

# 2017 NEU Endorsement Los Penasquitos Elementary

Los Penasquitos Elementary School is located in a suburb approximately 30 minutes outside of San Diego, California. In addition to its history of academic success for students, it is the flagship school of the No Excuses University Network of Schools, a network of over 250 schools in 19 states representing over 150,000 students. Los Pen is the first NEU school to earn the coveted Doctoral Distinction for their long-term commitment to changing the lives of students, parents, and staff throughout their community. This endorsement represents the commitments on the part of the staff to develop Six Exceptional Systems under the umbrella of college readiness for all. These ideas have been accumulated and refined over a fifteen year endeavor. For more information about Los Penasquitos Elementary, check out the video below.

[LP Doctoral Distinction Video](#)

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# Our Commitment



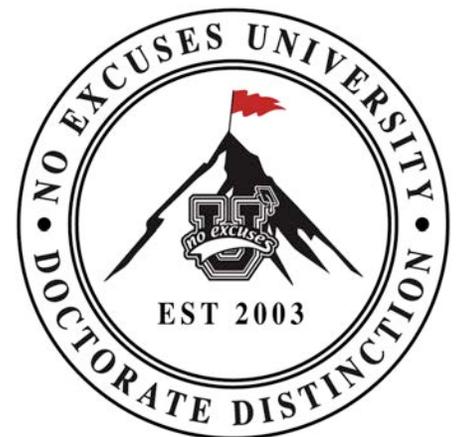
Since 1998, the staff of Los Penasquitos Elementary School began to not only make measurable changes in the way that we conducted our work, but also make public our commitments about how we would go about doing that work. Beliefs and ideas that were once summed up in mission statements and strategic 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.

# *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 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 six core exceptional systems. These 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.



## **Guidelines for New Teachers**

- Receive grade level specific teacher resources from grade level team such as Daily 5, CAFÉ, etc.
- Receive the following books:
  - *No Excuses University* by Damen Lopez
  - *Teach Like a Champion* by Doug Lemov
  - *Framework of Understanding Poverty* by Ruby Payne
- Attend an NEU institute

# Culture of Universal Achievement



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

*"Never doubt that a small group of thoughtful committed citizens can change the world; indeed, it's the only thing that ever does". Margaret Mead*

## **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 commitment to the promotion of academic accomplishments and character development for every student.
- Our school can neutralize many challenges our kids bring to school.
- Academic success and social responsibility are the main goals of our school.
- The principal and staff value a collaborative authority to lead.
- There are No Excuses for poor effort for all stakeholders.

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

## ***Growth Mindset***

The staff of Los Peñasquitos believes that supporting a Growth Mindset is essential to helping a student reach their potential.

We realize that students with a Growth Mindset are more motivated to learn, exert effort, and can outperform those with a fixed mindset. Growth Mindset moves us from the belief in fixed attributes toward recognizing the importance of:

- Strategies
- Effort/ Grit
- Focus
- Persistence (“not yet”)

We realize that if we praise students for the hard work and the process that they have engaged in, that helps to develop a growth potential. A Growth Mindset amongst students is likely to encourage them to develop feelings of empowerment - students begin to see how they might take action to positively influence their own learning.

We understand that developing a Growth Mindset amongst students is not an immediate process; rather, it will take a concerted effort on behalf of teachers and the Los Peñasquitos community. Staff commit to completing the six lessons in the first days of school procedure, (days 16-21). There will be a classroom display of Growth Mindset in every classroom. Discussion with students will highlight effort, grit, stamina, perseverance, or other components of Growth Mindset. Growth Mindset vocabulary and quotes will be used in each classroom. Books related to Growth Mindset will be in each classroom. Initiatives such as Dot Day and the Cardboard Challenge are opportunities to be explored and initiated. Los Pen staff members have access to the Growth Mindset Pinterest board for additional resources.

## **No Excuses University**

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

–Los Pen Pledge

## **No Excuses University Teach Like a Champion Techniques**

*Teach like a Champion, 49 Techniques that Put students on the Path to College*, by Doug Lemov was a summer book study for Los Pen teachers and subsequently a TLC where staff identified the techniques that will be implemented in all NEU Los Pen classrooms.

*Teach Like a Champion*, is about the art of teaching. The selected No Excuses University Techniques are excellent tools our staff will use to close the achievement gap allowing students to be prepared in such a way that they can demonstrate success. These techniques will provide the variety of skills and broad based knowledge that students need to master to succeed in college. While many of the strategies learned are implemented on our campus, it is the expectation that the identified NEU techniques are implemented in all No Excuses University classrooms with fidelity.

### **NEU Techniques**

#### **#1 No Opt Out**

To provide a bridge for students who are unable to correctly answer a question which guides them to the needed content information. Choose among four basic formats to respond:

Format #1: You provide the answer; the student repeats the answer

Format #2: Another student provides the answer; the initial student repeats the answer

Format #3: You provide a cue; the student uses it to find the answer.

Format #4: Another student provides a cue; the initial student uses it to find the answer.

#### **# 22 Cold Call**

Cold Call is done by calling on students to answer, regardless of whether their hands are raised. This will help students to stay focused and push all students to answer the questions in their heads.

