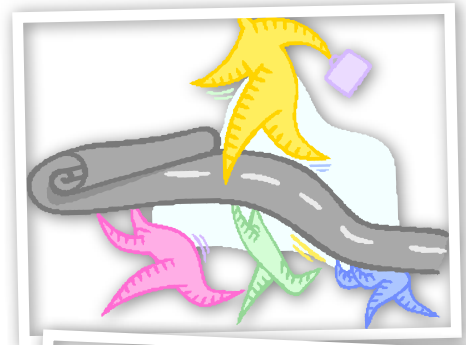
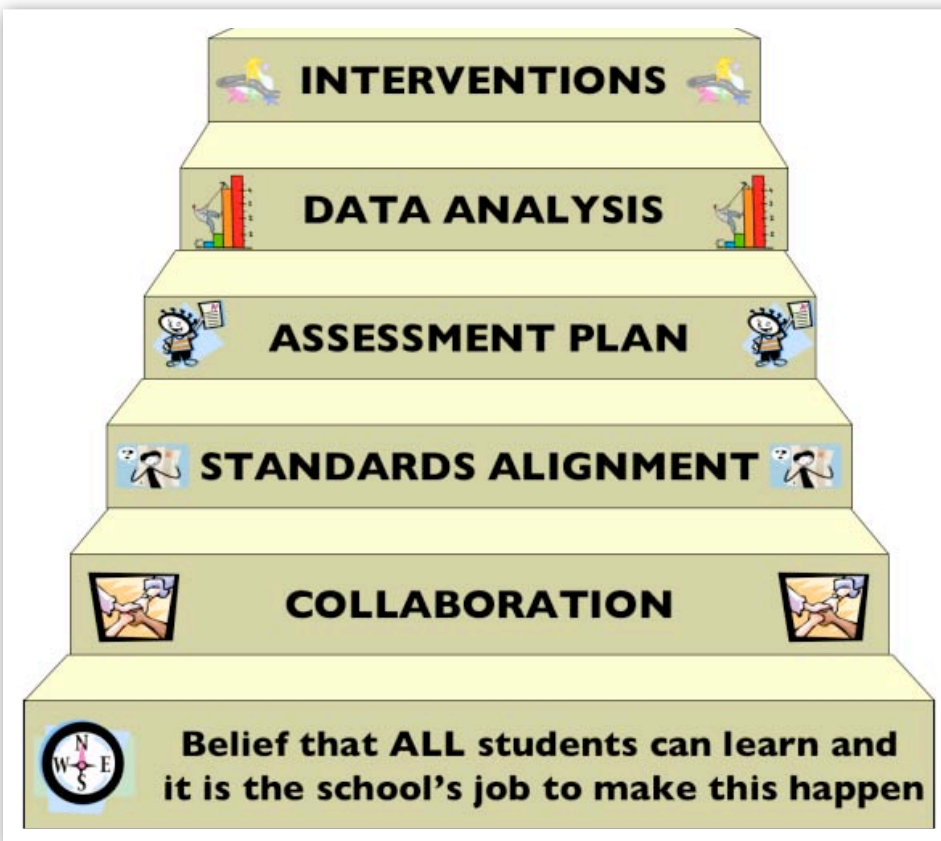
# Exceptional Systems

In order to promote systematic results as a school, our work is based on a concept of exceptional systems.

Exceptional systems are:

- ***unique solutions to important challenges.***
- ***created through a formal and highly collaborative process.***
- ***developed with a substantial consensus around results.***
- ***documented and reviewed annually.***

While there are many exceptional systems in place at our school, the bulk of our work is focused around five core exceptional systems. Those systems are **collaboration**, **standards alignment**, a formal **assessment plan**, **data analysis**, and finally a system of **interventions**. The exceptional system staircase below defines the need for every system to build upon each other. This progression guides each step as we seek to achieve our one goal as a school.





*“We are committed to creating a school that knows no limits to the academic success of each student.”*

*No Excuses University Pledge*

## **Los Pen Collaboration Commitment**

As staff members of Los Pen, we are committed to collaborating with one another in a variety of ways. We understand that the greatest academic and social gains for our students come as a result of *quality instruction* from the classroom teacher and highly effective measures of *collaboration* among team members. Los Pen staff members work interdependently with their teams in many ways. The following are examples of individual commitments that we are all willing to make as we collaborate as a staff:

- **Clarity of Purpose:** Team members remain driven by our one goal to ensure that each student is proficient or advanced in reading, writing, and math. They meet with a purpose and devise agendas and timelines to ensure success at every collaborative meeting. They take the time to decide upon meeting topics in advance. After meeting, they follow through with collective agreements as a team.
- **Respectful of Time:** Los Pen staff members are action-oriented professionals who value one another's time. They are prompt to staff and team meetings. They make the most of their time by collaborating during the school day with colleagues as they creatively group students in an effort to meet every student's needs.
- **Wednesday Time-Banking:** Every Wednesday afternoon from 2:15–3:40, we set aside time for teams to work closely as they design instruction that translates into academic achievement for all. This time is held sacred by all members of the team, and should not be used for personal appointments or individual work time. This time may be used for staff meetings once every other month.
- **Professional Growth:** Los Pen staff members are open to learning new methods, ideas, and strategies that will lead to greater academic success for all. They participate in on-site Thursday Collaboration workshops. They seek ways to learn from one another, and are committed to growing professionally together.
- **Building Candid Professional Relationships:** Los Pen staff members are committed to developing strong professional relationships with each other. They praise one another during times of individual, team, and school-wide success. They are honest with one another as they respectfully confront concerns through “Candid Collaboration”. They support one another during times that are challenging both professionally and personally. They celebrate with one another as friends and colleagues outside of the school community.

## K Thursday Collaboration Schedule

<b>September</b>  <b>9/11</b>	<b>Grade Level Teams</b> <b>Topic: Math</b> <i>(Location: K- Keri's Room)</i> K teachers will use this time to articulate about our new math curriculum.
<b>October</b>  <b>10/8</b>	<b>Grade Level Teams</b> <b>Topic: Progress Reports</b> <i>(Location: K- Theresa's Room)</i> As we approach parent-teacher conferences, it is important for us to find clarity on the new progress report, how to use it, and how to align our assessment practices with it. In addition, time should be spent developing clear talking points to go over with each parent about the progress report.
<b>December</b>  <b>12/10</b>	<b>Grade Level Teams</b> <b>Topic: Writing</b> <i>(Location: Keri's Room)</i> K teachers will discuss effective writing strategies, and how they are using the <u>Units of Study</u> and Write Source writing resources.
<b>February</b>  <b>2/4</b>	<b>Grade Level Teams</b> <b>Topic: At Risk Students</b> <i>(Location: Theresa's Room)</i> K teachers will discuss effective strategies to use with their at-risk students.

## 1st Thursday Collaboration Schedule

<b>September</b>  <b>9/11</b>	<b>Grade Level Teams</b> <b>Topic: Math</b> <i>(Location: 1<sup>st</sup> - Dawn and Leslie's Room)</i> 1 <sup>st</sup> teachers will use this time to articulate about our new math curriculum.
<b>October</b>  <b>10/8</b>	<b>Grade Level Teams</b> <b>Topic: Progress Reports</b> <i>(Location: 1<sup>st</sup> - Jackie's Room)</i> As we approach parent-teacher conferences, it is important for us to find clarity on the new progress report, how to use it, and how to align our assessment practices with it. In addition, time should be spent developing clear talking points to go over with each parent about the progress report.
<b>December</b>  <b>12/10</b>	<b>Grade Level Teams</b> <b>Topic: Intervention through Skills Groups</b> <i>(Location: 1<sup>st</sup> -Margaret's Room)</i> 1 <sup>st</sup> teachers will discuss identify specific intervention needs of students using assessment data. We will then form four different skills groups based on those needs to begin in January.
<b>February</b>  <b>2/4</b>	<b>Grade Level Teams</b> <b>Topic: Writing</b> <i>(Location: Ellen's Room)</i> 1 <sup>st</sup> teachers will discuss effective writing strategies, and how to best teach the genre of fictional narrative to our students using Write Source, Lucy Calkins materials, and other resources.