Cold Call is:

Predictable- It is an engagement strategy NOT a discipline strategy, students come to expect it and change their behavior in advance.

Systemic- Calls are universal and impersonal; they are about expectations not individuals.

Positive: it is not a “gotcha”, the goal is for a student to get the answer correct, making the process upbeat and positive.

Scaffolded: Reinforce basic knowledge questions before moving to content that is more difficult.

#### **# 28 Entry Routine**

Greet each student by name and ensure students respond using eye contact. As a part of an effective classroom routine, Entry Routine, is a planned sequence, which happens when children enter the room. It should proceed quickly with little narration from the teacher. It should become part of the classroom culture.

Do not hand out “do now” work. Students should pick it up from a predictable place or already have it on their desk.

Key Points:

Students have a predictable routine upon entering the classroom.

Homework or procedures for turning things in should be the same every day without prompting.

### **# 29 Do Now (1<sup>st</sup>-5<sup>th</sup>)**

Do Now is a short activity either written on the board or placed on student's desk which they should begin immediately upon entering the classroom. Students should be able to enter and begin "Do Now" without any specific instruction. It should take between five and thirty minutes to complete, require a written product, and preview the day's lesson or review a previous lesson.

### **#30 Tight Transitions**

To maximize time and energy for learning, NEU classroom should have tight transitions from one activity to the next. Students should know common procedures for transitions with little teacher narration. Key components to tight transitions are:

- Follow the same path every day.
- Give a beginning and stopping point in advance.
- Aim for speed, orderliness, and silence.

### **#32 S.L.A.N.T**

SLANT teaches students the behaviors and skills that help students pay attention, concentrate, focus, and learn. The Los Pen variation of SLANT will be:

**S     Sit Up**  
**L     Listen**  
**A     Ask and Answer Questions**  
**N     No Distractions**  
**T     Track the Speaker**

The use of the consistent acronym is quick and efficient. SLANT can also be broken apart when necessary and students can be reminded about the "S" in SLANT. Classes in grades TK-5 and specialists will have posters of this technique.

### **#36 100 Percent**

Expect 100 percent of the students to do what you ask 100 percent of the time, 100 percent of the way. Excellence is the habit. 100 percent compliance is the expectation not the goal to ensure a healthy classroom climate focused on academics. Use the least invasive form of intervention so that your teaching is not interrupted. Rely on firm calm finesse. Make the correction fast, positive, confidently and as invisible as possible. Take advantage of ways to make expectations and the tasks you ask students to do visible. This allows you to manage students more clearly and makes it more evident to students that you can see whether or not they have done as asked.



## Who Participates in the No Excuses University at Los Pen?

The No Excuses University at Los Pen is an endeavor that requires participation by all to ensure success. All students, staff, and parents will be actively involved in many different ways.

<i>Student</i>	<i>Staff</i>	<i>Parents</i>
<p><b>Celebration:</b> Academic success will be celebrated by all as students strive for college readiness.</p> <p><b>Student Handbook:</b> The student handbook will be shaped around the character traits and work habit commitments necessary for a student to be a No Excuses University student. They will find great pride in being a part of our school and encourage the very best from one another each day.</p> <p><b>Power of Symbolism:</b> Every Monday students will wear their No Excuses University shirts as they set the tone for learning throughout the week. Friday will be college readiness day as students will wear the colors and logos of the universities that they have selected for their individual classrooms.</p> <p><b>Student Goals:</b> Students will continue to participate in the development of student goals. This goal planning will be tied to college readiness.</p>	<p><b>Los Pen Assessment Plan:</b> Staff members will continue to develop student goals that are grounded on assessments “for” learning.</p> <p><b>Los Pen Collaboration Plan:</b> The Los Pen staff will participate in collaboration that builds strong professional <i>relationships</i>, keeps time sacred for <i>group collaboration</i>, and ensures continued <i>professional growth</i> as teams collectively participate in making our students college ready.</p> <p><b>Candid Collaboration:</b> The Los Pen staff will be committed to confronting any concerns that hinder the academic and social progress of our students.</p> <p><b>Power of Symbolism:</b> Students will be encouraged by various displays of symbolism for the No Excuses University at Los Pen. <i>(See student column)</i></p>	<p><b>No Excuses University Forum:</b> Mandatory parent meetings will take place at the beginning of the year sharing about NEU.</p> <p><b>“Take Five”:</b> Promoting five steps that each parent will take in the first five minutes that a student comes home from school. This includes conversations about student goals and tips on how to gather information from the student on specific learnings from the day.</p> <p><b>Parent University:</b> Opportunities for parents to attend “Developing Capable Young People” seminars and other parenting workshops.</p> <p><b>Parent Goals:</b> Just as students have learning goals, parents will be asked to develop parent goals at home with the student as the facilitator of the Parent Goal process.</p> <p><b>Three Way Pledge:</b> Parents will endorse a contract signed by student, teacher, and parent. This contract will speak to the expectations for all as we participate in the No Excuses University at Los Pen.</p>



# 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* Endorsement. 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:



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

### 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.

<b>K-3</b>	<b>4-5</b>
<ul style="list-style-type: none"> <li>• Utilize college vocabulary in each classroom.</li> <li>• Promote college readiness at Friday Flags.</li> <li>• Continue to promote the idea of college in creative ways deemed appropriate by each grade level.</li> <li>• Classroom is decorated with college visuals</li> <li>• Student work aimed toward college</li> <li>• College flags</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</li> <li>• On-line tour of college</li> </ul>
<ul style="list-style-type: none"> <li>• College/Career 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> <li>• Students should know their graduation year.</li> <li>• Students wear NEU gear every Monday and college colors every Friday.</li> </ul>	





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

Dear Alumni Association President,

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 Peñasquitos Elementary is a school within the Poway Unified School District that serves a wide range of social-economic and diverse students. With over forty percent of our population receiving free or reduced lunch and 38 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.

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 on 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.
- 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 and your association can do to make this dream a reality for students.*** Just as our classroom has adopted your school, it is our hope that you too will adopt them. Currently alumni associations and other organizations from schools like UCSD, SDSU, Iowa, Illinois and Ashford Universities have all signed up to adopt one of our classrooms. There are a variety of ways that you can help support our efforts by adopting this class, and we would like the opportunity to discuss them with you.

We believe that the possibilities are endless for the No Excuses concept. In addition, we know that with over 255 schools now in our network, No Excuses University has spread across the country and will influence the academic lives of thousands. We thank you in advance for your consideration and welcome any questions or comments that you might have about our endeavor.

Sincerely,

Deanne McLaughlin

**WELCOME TO THE NO EXCUSES UNIVERSITY AT LOS PEN**

<b>Preschool ASD</b>			
	<b>Michigan State</b>	<b>Room 7</b>	<b>Sheila Fink Preschool ASD</b>
<b>TK/Kindergarten</b>			
	<b>University of Washington</b>	<b>Room 5</b>	<b>Tiffani Kline</b>
	<b>University of Arizona</b>	<b>Room E1</b>	<b>Theresa Lougeay</b>
	<b>UCLA</b>	<b>Room E2</b>	<b>Jackie Sweet</b>
	<b>University of Redlands</b>	<b>Room 14</b>	<b>Robin Taylor</b>
<b>K/1<sup>st</sup>/2<sup>nd</sup> ASD</b>			
	<b>University of California Irvine</b>	<b>Room 6</b>	<b>Erica Donalson K/1 ASD</b>
<b>First Grade</b>			
	<b>University of Kansas</b>	<b>Room 15</b>	<b>Margaret Kinsey</b>
	<b>University of Michigan</b>	<b>Room 16</b>	<b>Courtney Kaull/ Dawn McVicker</b>
	<b>UCSD</b>	<b>Room 17</b>	<b>Heather Noerr</b>
<b>Second Grade</b>			
	<b>Yale University</b>	<b>Room 18</b>	<b>Karen Kajita</b>
	<b>University of California Berkeley</b>	<b>Room 19</b>	<b>Amber Astamandi/ Amber Salcido</b>
	<b>University of Illinois</b>	<b>Room 20</b>	<b>Sheri DeCremer</b>
<b>Third Grade</b>			
	<b>University of Iowa</b>	<b>Room 21</b>	<b>Jackie Smyers</b>
	<b>Temple University</b>	<b>Room 23</b>	<b>Angela Beffert</b>
	<b>Cal State University San Marcos</b>	<b>Room 24</b>	<b>Chris Rearick</b>
<b>Third/Fourth Grade</b>			
	<b>University of Texas</b>	<b>Room 22</b>	<b>Marissa Ochoa</b>
<b>3<sup>rd</sup>/4<sup>th</sup>/5<sup>th</sup> ASD</b>			
	<b>Washington State University</b>	<b>Room 27</b>	<b>Andrea Jamason 3-5</b>

<b>Fourth Grade</b>			
	<b>Duke University</b>	<b>Room 8</b>	<b>Ed Sandstrom</b>
	<b>University of Nebraska</b>	<b>Room 9</b>	<b>Kerri Kutzner</b>
<b>Fourth/Fifth Grade</b>			
	<b>Gonzaga University</b>	<b>Room 10</b>	<b>Katie Larson</b>
	<b>University of Florida</b>	<b>Room 11</b>	<b>Danielle Murray</b>
<b>Fifth Grade</b>			
	<b>University of San Diego</b>	<b>Room 12</b>	<b>Laura D'Acquisto</b>
	<b>San Diego State University</b>	<b>Room 13</b>	<b>Kara Fradsham</b>
<b>Specialists</b>			
	<b>University of Montana</b>	<b>Room 4</b>	<b>Dawn Magno Speech</b>
	<b>Stanford University</b>	<b>Room 3</b>	<b>Arlene Yamane Resource</b>
	<b>Syracuse University</b>	<b>Room 28</b>	<b>Lea Gonzalez ELL</b>
	<b>University of Washington</b>	<b>Room 5</b>	<b>Tiffani Kline Intervention</b>
	<b>Wisconsin University</b>	<b>Room B31</b>	<b>Keri King Intervention</b>
	<b>Rutgers University</b>	<b>Office</b>	<b>Deanne McLaughlin</b>
	<b>Ashford University</b>	<b>Rooms 1&amp; 2</b>	<b>Computer Labs</b>
	<b>Wake Forest Harvard</b>	<b>LRC</b>	<b>Susan Cooper</b>
	<b>University of Notre Dame</b>	<b>ESS</b>	<b>Michelle McLoughlin</b>
	<b>University of Hawaii</b>	<b>Room 25</b>	<b>Recess</b>
	<b>Fresno State University</b>	<b>Room 26</b>	<b>Parent University</b>