## 2/3 Thursday Collaboration Schedule

<b>September</b> <b>18<sup>th</sup></b>	<p style="text-align: center;"><b>Vertical Articulation</b>  <b>Topic: Design new Progress Reports</b>  <b>(aka The Mid-Trimester Report of Behavior and Work Habits)</b>  <i>(Location: Room 19)</i></p> <p>The 2<sup>nd</sup> and 3<sup>rd</sup> grade teachers will discuss and design the format of a new progress report. We will decide if we want to include information on students' academic progress towards grade level standards, or just information about their behavior, effort, and work habits.</p>
<b>October</b> <b>16<sup>th</sup></b>	<p style="text-align: center;"><b>Vertical Articulation</b>  <b>Topic: Implementing HM Math</b>  <i>(Location: Room 19)</i></p> <p>We will take this time to evaluate how successfully we have started to use this new program, and how to align our assessment practices with it. We can also use this time to discuss any questions that have come up.</p>
<b>December</b> <b>11<sup>th</sup></b>	<p style="text-align: center;"><b>Vertical Articulation</b>  <b>Topic: Learning Point</b>  <i>(Location: Computer Lab)</i></p> <p>Debbie Kay will give us an introduction on how to set up our own Learning Point Accounts in order to help us communicate with students and parents more effectively.</p>
<b>January</b> <b>29<sup>th</sup></b>	<p style="text-align: center;"><b>Grade Level Teams</b>  <b>Topic: Grade Level Goals Planning</b>  <i>(Location: Room 19)</i></p> <p>Grade level teams will work to fine tune areas in need of focus, based on the results seen thus far.</p>

## 4 / 5 Thursday Collaboration Schedule

<b>September</b> <b>9/25</b> <b>(4<sup>th</sup>-5<sup>th</sup>): TBA</b>	<p style="text-align: center;"><b>Vertical Articulation</b>  <b>Topic: Houghton Mifflin Math Adoption</b>  <i>(Location: Steve's Room)</i></p> <p>4-5 teachers will use this time to articulate about the new math adoption. Anthony and Ed will give their insight into how to best use the materials given that they piloted the program.</p>
<b>October</b> <b>10/23</b> <b>(4<sup>th</sup>-5<sup>th</sup>): TBA</b>	<p style="text-align: center;"><b>Grade Level Teams</b>  <b>Topic: Write Source / Writing Instruction</b>  <i>(Location: 4- Sara/Kerri's Room 5- Chris's Room)</i></p> <p>As we work through this year's writing curriculum, we will discuss how the district benchmarks, rubrics, and sample papers help us plan our instruction in writing. 4<sup>th</sup> grade will ensure that each of the modes of writing that will be tested on the state writing test have been planned for.</p>
<b>January</b> <b>1/8</b> <b>(4<sup>th</sup>-5<sup>th</sup>): TBA</b>	<p style="text-align: center;"><b>Grade Level Teams</b>  <b>Topic: CST Blueprints</b>  <i>(Location: 4 – Sara/Kerri's Room 5 – Steve's Room )</i></p> <p>Grade level teams will meet to review the CST Blueprints. Teams will ensure that each item on the blueprints has been discussed and will plan appropriate teaching time for each item.</p>
<b>February</b> <b>2/5</b> <b>(4<sup>th</sup>-5<sup>th</sup>): TBA</b>	<p style="text-align: center;"><b>Vertical Articulation</b>  <b>Topic: Differentiation</b>  <i>(Location: Sara/Kerri's Room)</i></p> <p>4<sup>th</sup> and 5<sup>th</sup> grade teachers will look at effective ways of differentiating instruction for their students to best meet student needs as identified on MAP, CST and formal class assessments.</p>



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*No Excuses University Pledge*

## **Los Pen Assessment Plan 2008-2009**

This assessment plan was generated by the Los Penasquitos Elementary School Staff. It expresses a collective commitment to participate in specific assessments throughout each school year. The process of generating this plan started with individual commitments by teachers to specific assessments within the classroom. Grade levels later came together to endorse a plan that would address the detailed assessment needs that they have as a team. Finally the Curriculum and Assessment committee, comprised of teachers, classified staff, and support team members, took a detailed approach to ensure that we as a school participate in assessments that:

- **Support with Mission, Shared Commitment, and Goal of Los Pen**
- **Correlate to Academic Success**
- **Align with State Standards**
- **Encourage Student Participation Through Individual Goals**
- **Focus on Assessment “FOR” Learning**
- **Facilitate Differentiated Instruction**

We believe that careful follow through on the assessments and goals within this plan will result in higher achievement for all students. All student data will be stored in a site database that is easily accessible. Data will be openly shared through articulation meetings three times a year. The insightful interpretation of specific student data will allow teachers to tailor their instruction to the unique needs of each student. This document is more than words on paper, it represents the hard work and commitment of this staff as we continue to strive for academic excellence.

## Los Penasquitos Assessment Plan 2008-2009

	September	February	May
<b><i>Kindergarten</i></b>	<ul style="list-style-type: none"> <li>• Letter I.D. (40)</li> <li>• Phonics Skills (15)</li> <li>• PM Plus (1)</li> <li>• Math Skills Checklist (5)</li> </ul>	<ul style="list-style-type: none"> <li>* Letter I.D. (52)</li> <li>* Phonics Skills (21)</li> <li>* Word Recognition (17)</li> <li>* Sentence Dictation (18)</li> <li>• PM Plus (2)</li> <li>• Math Skills Checklist (10)</li> <li>• On Demand Writing (3)</li> <li>* DIBELS (LNF:27, PSF 18, NWF: 13)</li> </ul>	<ul style="list-style-type: none"> <li>* Letter I.D. (52)</li> <li>* Phonics Skills (26)</li> <li>* Word Recognition (22)</li> <li>* Sentence Dictation (22)</li> <li>• PM Plus (4-6)</li> <li>• Math Skills Assessment (75%)</li> <li>• On Demand Writing (3)</li> <li>* DIBELS (LNF:40, PSF 35, NWF: 25)</li> </ul>
<b><i>First</i></b>	<ul style="list-style-type: none"> <li>• On Demand Writing (3)</li> <li>• Spelling Inventory (ELN)</li> <li>• PM Plus (4-6)</li> <li>• Math Skills Assessment 1 (80%)</li> <li>• DIBELS (LNF:37, PCF 35, NWF: 24)</li> </ul>	<ul style="list-style-type: none"> <li>• On Demand Writing (3)</li> <li>• Spelling Inventory (LLN)</li> <li>• PM Plus (14)</li> <li>• Math Skills Assessment 2 (80%)</li> <li>* DIBELS (PSF:35, NWF: 50, ORF: 20)</li> </ul>	<ul style="list-style-type: none"> <li>• On Demand Writing (3)</li> <li>• Spelling Inventory (EWW)</li> <li>• PM Plus (18)</li> <li>• Math Skills Assessment 3 (80%)</li> <li>* DIBELS (PSF:35, NWF: 50, ORF: 40)</li> </ul>
<b><i>Second</i></b>	<ul style="list-style-type: none"> <li>• On Demand Writing (3)</li> <li>• PM Plus (18)</li> <li>• HM Math (bench TBD)</li> <li>• Spelling Inventory (LLN)</li> <li>• MAP (Read 178, Lang 180, Math 179)</li> <li>• DIBELS (Fluency 44, Nonsense 50)</li> </ul>	<ul style="list-style-type: none"> <li>• On Demand Writing (3)</li> <li>• PM Plus (20)</li> <li>• HM Math (bench TBD)</li> <li>• Spelling Inventory (WW)</li> <li>• MAP (Read 188, Lang 193, Math 185)</li> <li>* DIBELS (Fluency 68, Nonsense 50 )</li> </ul>	<ul style="list-style-type: none"> <li>• On Demand Writing (3)</li> <li>• PM Plus (23)</li> <li>• HM Math (bench TBD)</li> <li>• Spelling Inventory (WW)</li> <li>• MAP (Read 188, Lang 193, Math 185)</li> <li>* DIBELS (Fluency 90, Nonsense 50 )</li> </ul>
<b><i>Third</i></b>	<ul style="list-style-type: none"> <li>• On Demand Writing (3)</li> <li>• Spelling Inventory (EWWP)</li> <li>• Spelling :No Excuses Words</li> <li>• HM Math (bench TBD)</li> <li>• MAP (Read 194, Lang 194, Math 193)</li> <li>• DIBELS (77)</li> <li>• PM Plus (23)</li> </ul>	<ul style="list-style-type: none"> <li>• On Demand Writing (3)</li> <li>• Spelling Inventory (WWP)</li> <li>• HM Math (bench TBD)</li> <li>• MAP (Read 200, Lang 203, Math 200)</li> <li>* DIBELS (92)</li> <li>* PM Plus (24/25)</li> </ul>	<ul style="list-style-type: none"> <li>• On Demand Writing (3)</li> <li>• Spelling Inventory (LWWP)</li> <li>• HM Math (bench TBD)</li> <li>• MAP (Read 203, Lang 206, Math 202)</li> <li>* DIBELS (110)</li> <li>* PM Plus (26)</li> </ul>
<b><i>Fourth</i></b>	<ul style="list-style-type: none"> <li>• On Demand Writing (3)</li> <li>• HM Math (bench TBD)</li> <li>• Spelling Inventory (ESJ)</li> <li>• MAP (Read 203, Lang 206, Math 202)</li> <li>• DIBELS (94)</li> </ul>	<ul style="list-style-type: none"> <li>• On Demand Writing (3)</li> <li>• HM Math (bench TBD)</li> <li>• Spelling Inventory (SJ)</li> <li>• MAP (Read 206, Lang 208 , Math 207)</li> <li>* DIBELS (112)</li> </ul>	<ul style="list-style-type: none"> <li>• On Demand Writing (3)</li> <li>• HM Math (bench TBD)</li> <li>• Spelling Inventory (LSJ)</li> <li>• MAP (Read 208, Lang 210, Math 212)</li> <li>* DIBELS (123)</li> </ul>
<b><i>Fifth</i></b>	<ul style="list-style-type: none"> <li>• On Demand Writing (3)</li> <li>• HM Math (bench TBD)</li> <li>• Spelling Inventory (LSJ)</li> <li>• MAP (Read 208, Lang 210 , Math 212)</li> <li>• DIBELS (110)</li> </ul>	<ul style="list-style-type: none"> <li>• On Demand Writing (3)</li> <li>• HM Math (bench TBD)</li> <li>• Spelling Inventory (EDR)</li> <li>• MAP (Read 213, Lang 217, Math 224)</li> <li>* DIBELS (127)</li> </ul>	<ul style="list-style-type: none"> <li>• On Demand Writing (3)</li> <li>• HM Math (bench TBD)</li> <li>• Spelling Inventory (DR)</li> <li>• MAP (Read 218, Lang 217, Math 224)</li> <li>* DIBELS (139)</li> </ul>