***“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**

***“Individually we are one drop. Together we are an ocean.” Ryunosuke Satoro***

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 a 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 collaboration provided by X-ploration team release time. 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.



## Los Pen Standards Alignment

*“Standards alignment is not something you have done; it is something that you do.” Damen Lopez*

Los Pen Staff members accept that our professional obligation is to ensure that every student is academically proficient in the subject areas outlined by the state of California. Standards Alignment is critical because:

- 🏆 It is an objective method of teaching
- 🏆 Works hand in hand with systemic collaboration
- 🏆 Makes instruction meaningful and purposeful
- 🏆 Supports appropriate pacing of instruction
- 🏆 Breaks planning and implementation of standards into manageable pieces
- 🏆 Measures success based on individual student learning
- 🏆 Resources are deployed as needed for all students to meet standards
- 🏆 It should be revisited and refined

We believe that staff should work together to create a document that aligns standards to everyday instruction, identifies missing skills, and considers the amount of time spent on units of instruction. This document should be utilized in the planning and delivery of instruction and used as a vehicle to assure student mastery of the standards keeping the focus on instruction and learning.

There is not a contradiction between effective standards based instruction and differentiation. Standards tell us what to teach and differentiation tells us how to best meet students’

individual needs. Differentiation shows us how to teach a range of learners by using a variety of teaching and learning modes. Examples include varied levels of difficulty, scaffolding instructional grouping, and time variations.



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

### *No Excuses University Pledge*

*“If someone is going down the wrong road, he doesn’t need motivation to speed him up. What he needs is education to turn him around.” Jim Rohn*

## **Assessment 2016-2017**

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 Peñasquitos Assessment Plan 2016-2017

	<b>September</b>	<b>February</b>	<b>May</b>
<b><i>Transitional Kindergarten</i></b>	<ul style="list-style-type: none"> <li>• Letter I.D.</li> <li>• Sounds</li> <li>• Sight Words</li> <li>• Rote Counting</li> <li>• Writes 1-10</li> <li>• Math</li> <li>• Shapes</li> <li>• Order Numerals</li> </ul>	<ul style="list-style-type: none"> <li>• Letter I.D. (20)</li> <li>• Sounds (10)</li> <li>• Sight Words (3)</li> <li>• PM Plus</li> <li>• Rote Counting (10)</li> <li>• Writes 1-10</li> <li>• Math</li> <li>• Shapes (4)</li> <li>• Order Numerals</li> </ul>	<ul style="list-style-type: none"> <li>• Letter I.D. (52)</li> <li>• Sounds (20)</li> <li>• Sight Words (6)</li> <li>• PM Plus</li> <li>• Rote Counting (30)</li> <li>• Writes 1-10</li> <li>• Math</li> <li>• Shapes (4)</li> <li>• Order Numerals</li> </ul>
<b><i>Kindergarten</i></b>	<ul style="list-style-type: none"> <li>• Letter I.D. (27-52)</li> <li>• Phonics Skills (0-15)</li> <li>• PM Plus (1)</li> <li>• Math Skills Checklist (5)</li> <li>• MAP (Reading 141, Math 140)</li> </ul>	<ul style="list-style-type: none"> <li>* Letter I.D. (52)</li> <li>* Phonics Skills (26)</li> <li>* Word Recognition (20-30)</li> <li>* Sentence Dictation (18)</li> <li>• PM Plus (3-5)</li> <li>• Math Skills Assessment (80%)</li> <li>• On Demand Writing-Opinion (6)</li> <li>• MAP (Reading 150, Math 152)</li> </ul>	<ul style="list-style-type: none"> <li>* Letter I.D. (52)</li> <li>* Phonics Skills (26)</li> <li>* Word Recognition (45-50)</li> <li>* Sentence Dictation (22)</li> <li>• PM Plus (8)</li> <li>• Math Skills Assessment (80%)</li> <li>• On Demand Writing-Informative (6)</li> <li>• MAP (Reading 158, Math 163)</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 (8)</li> <li>• Math Skills Assessment 1 (80%)</li> <li>• DIBELS (LNF: 37, NWF: 27)</li> <li>• MAP (Read 160, Math 162)</li> </ul>	<ul style="list-style-type: none"> <li>• On Demand Writing-Opinion (3)</li> <li>• Spelling Inventory (LN)</li> <li>• PM Plus (16-18)</li> <li>• Math Skills Assessment 2 (80%)</li> <li>• MAP (Read 169, Math 173)</li> </ul>	<ul style="list-style-type: none"> <li>• On Demand Writing-Informative (3)</li> <li>• Spelling Inventory (LLN)</li> <li>• PM Plus (20)</li> <li>• Math Skills Assessment 3 (80%)</li> <li>* DIBELS (NWF: 58, ORF: 47)</li> <li>• MAP (Read 175, Math 182)</li> </ul>
<b><i>Second</i></b>	<ul style="list-style-type: none"> <li>• On Demand Writing (3)</li> <li>• PM Plus (20)</li> <li>• Math Skills Assessment (80%)</li> <li>• Spelling Inventory (LLN)</li> <li>• MAP (Read 179, Lang 183, Math 182)</li> <li>• DIBELS (ORF: 52, NWF: 54)</li> </ul>	<ul style="list-style-type: none"> <li>• On Demand Writing-Opinion (3)</li> <li>• PM Plus (21-22)</li> <li>• Math Skills Assessment (80%)</li> <li>• Spelling Inventory (EWW)</li> <li>• MAP (Read 186, Lang 190, Math 189)</li> <li>* DIBELS (ORF: 72)</li> </ul>	<ul style="list-style-type: none"> <li>• On Demand Writing-Informative (3)</li> <li>• PM Plus (24)</li> <li>• Math Skills Assessment (80%)</li> <li>• Spelling Inventory (WW)</li> <li>• MAP (Read 194, Lang 196, Math 194)</li> <li>* DIBELS (ORF: 87)</li> </ul>
<b><i>Third</i></b>	<ul style="list-style-type: none"> <li>• On Demand Writing (3)</li> <li>• Spelling Inventory (WW)</li> <li>• Math Skills Assessment (80%)</li> <li>• MAP (Read 196, Lang 200, Math 196)</li> <li>• DIBELS (ORF: 70)</li> <li>• PM Plus (23-24)</li> </ul>	<ul style="list-style-type: none"> <li>• On Demand Writing-Opinion (3)</li> <li>• Spelling Inventory (LWW)</li> <li>• Math Skills Assessment (80%)</li> <li>• MAP (Read 200, Lang 204, Math 201)</li> <li>* DIBELS (ORF: 86)</li> <li>* PM Plus (24-25)</li> </ul>	<ul style="list-style-type: none"> <li>• On Demand Writing-Informative (3)</li> <li>• Spelling Inventory (ESJ)</li> <li>• Math Skills Assessment (80%)</li> <li>• MAP (Read 203, Lang 207, Math 206)</li> <li>* DIBELS (ORF: 100)</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>• Math Skills Assessment (80%)</li> <li>• Spelling Inventory (ESJ)</li> <li>• MAP (Read 206, Lang 208, Math 206)</li> <li>• DIBELS (ORF: 90)</li> </ul>	<ul style="list-style-type: none"> <li>• On Demand Writing-Opinion (3)</li> <li>• Math Skills Assessment (80%)</li> <li>• Spelling Inventory (SJ)</li> <li>• MAP (Read 209, Lang 211, Math 211)</li> <li>* DIBELS (ORF: 103)</li> </ul>	<ul style="list-style-type: none"> <li>• On Demand Writing-Informative (3)</li> <li>• Math Skills Assessment (80%)</li> <li>• Spelling Inventory (LSJ)</li> <li>• MAP (Read 209, Lang 213, Math 217)</li> <li>* DIBELS (ORF: 115)</li> </ul>
<b><i>Fifth</i></b>	<ul style="list-style-type: none"> <li>• On Demand Writing (3)</li> <li>• Math Skills Assessment (80%)</li> <li>• Spelling Inventory (LSJ)</li> <li>• MAP (Read 212, Lang 212, Math 216)</li> <li>• DIBELS (ORF: 111)</li> </ul>	<ul style="list-style-type: none"> <li>• On Demand Writing-Opinion (3)</li> <li>• Math Skills Assessment (80%)</li> <li>• Spelling Inventory (EDR)</li> <li>• MAP (Read 214, Lang 214, Math, 220)</li> <li>* DIBELS (ORF: 120)</li> </ul>	<ul style="list-style-type: none"> <li>• On Demand Writing-Informative (3)</li> <li>• Math Skills Assessment (80%)</li> <li>• Spelling Inventory (DR)</li> <li>• MAP (Read 213 Lang 216, Math 227)</li> <li>* DIBELS (ORF: 130)</li> </ul>

\* = Assessments only given to at-risk students

**RED** = Grade Level Benchmarks

## Assessment Details

<b>Assessment</b>	<b>What does this assess?</b>	<b>How can this assessment be used as an assessment for learning?</b>
<b>Letter ID</b> (TK-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 and solidifying known letters.
<b>Phonics Skills</b> (TK-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> (TK-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> (TK – 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> (K-1 <sup>st</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>MAP</b> (K -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> (TK – 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.
<b>CAASPP</b> (3 <sup>rd</sup> – 5 <sup>th</sup> )	This is the California Assessment of Student Performance and Progress. The Summative Assessments are comprehensive end of year assessments of grade-level learning.	The Summative Assessments are aligned with the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics. These tests can be used to determine if students are on track to demonstrating the knowledge and skills necessary for college and career readiness.