\* = Assessments only given to at-risk students

RED = Grade Level Benchmarks

## Assessment Details

Assessment	What does this assess?	How can this assessment be used as an assessment for learning?
<b>Letter ID</b> (K)	This assesses letter recognition. It includes recognition of capital and lowercase letters.	It allows a teacher to set instructional goals by indicating unknowns and revisiting solidifying known letters.
<b>Phonics Skills</b> (K)	This assesses knowledge of letter sounds.	It provides the teacher with the ability to determine needs for individual students in reading and writing.
<b>Word Recognition</b> (K)	This assesses the knowledge that students have of high frequency words.	It provides a teacher with knowledge of known and unknown words to drive instruction in word knowledge and reading knowledge.
<b>Sentence Dictation</b> (K)	This assesses the ability to hear and record sounds and words.	It determines developmentally where students are in the writing process with regards to letter sounds and high frequency words.
<b>PM Plus</b> (K – 3 <sup>rd</sup> )	This assesses current reading level, miscue analysis, fluency, word attack skills, comprehension and necessary next steps.	It can be used to allow a teacher to group according to current level, show the teacher what skills to teach and how to plan individualized instruction and give the teacher one-on-one time and allow him/her to listen to each student read.
<b>Math Problem Solving</b> (1 <sup>st</sup> – 3 <sup>rd</sup> )	This assesses a student's reasoning skills and ability to use math strategies to solve real life problems.	Students will learn strategies for problem solving that can be generalized to many kinds of different problems. The teacher can modify instruction through purposeful grouping, whole group instruction and daily or weekly lessons depending on the grade level.
<b>Spelling Inventory</b> (1 <sup>st</sup> – 5 <sup>th</sup> )	This assesses students' developmental spelling level, application of the alphabetic principle to spelling words, and utilization of conventional spelling.	Teachers at all grade levels use these assessments to form flexible homogenous word study groups. Adaptations are made for students who are far beyond derivational relations. Teacher interpretation of this assessment allows students to work in a challenging environment.
<b>DIBELS</b> (K – 5 <sup>th</sup> )	This assesses fluency rate and accuracy of pre-reading and early reading skills.	Student fluency data will be collected three times a year during the fall, winter, and spring to show progress over time and generalization of skills. Progress monitoring assessments will also be given every few weeks to all at-risk students. Data will be used to develop individualized literacy programs.
<b>Spelling: No Excuses Words</b> (3 <sup>rd</sup> )	These 100 "No Excuses" words comprise 50% of all words used in writing.	Teaching students to access the "No Excuses" words effortlessly, gives students the ability to think about the content of their writing rather than struggle with the spelling of a word. This assessment can be useful to the teacher as they design appropriate spelling groups.

<b>MAP</b> (2 <sup>nd</sup> -5 <sup>th</sup> )	This assesses standards noted as “essential learnings” at each grade level in all core subjects.	The teacher can analyze RIT scores in each subject area to determine skills that are yet to be mastered. They can also use the NWEA learning continuum to design instruction. Charting class growth can be done to determine class strengths and weaknesses to impact curriculum. Using this data can support appropriate grouping. Teachers can individualize the assessment as they develop meaningful goals for ALL students based on MAP scores.
<b>Math Skills Assessment</b> (K – 5 <sup>th</sup> )	This assesses the concepts and skills that should be mastered at each grade level according to trimester benchmarks.	The first three administrations of the test are <b>for</b> learning because the teacher can see where the gaps in learning occur and, in turn, can teach to those gaps. The final administration of this test is <b>of</b> learning.
<b>On Demand Writing</b> (K – 5 <sup>th</sup> )	This assesses sentence fluency, organization, idea development, voice, use of conventions, spelling and grammar.	It can be used to pinpoint skills that need further instruction, help create flexible groups and create student goals in writing.

## Collective Commitment to Involving Students in the Assessment Process

The staff at Los Penasquitos Elementary believes that one of the best ways to increase student achievement is to involve students in the assessment process. Above, we have listed several ways that we “can” involve them in this process. Below, however, are ways that we “will” involve them in the process through what we call a “Collective Commitment”. This commitment has been endorsed by all members of each grade level.

<b>Kindergarten’s Collective Commitment to Involving Students in the Assessment Process</b>	
<i>Assessment</i>	<i>Commitment</i>
Letter Identification Phonics Skills Word Recognition Sentence Dictation DIBELS	We are committed to utilize these assessments as indicators of progress to drive reading and writing instruction for all At-Risk students (continually throughout the year). We will share results with each student and use the results to set individual learning goals (each student will receive a goal sheet with a written weekly goal to practice at home and in school). Students will also receive one on one instruction with classroom aide and teacher.
Running Record	We will analyze running records to identify areas of need (based on three cueing systems: meaning, structure, visual information as well as comprehension). Teachers will verbally communicate to each student strengths and weaknesses observed. Based on the results, the students will be grouped for needs-based instruction.
On Demand Writing	Students will be assessed two times during the school year. Following the assessment, we will show writing samples to all students. Students will compare two differently scored papers to discuss strengths and weaknesses of each. Through Writer’s Workshop we will provide feedback to all students to set individual writing goals.
Math Skills Checklist Math Skills Assessment #1	All families will receive a checklist of the math skills students are expected to master four times throughout the year. Results will be used to create individual learning goals which will be included in weekly homework assignments.