## Collective Commitment to Involving Students in the Assessment Process

The staff at Los Peñasquitos 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	We are committed to utilizing these assessments as indicators of progress to drive reading and writing instruction for all students and At-Risk students continually throughout the year. We will share results with each student and use the results to set individual learning goals
Running Records	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 three 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.
MAP	Teachers will share scores with their students and will set goals with students.
Math Skills Checklist Math Skills Assessment	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 class writing 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. (see intervention plan)
MAP	Teachers will share scores with their students. Teachers will use MAP scores along with PM Plus scores to form and plan appropriate reading groups and instructions. Teachers will share Lexile range with students to use at home.
Math Skills Assessment	All students will be given a pre-test for each chapter. Students scoring 90% or higher will receive challenge work. Students scoring below the expected average on assessments will receive additional instruction to correct items that should have been mastered. At each reporting period scored math tests will be sent home with all students.
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 the district rubric. We will display the rubric in our classroom for the children to refer to as they write. Students will use the district rubric to evaluate their peers' writing and to guide their suggestions for improvement. After the first On Demand Writing assessment is given 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. Decoding is 94% accuracy.
DIBELS	Students will practice fluency.
Spelling Inventory	Students will be grouped by spelling stage for specific needs-based instruction.
Math Skills Assessment Standards Based Trimester Assessment	Based on the results of the first Math Skills tests and MAP the teacher and individual students will select goal areas on which to focus improvement. The students will use Compass Learning to track progress on a goal sheet. 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 individual and class goals with students. Class goals will be in Language and Math only. Teachers will share Lexile ranges 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”.
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 (beginning of year)	Students will participate in fluency timings. Teachers will instruct students on how to make individual goals for themselves.
Running Record (for 23 and below)	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 in the second and third trimester.
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. DIBELS is given only to Title I students in the second and third trimester.

## **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” so they will include “Voice”. 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.

<p>On Demand Writing (continued)</p>	<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 other's 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>
<p>MAP</p>	<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>

## 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, SBAC, 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 to assess students.**
- **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 2016-2017**

<b>August 22<sup>nd</sup> – October 28<sup>th</sup></b>	<b>CELDT Testing (Part 2)</b>
<b>August 22<sup>nd</sup> – September 16<sup>th</sup></b>	<b>Assessment Window</b>
<b>August 29<sup>th</sup> - September 23<sup>rd</sup></b>	<b>MAP Testing</b>
<b>September 19<sup>th</sup> - October 21<sup>st</sup></b>	<b>Student Goal Conferences: FALL</b>
<b>September 19<sup>th</sup></b>	<b>First Interim Progress Report</b>
<b>September 27<sup>th</sup></b>	<b>Fall Articulation</b>
<b>September 29<sup>th</sup></b>	<b>Fall Articulation</b>
<b>October 17<sup>th</sup> – October 21<sup>st</sup></b>	<b>Progress Monitoring</b>
<b>November 14<sup>th</sup> – November 18<sup>th</sup></b>	<b>Half Days for Report Cards &amp; Parent/Teacher Conferences</b>
<b>December 5<sup>th</sup> – December 14<sup>th</sup></b>	<b>Progress Monitoring</b>
<b>January 9<sup>th</sup> – February 10<sup>th</sup></b>	<b>Assessment Window (K-5)</b>
<b>January 16<sup>th</sup> – February 10<sup>th</sup></b>	<b>MAP Testing</b>
<b>January 17<sup>th</sup></b>	<b>Second Interim Progress Report</b>
<b>February 6<sup>th</sup> – March 3<sup>rd</sup></b>	<b>Student Goal Conferences: WINTER</b>
<b>February 14<sup>th</sup> /February 16<sup>th</sup></b>	<b>Articulation (3<sup>rd</sup> -5<sup>th</sup> /TK-2<sup>nd</sup>)</b>
<b>March 10<sup>th</sup></b>	<b>Report Card #2</b>
<b>March 20<sup>th</sup> – March 24<sup>th</sup></b>	<b>Progress Monitoring</b>
<b>April 24<sup>th</sup> – June 8<sup>th</sup></b>	<b>SBAC Testing</b>
<b>April 24<sup>th</sup> – May 3<sup>rd</sup></b>	<b>STAR TESTING (5<sup>th</sup> grade science)</b>
<b>May 1<sup>st</sup> - May 19<sup>th</sup></b>	<b>Assessment Window (K-5) &amp; Student Goal Conferences</b>
<b>May 1<sup>st</sup> – May 5<sup>th</sup></b>	<b>Third Interim Progress Report</b>
<b>May 3<sup>rd</sup> – May 19<sup>th</sup></b>	<b>MAP Testing (5<sup>th</sup> grade Math by May 5<sup>th</sup>)</b>
<b>May 18<sup>th</sup> &amp; May 25<sup>th</sup></b>	<b>Articulation/Class Placement (K-5)</b>
<b>June 8<sup>th</sup></b>	<b>Report Card #3</b>



## Los Pen Data Analysis

*“Of all the languages represented on campus, it is “data” that should be spoken most often and most fluently.”* Damen Lopez

The Los Pen Staff embraces Data Analysis in an open manner and understands that generating data of student achievement is the driving motivation for administering assessments for students. This data is analyzed to identify strengths, weaknesses and formulate next steps.