## **1<sup>st</sup> Grade's Collective Commitment to Involving Students in the Assessment Process**

<i>Assessment</i>	<i>Commitment</i>
On Demand Writing	All first grade teachers will familiarize their students with the 1 <sup>st</sup> grade writing rubric and teach them to evaluate their own work. Writing samples will be kept as part of students' portfolios or work sample collections...some will be scored by classroom teacher, some by grade level team, and some by the students. Teachers will work with students to develop writing goals twice per year.
Running Record	We will analyze running records to identify areas of need (based on three cueing systems: meaning, structure, visual information as well as comprehension). Teachers will verbally communicate to each student strengths and weaknesses observed. Based on the results, the students will be grouped for needs-based instruction.
Math Skills Assessment	Students scoring below the expected average will meet in small groups with the classroom teacher to correct items that should have been mastered. All students will receive a checklist highlighting areas where improvement is needed.
Math Problem Solving	Students are constantly engaged in peer conversation about the strategies they use to solve problems. They share the differences and similarities in their approaches and analyze which approaches result in correct and incorrect answers. This form of informal problem solving assessment provides the opportunity for students to learn from each other.
DIBELS	Teachers will work with students and highlight areas of need. Students below grade level will receive progress monitoring goals.

## **2<sup>nd</sup> Grade's Collective Commitment to Involving Students in the Assessment Process**

<i>Assessment</i>	<i>Commitment</i>
On Demand Writing	The teachers and students will use On Demand Writing papers to create a class rubric based on the CSR rubric criteria. We will display the class-created rubric in our classroom for the children to refer to as they write. Students will use the class-created rubric to evaluate their own writing. Students will use the class-created rubric to evaluate their peers' writing and to guide their suggestions for improvement. After the first On Demand Writing assessment is given and we have created the class rubric, teachers will guide students in setting individual writing score goals. After the 2 <sup>nd</sup> On Demand Writing test is given, the students and teachers will reflect on writing score goals, and adjust them if necessary. At the end of the year, the students and teachers will reflect on individual writing score goals.
Running Record	We will analyze running records to identify areas of need (based on three cueing systems: meaning, structure, visual information as well as comprehension). Teachers will verbally communicate to each student strengths and weaknesses observed. Based on the results, the students will be grouped for needs-based instruction.
DIBELS	Students will practice a fluency passage reading and individually track their progress during the repeated readings by graphing words per minute.
Spelling Inventory	Students will be grouped by spelling stage for specific needs-based instruction. In these needs-based groups, the students will participate in adding words to the spelling list that fit the spelling pattern their teacher selects for the week.
Math Skills Assessment	Based on the results of the first Everyday Math Skills tests and MAP the teacher and individual students will select 1 goal area on which to focus improvement. The students will list strategies for improving in those standards on a student-teacher-parent contract. After the 2 <sup>nd</sup> Math Skills test and MAP are given, the students and teachers will reflect on the math goals, and adjust them if necessary. At the end of the year, the students and teachers will reflect on individual math goals.
MAP	Teachers will share scores with their students and will set goals with students. Teachers will share lexile range with students to use at home.

### 3<sup>rd</sup> Grade's Commitment to Involving Students in the Assessment Process

<i>Assessment</i>	<i>Commitment</i>
On Demand Writing	Teachers will share the child friendly rubrics with their students. We will involve the students in the scoring process, with the whole class. Teachers will continue to guide students toward mastery in the first three traits, “ideas, organization, and conventions”. Teachers will add “word choice”, as a new area of focus.
Spelling Inventory	Teachers will share scores with their students. We will explain the spelling stages and make the students aware of their current stage. Teachers will help students set individual goals for themselves based on their needs and group accordingly.
Fluency	Students will participate in fluency timings at least three times a week. Teachers will instruct students on how to make individual goals for themselves.
Running Record	Teachers will share RR results including miscues, retelling, and comprehension. We will communicate students’ strengths and weaknesses and help students create goals for the future. This test will only be given to Title I students.
MAP Math Skills Assessment	Teachers will share scores with their students and will set goals with students. Teachers will share lexile range with students to use at home.
DIBELS	Teachers will administer DIBELS to all students at beginning of the year to determine fluency rate.

## 4<sup>th</sup> & 5<sup>th</sup> Grade's Commitment to Involving Students in the Assessment Process

<i>Assessment</i>	<i>Commitment</i>
Math Skills Assessment	Math Skills Assessment will be given to students at the beginning, middle and end of the year. Scores will be used as a tool for communicating with students in three one-on-one conferences with the teacher per year. At the student/teacher conference, discussions will focus on strengths and areas of necessary improvements. Together, teachers and students may set math goals and discuss improvement strategies that students can do both at home and in the classroom. Goals will change with each of the three assessments. Teachers will provide opportunities throughout the year for students to share math goals with parents. Throughout the year, student and teacher will keep in communication about goal progress and make changes in goal planning if necessary. Students will form partnerships that facilitate peer study groups where students work together to improve in weak areas.
Spelling Inventory	Spelling Inventories will be given three times during the year to determine spelling stages and groupings for specific needs-based instruction. Teachers will inform students of growth and stage progression, and set “next best steps” towards improvement. Students will be involved in situations using learned spelling rules. One example may be to: find words that follow the rule in their independent reading books.
DIBELS	Each trained teacher will give fluency tests to their Los Pen 4 <sup>th</sup> and 5 <sup>th</sup> grade students three times a year. Test results will be reported to teachers and shared with students so they understand what fluency means, its importance, and the students' specific scores. For those students whose scores are below grade level expectations, curriculum fluency instruction and strategies will be discussed and implemented. Students will practice weekly fluency timings, graph results of total words per minute, and keep weekly records showing fluency growth for the goal of improving for the upcoming formal fluency assessments given throughout the year.
On Demand Writing	Fourth grade teachers will focus on five of the “6 Traits” during the fourth grade year. These traits are: Ideas, Organization, Conventions, Word Choice and Sentence Fluency. Fifth grade teachers will focus on all “6 Traits”. Teachers will share the “6 traits” writing rubrics. Students will use them when evaluating their own work and the work of peers. As instruction of each trait is implemented, students will keep rubrics in a writing folder or binder to use to refer to throughout the school year for both evaluation purposes and to use as a reference for their own writing. Teachers will use selected students' papers showing a variety of levels of writing on the overhead in whole class instruction. Students will practice evaluating pieces by using the rubrics, reading samples, and discussing with peers their reasons for choosing specific rubric grades for each piece.

On Demand Writing (continued)	<p>Once students show they understand each trait rubric, they work together to evaluate their own work and those of their peers. On-demand writing assessments will be given to all students three times each year, with all grade level teachers reading each others' papers at least twice and participating in teacher scoring/discussion. Teachers will use these "post-test" papers and conference with students on specific traits and how they could improve. Students then revise their papers to utilize what they have learned from their conferences and revisions. Students and teachers will have individual conferences throughout the school year for specific and individualized instruction. Writing folders or portfolios will be kept with samples of student work so progress can be observed over time.</p>
MAP	<p>Teachers will give MAP assessment at the beginning and mid year to use FOR learning and planning of instruction. At the end of the year, MAP will be given to record students' yearly progress. Teachers will conference one-on-one with each student to share MAP scores and discuss specific ways in which students can improve. Academic goals are set based on RIT range and the Academic Standards set by PUSD and NWEA. Students will learn about lexile scores and use results to choose appropriate independent reading novels. Students share lexile scores with parents and teach parents how to use the website of <a href="http://www.lexile.com">www.lexile.com</a> to find out lexile scores of their novels on the computer.</p>

## Individual Student Goals

### *Goal Details*

- Each student will develop **ONE GOAL** based on specific assessments with their teacher.
- Teams will work together to pool their resources in an effort to create a variety of extended learning opportunities for each individual student. (One example of this is developing packets of practice work that speaks to a student's learning goal.)
- Teams should plan on working together to creatively use time in scheduling Student Goals Conferences.
- All intervention staff is aware of the goals for each student that they work with.
- Whole-class conversations about the importance of goals should take place at the beginning of the school year. Teach kids the big three questions:
  1. What is your goal?
  2. How are you working with your teacher to achieve your goal?
  3. How will you know when you have achieved your goal?
- Each student participates in some form of "Goals Reflection" during the times when new goals are set.