Formative Assessments, assessments for learning, are valued because they provide immediate feedback related to a child’s academic needs. These assessments are used by staff to modify lessons and design academic interventions. Three times a year, a battery of assessments are given and the results reported to the data entry clerk in a manner that allows for easy entry and minimal chances for error. Customizable reports must be easily built and manipulated to access the data needed. In a timely manner a team consisting of the principal, counselor, grade level teachers, intervention staff, and ELL coordinators will meet to articulate the needed steps to maximize student achievement. Appropriate academic and social interventions will be discussed and implemented. Progress monitoring is also implemented with an identified group of students to assess the needs of those students in smaller increments of time.

Summative assessments, assessments of learning, are analyzed to demonstrate student achievement trends and are used to provide data toward decisions for whole school, grade level, sub groups, or any configuration needed.

As a result of data analysis, classes set academic goals for the class, and individual students. Individualization allows students to focus on a specific area of need and maximize his/her potential. Class goals sheets are posted displaying the class focus. Individual goal sheets are written for students and shared with parents as part of the support team for student achievement.

## 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 three big 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.

\_\_\_\_\_ 's Learning Goals

Goal: \_\_\_\_\_ Date Set \_\_\_\_\_ Date Achieved \_\_\_\_\_

Yes, my child can do it!

Parent's Signature \_\_\_\_\_ Students Signature \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Goal: \_\_\_\_\_ Date Set \_\_\_\_\_ Date Achieved \_\_\_\_\_

Yes, my child can do it!

Parent's Signature \_\_\_\_\_ Students Signature \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Goal: \_\_\_\_\_ Date Set \_\_\_\_\_ Date Achieved \_\_\_\_\_

Yes, my child can do it!

Parent's Signature \_\_\_\_\_ Students Signature \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Goal: \_\_\_\_\_ Date Set \_\_\_\_\_ Date Achieved \_\_\_\_\_

Yes, my child can do it!

Parent's Signature \_\_\_\_\_ Students Signature \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Goal: \_\_\_\_\_ Date Set \_\_\_\_\_ Date Achieved \_\_\_\_\_

Yes, my child can do it!

Parent's Signature \_\_\_\_\_ Students Signature \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

\*Please keep this sheet in your child's folder.\*



\_\_\_\_\_ 's First Grade Reading Goal Sheet

Overall Score (Benchmark 175)

Fall	Winter	Growth	Winter	Spring	Growth

Fall Goal Area \_\_\_\_\_ Winter Goal Area \_\_\_\_\_

Fall	Winter	Growth	Winter	Spring	Growth

Time Spent

Fall:	Winter:	Spring:
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I will work on:

- (Fall) \_\_\_\_\_
- (Fall) \_\_\_\_\_
- (Winter) \_\_\_\_\_
- (Winter) \_\_\_\_\_

During the Test:

- Take my time (see Time Spent)
- Listen to the question again
- Reread

*I think I can! I think I can!*

Fall

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

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

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

Principal Signature: \_\_\_\_\_

In Class:

- Complete class assignments
- Ask and answer questions during guided reading

At Home:

- Read every day from my bookbag
- Practice on Compass Learning (cl.powayusd.com)

*A goal without a plan is just a wish!*

Winter

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

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

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

Principal Signature: \_\_\_\_\_

Everywhere:

- Have an "I can do it!" attitude
- Work hard!
- Try my best

No Excuses University  
Class Academic Goal Sheet

College  
Logo  
Here



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

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

			<b>Growth</b>
<b>Goal Area Score</b>			
<b>Overall Score</b>			

**Specific Learning Needed:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**In order to reach our goal, we will:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Name \_\_\_\_\_

MAP Test	My 1 <sup>st</sup> grade score:	Fall Score	time on test	Fall Goal Score	Winter Score	time on test	I grew _____ points	Spring Score	time on test	I grew _____ points	Spring Goal Score
Language				<b>189</b>							<b>196-203</b>
Reading				<b>187</b>							<b>192-202</b>
Math				<b>189</b>							<b>195-202</b>

Student: \_\_\_\_\_ Parent: \_\_\_\_\_ Teacher: \_\_\_\_\_ Principal: \_\_\_\_\_

- How do you achieve your goals? Practice, practice, practice! Use compass learning to practice your current goals (see back).
- 1) go to [cl.powayusd.com](http://cl.powayusd.com)
- 2) type in your **username:** \_\_\_\_\_ and **password:** \_\_\_\_\_
- 3) Choose "LANGUAGE ARTS" or "MATH"



- 4) activity folder (stay in order within subject area)
- 5) Complete **all** activities, quizzes, and writing assignments within each activity.