## Assessment Standardization

As a school we believe that the process of delivering valuable assessments is all about the student, not the teacher. Therefore we do not seek to gather scores in an attempt to boost or deflate our own sense of self, yet we desire to collect accurate information that will help us better serve students. Listed below are steps that should be taken by every team member to protect the integrity of the way that we deliver assessments.

- **All assessments that do not require continuous direction from teachers (MAP, Writing Prompts, Math Skills Tests, CA Standardized test, etc.) should be given in a manner that protects the integrity of the assessment. NO TEACHER SUPPORT should be offered during these assessments.**
- **Each test or prompt should be the same for every teacher at a specific grade level. Using different tests for different classrooms is not appropriate.**
- **All assessments listed in this plan should be delivered according to an agreed upon timeline that ensures all students are being measured at equal intervals throughout the year. Teachers should work closely as grade level teams to specify dates and times that students will be assessed.**
- **Teachers should create a testing environment that remains consistent while all students are testing. (*Quiet, appropriate seating arrangement, students silent reading when finished testing, etc.*)**

## **Assessment Schedule**

**August 25<sup>th</sup> – September 19<sup>th</sup>**

**September 2<sup>nd</sup> - 12<sup>th</sup>**

**September 8<sup>th</sup> - October 3<sup>rd</sup>**

**September 23<sup>rd</sup>**

**September 26<sup>th</sup>**

**September 22<sup>nd</sup> - October 29<sup>th</sup>**

**October 7<sup>th</sup>**

**October 30<sup>th</sup> & 31<sup>st</sup>**

**December 12<sup>th</sup>**

**January 5<sup>th</sup> - February 6<sup>th</sup>**

**January 7<sup>th</sup> - February 6<sup>th</sup>**

**February 9<sup>th</sup> – March 6<sup>th</sup>**

**February 13<sup>th</sup>**

**February 10<sup>th</sup> & 12<sup>th</sup>**

**March 3<sup>rd</sup> (tentative)**

**April 20<sup>th</sup> - May 5<sup>th</sup>**

**April 17<sup>th</sup>**

**May 4<sup>th</sup> - May 22<sup>nd</sup>**

**May 4<sup>th</sup> – May 22<sup>nd</sup>**

**June 1<sup>st</sup> & 2<sup>nd</sup>**

**June 11<sup>th</sup>**

**Assessment Window (K-5)**

**CELDT Testing**

**MAP (2-5) (2<sup>nd</sup> goes first)**

**FALL Articulation (K-2)**

**First Progress Report (K-5)**

**Student Goal Conferences: FALL**

**FALL Articulation (3-5)**

**Report Cards & Parent/Teacher Conferences** (Classes w/28+ get extra \_ day sub)

**Second Progress Report (K-5)**

**Assessment Window (K-5)**

**MAP (2-5) (2<sup>nd</sup> goes first)**

**Student Goal Conferences: WINTER**

**Report Cards**

**Articulation (K-5)**

**STAR Writing (4<sup>th</sup> Grade)**

**STAR TESTING (2-5)**

**Third Progress Report (K-5)**

**Assessment Window (K-5) & Student Goal Reflection: SPRING**

**MAP (2-5) (5<sup>th</sup> goes first)**

**Articulation/Class Placement (K-5)**

**Report Card**



# My Goals

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
School Year

Subject : \_\_\_\_\_

My Goal for the trimester is: \_\_\_\_\_

\_\_\_\_\_

Three things that I can do to help me achieve my goal are:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Teacher Signature

# Room 8's Fall Reading Goal

Goal Area: \_\_\_\_\_

Class Average Score: \_\_\_\_\_

Specific Learning Needed:

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Plan of Action:

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Timeline:

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## Room 8's Fall Reading Scores

Average Overall Score: **209.70**

Word Analysis and Vocabulary: **209.11**

Literal Comprehension: **211.56**

Interpretive Comprehension: **209.67**

Literary Response: **209.67**



## Room 8's Fall Reading Goal

Goal Area: *Word Analysis & Vocabulary*

Class Average Score: **209.1**

### Specific Learning Needed:

- ✓ *Syllables and patterns*
- ✓ *Prefixes, suffixes, root/base words*
- ✓ *Context clues*
- ✓ *Synonyms/antonyms*
- ✓ *Homographs/homophones*

### Plan of Action:

- ✓ *Pay careful attention to DLR*
- ✓ *Add prefix/suffix per week to DLR*
- ✓ *Work in our guided reading groups*
- ✓ *Add to guided reading menu*

### Timeline:

- ✓ *Create bulletin board to track what has been learned*
- ✓ *Put questions on weekly Friday Finals*
- ✓ *Winter MAPs scores*



# NEU RTI Model



## Academic System

## Behavioral System

### Intensive, Individual Interventions

Increased group time and smaller teacher/student ratios

- Fluency
- Comprehension
- Phonics

### Targeted Group Interventions

Small Groups

- Fluency
- Comprehension
- Phonics

Increased instructional time

### Universal Interventions

Core Curriculum  
Differentiation of Instruction  
Master Schedule  
Assessments  
Articulation  
Class Placement

### Intensive, Individual Interventions

Behavior Intervention Plan

Possible Referral to IAT

### Targeted Group Interventions

Social Stories

Referral to Counseling/Caring Connections

Behavior Support Plan

Referral to SST

### Universal Interventions

Code of Conduct/School Rules

Universal Classroom Management Plans

Morning Meetings

Resource Manual

Reinforcement System

Visual Schedule

Whole Class Social Skills Lessons

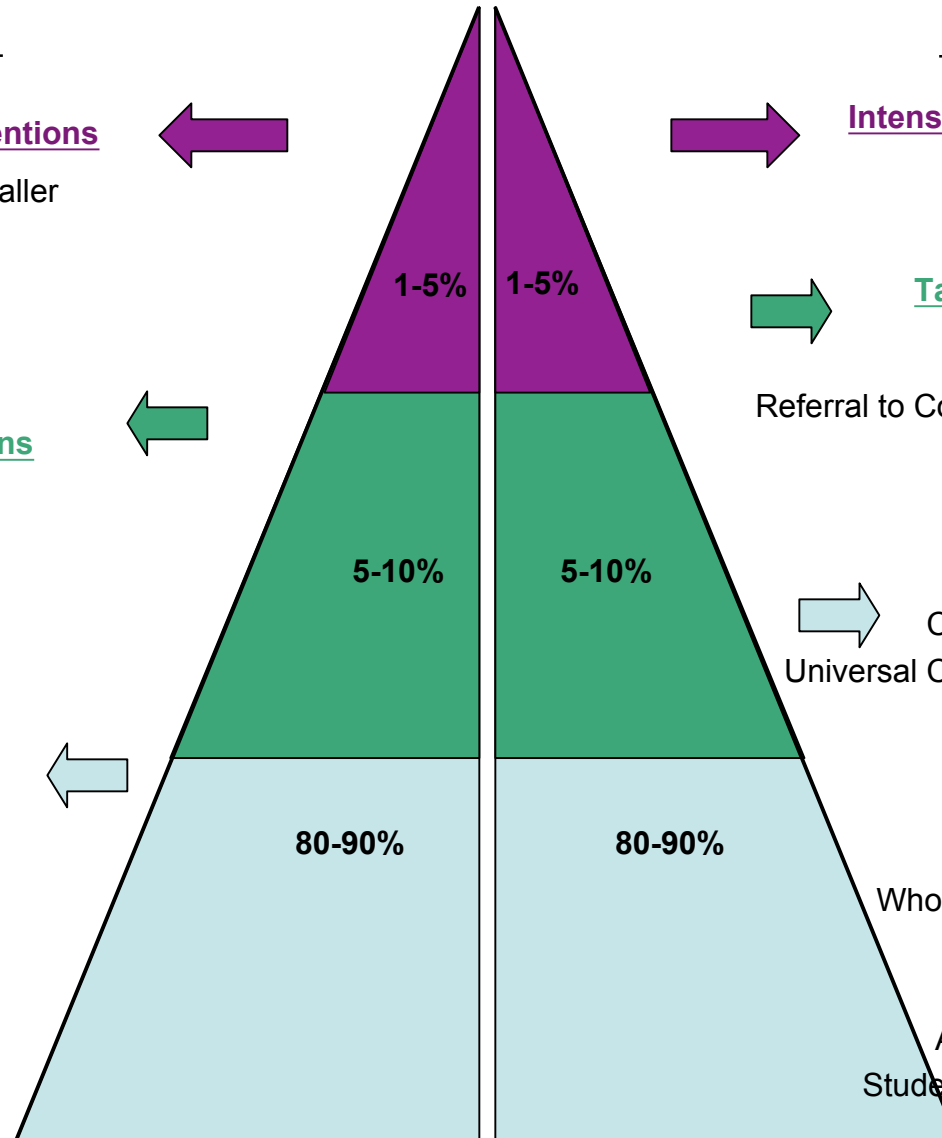
Behavior Contracts

Staff Development

Admin Connections/Check-ins

Student Service Recess Alternative

Class Placement





## Los Pen Intervention Plan Grades K-3

The following intervention plan has been created in order to close the achievement gap for Los Pen students below proficient in English Language Arts. This plan acts as an exceptional system for the way that we created academic results for our at-risk K-3 students.

- **Intervention Team:** The team consists of Kindergarten teachers, Literacy Lab teachers, and classroom teachers. The intervention team identifies strategies for working with students, administers diagnostic assessments, creates flexible groups based on skill level, provides instruction to students, collaborates with classroom teachers and parents and meets weekly with principals.
- **Intervention Curriculum:** Intervention curriculum is matched to student needs and aligned to English Language Arts Standards.

Programs	Assessments	Skills Taught	Grades	Teachers	Location/Time
<b>Read Well</b>  <b>Read Well I (2.0)</b> <b>Read Well Plus (2.5)</b>	Grade Level (CT) Read Well (IT) Placement Tests End of Unit Tests	Phonemic Awareness, Phonics, Fluency, Vocabulary & Comprehension	K-3	Intervention Literacy Lab	Classrooms 5x per week for 30 minutes
<b>Read Naturally</b>	DIBELS- Benchmark (CT) Progress Monitoring (CT)	Fluency	1-3	Literacy Lab	Literacy Lab 5x per week for 30 minutes
<b>STARS</b>	MAPS (CT)	Comprehension	2-3	Intervention Literacy Lab Classroom	Literacy Lab 5x per week for 30 minutes

- **Intervention Timeline:** Grade level assessments will be administered by classroom teachers and articulation meetings will be held three times per year (September, February and June). After the first two articulation meetings, the intervention team will give additional diagnostic assessments and create intervention groups. Progress monitoring assessments will be given throughout the year and students will move in and out of existing groups as needed. At the end of the year, purposeful placements will be made for students who are not meeting grade level standards in English Language Arts.



# No Excuses University

At  
Los Pen

## Three-Way Pledge

### The Teacher Pledge

I understand the importance of fostering a positive school experience for every child. I am committed to creating a school that knows no limits to the academic success of each student. I agree to carry out the responsibilities found in the No Excuses University *Staff Handbook*. These responsibilities are:

- Mission, Vision, Shared Commitment, and Goal of Los Pen
- Staff Code of Conduct
- Los Pen Assessment Plan
- Los Pen Collaboration Commitment

Each of these responsibilities speaks to my commitment to teach to state standards, communicate regularly with parents, and strive to meet the individual needs of each student.

Teacher Signature \_\_\_\_\_ Date: \_\_\_\_\_

### The Student Pledge

I understand that my education is very important to my future. It will help me develop the tools I need to become a successful and productive person. I know that my education now will prepare me for college in the future. Because of this I am committed to following the requirements found in my No Excuses University *Student Handbook*. In addition, I commit to:

- Arriving at school everyday on time unless I am ill
- Following the rules and the six pillars of character of our school
- Completing and turning in homework on time every day
- Returning letters, corrected work, and other school materials to my parents

Each of these responsibilities speaks to my commitment to learn and become the best student I can.

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_

## The Parent Pledge

I understand that my child's education today is essential for their success in life. This experience will support him/her to become a successful and productive person. It will also prepare them for college if they so choose to attend. Because of this I am committed to following the requirements found in my No Excuses University *Parent Handbook*. These responsibilities are found in the:

- Mission, Vision, Shared Commitment, and Goal of Los Pen
- Parent Code of Conduct
- "Take Five" Commitment
- Parent Goals Commitment
- Commitment to ensuring my child attends school on time every day unless they are ill

Each of these responsibilities speaks to my commitment to support Los Pen in order to ensure a bright future for my child.

Parent Signature \_\_\_\_\_ Date: \_\_\_\_\_



Every family plays a key role in supporting the academic and social growth of a No Excuses University Student. Just as students set academic goals, parents should also set goals to support the success of their child. Below is a template used for parents to develop two very important goals. First, parents should develop one goal to support the academics of their child. Second, plans should be made to continue to support the social and emotional growth of their student through a goal to enhance parenting skills. Both goals should include specific steps that will be taken to ensure success.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

NEU Parenting Goals	
Academic Goal	Goal to Enhance Parenting
Goal _____ _____	Goal _____ _____
Steps for Success:  _____ _____ _____	Steps for Success:  _____ _____ _____



*"We are committed to creating a school that knows no limits to the academic success of each student."*

***No Excuses University Pledge***

## 2008-2009 College Readiness

The planning committee came to the understanding that instead of strictly promoting the A-G requirements, we will focus on promoting **awareness** about college. We believe that this can and should look differently across the grade levels. See below for the ways that each grade will be asked to promote this awareness.

K-3	4-5
<ul style="list-style-type: none"> <li>Utilize college vocabulary in each classroom</li> <li>Participate in a college readiness kick-off assembly</li> <li>Promote college readiness at Friday Flags</li> <li>Add questions to the yearly school climate survey</li> <li>Continue to promote the idea of college in creative ways deemed appropriate by each grade level</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the importance of students being on the A-G track in high school.</li> <li>Display A-G requirement posters</li> <li>Talk about the different options that students have in order to attend college.</li> <li>Help students understand that if they want to work in a specific profession that there are decisions that they can begin to make now as they choose their track to college.</li> <li>Decide upon specific strategies that will be promoted at each grade level to support college readiness. (Cornell notes, use of planners, etc.)</li> <li>Support the idea of students being accountable for their learning</li> <li>Introduce authentic college readiness tools that students will see in high school. (Enrollment packets, etc.)</li> <li>Continue to take field trips to college campuses</li> <li>Encourage parents and students to attend the yearly college fair at the convention center.</li> </ul>
<ul style="list-style-type: none"> <li>Change Olympic Field Day to College Field Day</li> <li>All classes have a chant for their university</li> <li>All classes participate in individual student goals conferences where they explain data and assessment to students.</li> </ul>	

[illegible]



*"We are committed to creating a school that knows no limits to the academic success of each student."*

### ***No Excuses University Pledge***

Dear Admissions Director,

Greetings from the No Excuses University at Los Pen in San Diego, California. We write this letter with much excitement for an endeavor that has the potential to influence the lives of thousands of students across the nation.

Los Penasquitos Elementary is a school within the Poway Unified School District that serves a wide range of socio-economic and diverse students. With over forty percent of our population receiving free or reduced lunch and thirty-five different languages represented within our school, Los Pen is unique compared to the neighboring schools in our area. Even still, we believe that every one of our students has the innate ability to learn and holds a very bright college future ahead of them. Because of this, the No Excuses University concept was born. Now, just three years old, we have created a network of schools that includes eleven No Excuses Universities across the country.

It is our dream to make college a reality for all of our students. We are beginning our journey in doing so by developing a comprehensive plan to expose students to the sights and sounds of college. Some of the ways that we are achieving this are:

- 🎓 Students wear No Excuses University shirts every Monday to set the tone for a great week of academic learning ahead.
- 🎓 University flags drape the doors of every classroom as each class has adopted a different university. ***(Alabama is one of them!)***
- 🎓 Parents, students, and staff endorse a three way contract that ensures success for our endeavor.
- 🎓 Staff members are committed to finding new ways to bring college standards to life at each grade level.

For many, these steps initiate the process of bringing to an end the perpetual poverty that traps so many of our families. ***As we go forward, there is one very simple step that you can do to make this dream a reality for students.*** Just as room seventeen has adopted your school it is our hope that you too will adopt them. Currently universities, alumni associations, and individual alumni from the University of Wisconsin, Arizona, SDSU, Kansas, Iowa, Michigan, Illinois, Purdue, Michigan State, Cal, New Mexico, Navy, Nebraska, Auburn, Georgia Tech, San Diego, Northern Colorado, and UCLA have all signed up to adopt one of our classrooms. Attached is a letter from Mrs. Camarillo who has adopted Alabama with her class. Included are a variety of ways that you can help support our efforts by adopting this class.

We believe that the possibilities are endless for the No Excuses University concept. In addition, we know that word of this program has the potential to spread all across the country and in turn influence the academic lives of thousands. For stories about our success, visit [www.noexcusesu.com](http://www.noexcusesu.com). We thank you in advance for your consideration and welcome any questions or comments that you might have about our endeavor.

Sincerely,

Damen Lopez  
Principal  
Los Penasquitos Elementary School

# Staff Code of Conduct



The Los Pen staff is committed to modeling character to students, parents, and each other. Based on work that was conducted by our staff during the 2004-2005 school year, we commit to focusing on the six character pillars in the following ways:

## TRUSTWORTHINESS

- ❖ Return borrowed items in a timely fashion
- ❖ File own books in Book Room
- ❖ No using copy codes accidentally left on machine
- ❖ Promptness to all meetings and duties

## RESPECT

- ❖ Resolve conflicts peacefully
- ❖ Every idea is important
- ❖ Showing Active Listening
- ❖ Please and Thank You!
- ❖ Embrace differences
- ❖ Consider each other's feelings
- ❖ Tolerance
- ❖ Less of: Put downs. *Don't lose faith or temperament.*

## RESPONSIBILITY

- ❖ Be on time
- ❖ Be organized
- ❖ Ownership of actions and consequences
- ❖ Accountable for learning
- ❖ Less of: Blame of others.
- ❖ NO EXCUSES

## FAIRNESS

- ❖ Confidential with all
- ❖ Spotighting fairness in our own lives
- ❖ Sharing work load among team/staff members
- ❖ Give people the benefit of the doubt

## CARING

- ❖ Greet fellow staff members
- ❖ Stop and have genuine conversations
- ❖ Mention and discuss caring interactions with other teachers to students
- ❖ Sign cards for staff members
- ❖ Greet parents
- ❖ Give compliments
- ❖ Less of: Rumors and gossiping

## CITIZENSHIP

- ❖ Vote
- ❖ Take care of our classrooms
- ❖ Respect for our school community
- ❖ Reach out to our community partners
- ❖ Teach citizenship to students
- ❖ Involvement at Canyon Rim Community Center
- ❖ Less of: Complaining about evening school sponsored events.



## Building A Community of Learners

*In order to promote and support the social and emotional needs of our students, we are committed to the following activities within our school day:*

- **Greet each student every morning in line or at the door.** This supports the feeling of student belonging, respect and importance.
- **Create and post a Visual Schedule every day.**
- **NEU Prep** helps students get ready for the day, prepares them for learning academics, and allows them to gain skills necessary for college. It enriches the climate and tone of learning through merging social, intellectual, and emotional learning. NEU Prep includes:
  - Student Greeting:** Sets a positive tone, provides sense of belonging, and develops respect between students.
  - Sharing:** Development and reinforcement of listening and presentation skills and opportunity to develop empathy and social consciousness.
  - Group Activity:** Fosters participation and group identity, promotes social skills, and reinforcement of the curriculum.



## First 20 Days

**The first twenty days of school, explicitly teach the following:**

- |  |  |
|--|--|
| <b>Day 1</b> Character Counts!                   | <b>Day 11</b> Bathroom etiquette/procedure         |
| <b>Day 2</b> Walking/waiting in lines            | <b>Day 12</b> Guest entering/phone procedure       |
| <b>Day 3</b> Assembly behavior                   | <b>Day 13</b> Interacting with peers               |
| <b>Day 4</b> After school and dismissal behavior | <b>Day 14</b> Talking with adults                  |
| <b>Day 5</b> Playground rules                    | <b>Day 15</b> Voice level - campus/class (1 to 10) |
| <b>Day 6</b> Academic Expectations               | <b>Day 16</b> Behavior in office                   |
| <b>Day 7</b> End of the day packing-up           | <b>Day 17</b> Classroom materials                  |
| <b>Day 8</b> Cafeteria etiquette                 | <b>Day 18</b> Review classroom management          |
| <b>Day 9</b> Hallway behavior/ Hall passes       | <b>Day 19</b> Guest teacher behavior               |
| <b>Day 10</b> Transitions to/from classrooms     | <b>Day 20</b> Rainy day behavior                   |

- Principal Support
- Specialist Support

## **Step Three**

- Parent Meetings
- Firm Consequences
- District Support

### ***Collaborate with Admin***

- Counseling Support
- Clipboard Kids
- SST Referrals

## **Step Two**

- Behavior Support Plan
- Caring Connections
- Parent Contact
- Teachable Consequences

### ***Character Counts Violation***

- Daily Greeting
- Morning Meeting
- Modeling Pillars

## **Step One**

- Colleague Support
- Behavior Contracts
- Reinforcements
- Universal Classroom Management

### ***Character Counts Code of Conduct***

# **Culture of Universal Achievement**

# Classroom Management Plan (K-1)

*"Character is doing the right thing, even when no one is watching"*

## Code of Conduct:

I will be trustworthy.

I will be respectful.

I will be responsible.

I will be fair.

I will be caring.

I will be a good citizen.

## IF YOU CHOOSE TO BREAK THE CODE OF CONDUCT (CONSEQUENCES):

**1<sup>st</sup> TIME: CAUTION: YELLOW**

**2<sup>nd</sup> TIME: STOP: RED**  
SIGN IN THE BOOK

**3<sup>rd</sup> TIME: TIME-OUT: SIGN IN THE BOOK**  
TAKE A BREAK IN ANOTHER CLASS  
FILL OUT TIME-OUT LETTER/HOME TO PARENTS  
POSSIBLE LOSS OF RECESS

**4<sup>th</sup> TIME OR SEVERE DISRUPTION:**  
IMMEDIATELY SENT TO THE OFFICE  
FILL OUT CHARACTER VIOLATION

## POSITIVE REINFORCEMENT:

PRAISE - DAILY

POSITIVE NOTES HOME - RANDOM

CHARACTER COUNTS! AWARD

INDIVIDUAL CLASSROOM REINFORCEMENT:

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We have read and discussed this classroom management plan and will support and honor the plan throughout the year.

---

Parent Signature

---

Student Signature

### **Trustworthiness**

Be honest • Don't deceive, cheat or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends and country

### **Respectful**

Treat others with respect; follow the Golden Rule • Be tolerant of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults and disagreements

### **Responsible**

Do what you are supposed to do • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your choices

### **Fairness**

Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly

### **Caring**

Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

### **Citizenship**

Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment

Name \_\_\_\_\_

Date

# Behavior

[illegible]

# TIME-OUT LETTER



What did I do? (words or pictures)

How do I feel? (words or pictures) 😞 😐 😊

What can I do better next time? (words or pictures)

\_\_\_\_\_ I understand and will try harder in class.

\_\_\_\_\_ I do not understand and I need to talk to my teacher.

\_\_\_\_\_

\_\_\_\_\_

# Classroom Management Plan (2-5)

*"Character is doing the right thing, even when no one is watching"*

## Code of Conduct:

I will be trustworthy.

I will be respectful.

I will be responsible.

I will be fair.

I will be caring.

I will be a good citizen.

## IF YOU CHOOSE TO BREAK THE CODE OF CONDUCT (CONSEQUENCES):

**1<sup>ST</sup> TIME: CAUTION: YELLOW**  
SIGN IN THE BOOK

**2<sup>ND</sup> TIME: STOP: RED**  
SIGN IN THE BOOK  
FILL OUT RETHINKING PAPER

**3<sup>RD</sup> TIME: TIME-OUT:** SIGN IN THE BOOK  
TAKE A BREAK IN ANOTHER CLASS  
FILL OUT TIME-OUT LETTER/HOME TO PARENTS  
POSSIBLE LOSS OF RECESS

**4<sup>TH</sup> TIME OR SEVERE DISRUPTION:**  
IMMEDIATELY SENT TO THE OFFICE  
FILL OUT CHARACTER VIOLATION

## POSITIVE REINFORCEMENT:

PRAISE - DAILY

POSITIVE NOTES HOME - RANDOM

CHARACTER COUNTS! AWARD

INDIVIDUAL CLASSROOM REINFORCEMENT:

---

---

---

We have read and discussed this classroom management plan and will support and honor the plan throughout the year.

---

---

### **Trustworthiness**

Be honest • Don't deceive, cheat or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends and country

### **Respectful**

Treat others with respect; follow the Golden Rule • Be tolerant of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults and disagreements

### **Responsible**

Do what you are supposed to do • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your choices

### **Fairness**

Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly

### **Caring**

Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

### **Citizenship**

Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment

Name: \_\_\_\_\_

Date

## Behavior

[illegible]

Name \_\_\_\_\_

Date

## Behavior

[illegible]

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## RETHINKING LETTER



**You are receiving a second warning about your negative choices. Please think about what you have done and answer these questions.**

1. What did I do to receive my yellow warning?

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2. What did I do to receive my red warning?

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3. How did your choice affect others?

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4. What caused your negative choice?

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5. What could you do better next time?

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Please check one:

\_\_\_\_\_ I get the point. I will try harder in class.

\_\_\_\_\_ I don't understand. We need to talk about my behavior.

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## TIME-OUT LETTER

You have been removed from class due to a negative choice which interrupted the learning process. In order to return to class you must fill out this form. The purpose of this experience is to get you to think about the relationship between your choice, the consequences of your choices, and the feelings you may now be having.

### Yellow Warning:

What I did...	Consequences...	Feelings...

### Red Warning:

What I did...	Consequences...	Feelings...

### Time-Out:

What I did...	Consequences...	Feelings...

How can I change my negative choices to positive choices?

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### Recess Schedule

10:30 – 10:45 2<sup>nd</sup> / 3<sup>rd</sup>  
 10:45 – 11:00 Academy  
 12:45 – 1:00 1<sup>st</sup>  
 2:00 – 2:20 Academy  
 2:45 – 3:00 4<sup>th</sup> / 5<sup>th</sup>

## 2008-2009 Master Schedule

### Lunch Schedule

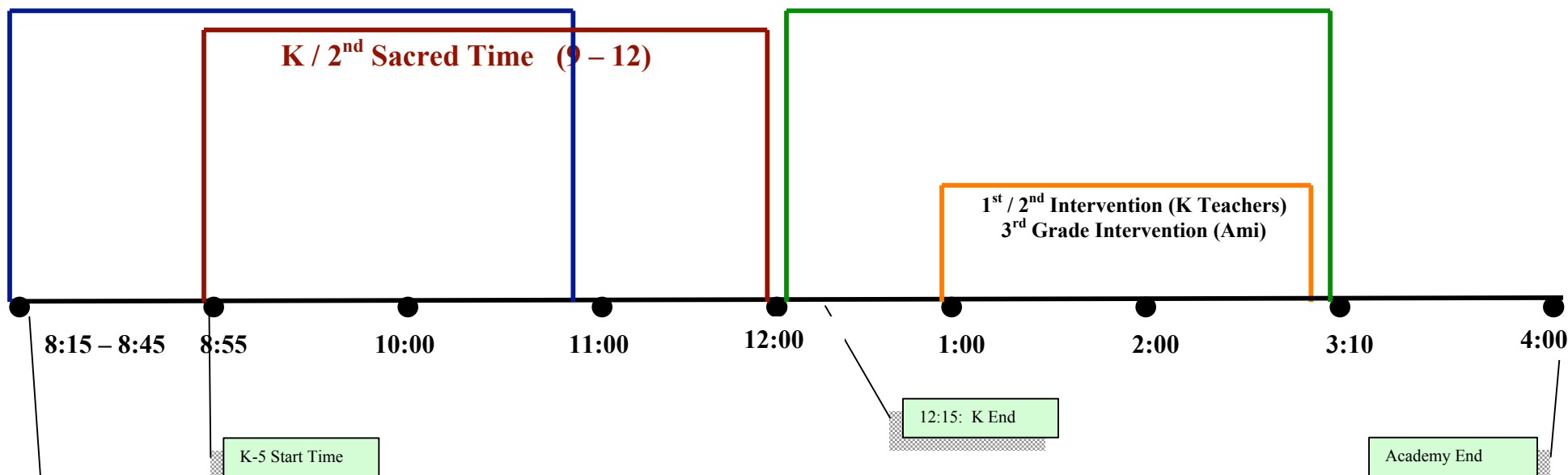
11:05 – 11:45 1<sup>st</sup>  
 11:25 – 12:05 4<sup>th</sup> / 5<sup>th</sup>  
 11:45 – 12:25 Academy  
 12:05 – 12:45 2<sup>nd</sup> / 3<sup>rd</sup>

### Academy Sacred Time (8 – 10:45)

### 1<sup>st</sup> / 3<sup>rd</sup> / 4<sup>th</sup> / 5<sup>th</sup> Sacred Time (12 - 3)

### K / 2<sup>nd</sup> Sacred Time (9 – 12)

1<sup>st</sup> / 2<sup>nd</sup> Intervention (K Teachers)  
 3<sup>rd</sup> Grade Intervention (Ami)



Academy Start  
 ELL Group #1  
 3<sup>rd</sup> Grade Intervention

**Sacred Time:** A block of time set aside during each day for grade levels to participate in quality core-literacy instruction. This block of time, two to three hours each day, honors the need for teachers to work with their students within the classroom setting. With the exception of special education and beginning ELL programs, no other pull-out will take place without the support of the teacher. School announcements, assemblies, drills, and phone calls will be kept to a minimum as we will work hard to schedule such events at appropriate times throughout the day.

Thurs. Collaboration Schedule		Principal Rotation	
<b><i>K &amp; 1</i></b>	9/11	<b><i>K</i></b>	9/3
<b><i>2 &amp; 3</i></b>	9/18	<b><i>1st</i></b>	9/10
<b><i>4 &amp; 5</i></b>	9/25	<b><i>2nd</i></b>	9/17
<b><i>K &amp; 1</i></b>	10/9	<b><i>3rd</i></b>	9/24
<b><i>2 &amp; 3</i></b>	10/16	<b><i>4th / 5th</i></b>	10/1
<b><i>4 &amp; 5</i></b>	10/23	<b><i>K</i></b>	10/8
<b><i>K &amp; 1</i></b>	12/4	<b><i>1st</i></b>	10/15
<b><i>2 &amp; 3</i></b>	12/11	<b><i>2nd</i></b>	10/22
<b><i>4 &amp; 5</i></b>	1/8	<b><i>3rd</i></b>	10/29
<b><i>K &amp; 1</i></b>	1/15	<b><i>4th / 5th</i></b>	11/5
<b><i>2 &amp; 3</i></b>	1/29	<b><i>K</i></b>	11/12
<b><i>4 &amp; 5</i></b>	2/5	<b><i>1st</i></b>	11/19
		<b><i>2nd</i></b>	12/3
		<b><i>3rd</i></b>	12/10
		<b><i>4th / 5th</i></b>	12/17
		<b><i>K</i></b>	1/7
		<b><i>1st</i></b>	1/14
		<b><i>2nd</i></b>	1/21
		<b><i>3rd</i></b>	1/28
		<b><i>4th / 5th</i></b>	2/4
		<b><i>K</i></b>	2/11
		<b><i>1st</i></b>	2/25
		<b><i>2nd</i></b>	3/4
		<b><i>3rd</i></b>	3/11
		<b><i>4th / 5th</i></b>	3/18
		<b><i>K</i></b>	3/25
		<b><i>1st</i></b>	4/1
		<b><i>2nd</i></b>	4/15
		<b><i>3rd</i></b>	4/22
		<b><i>4th / 5th</i></b>	4/29