Select the **FIRST** available



## My Completed Language Goals

☆ Below, fill in the title once an activity folder is completed ☆


## Math Goals

☆ Below, fill in the title once an activity folder is completed ☆


No Excuses University  
Class Academic Goal Sheet

College  
Logo  
Here



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

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

			<b>Growth</b>
<b>Goal Area Score</b>			
<b>Overall Score</b>			

**Specific Learning Needed:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**In order to reach our goal, we will:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# Fall Personal Academic Goal Sheet

Name: \_\_\_\_\_  
Subject: \_\_\_\_\_  
Goal Area: \_\_\_\_\_

## Overall Score

Fall	Winter	Growth

## Goal Area Score

Fall	Winter	Growth

## Time Spent on Test (minutes)

Fall	Winter

### Specific Learning Needed:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Action Plan:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

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

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

Principal Signature \_\_\_\_\_



# Winter Personal Academic Goal Sheet

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

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

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

## Overall Score

Winter	Spring	Growth

## Goal Area Score

Winter	Spring	Growth

## Time Spent on Test (minutes)

Winter	Spring

## Specific Learning Needed:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Action Plan:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

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

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

Principal Signature \_\_\_\_\_



## Los Pen Intervention Plan Grades TK-5

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 we created academic results for our at-risk K-5 students.

*"Fair is not about everyone getting the same thing, it is about everyone getting what they need." Anonymous*

- **Intervention Team:** The team consists of the Literacy Intervention TOSA, ELL aides, and 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, parents, and the principal.
- **Intervention Curriculum:** Intervention curriculum is matched to student needs and aligned to English Language Arts Standards.

<b>Programs</b>	<b>Assessments</b>	<b>Skills Taught</b>	<b>Grades</b>	<b>Teachers</b>	<b>Location/Time</b>
<b>Read Well I Read Well 2</b>	Read Well (IT) Placement tests End of Unit tests DIBELS Benchmark (CT) Progress Monitoring (CT)	Phonemic Awareness, Phonics, Fluency, Vocabulary & Comprehension	1-3	Intervention	Intervention 4x per week for 30 minutes
<b>Act Now! Accessing Complex Texts</b>	MAP (CT) End of Unit tests (IT)	Comprehension Writing Vocabulary	3-5	Intervention	Intervention 4x per week for 30 minutes
<b>Making Connections</b>	MAP (CT) End of Unit tests (IT)	Comprehension	3-5	Intervention	Intervention 4x per week for 30 minutes
<b>Avenues</b>	Grade Level (CT) CELDT (ELL) Avenues (IT)	Comprehension Vocabulary	2-5	Classroom	Classroom 4x per week for 1 hour

- **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.



# NEU Intervention Model



## Academic System

## Behavioral System

### Intensive, Individual Interventions

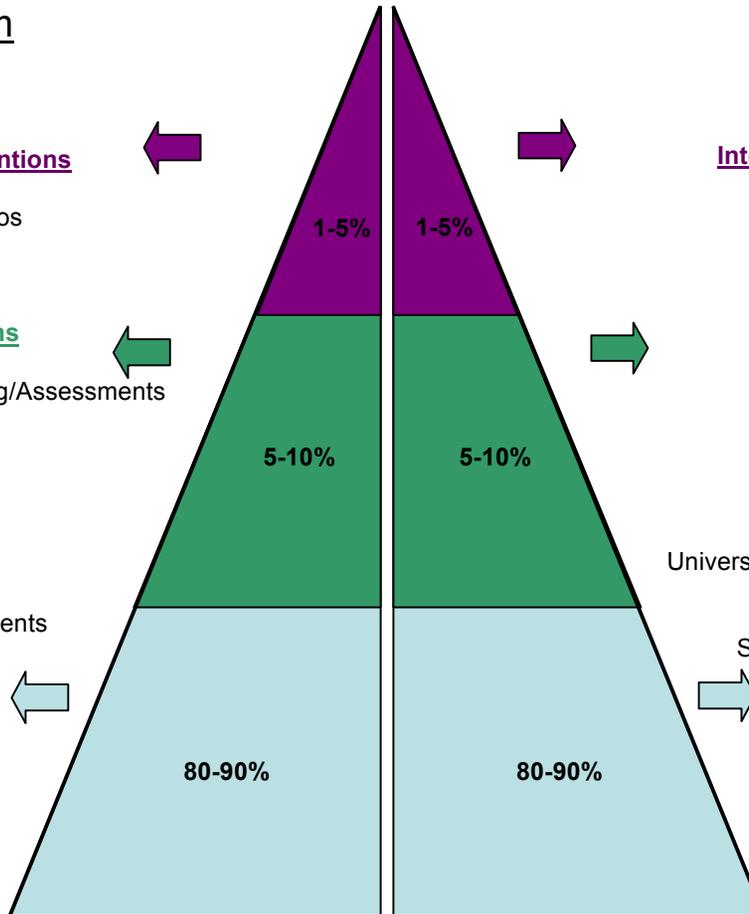
- Increased Group Time
- Smaller Teacher/Student Ratios
- Possible Referral to IAT
- Possible Participation in SST

### Targeted Group Interventions

- Small, Same Ability Groups
- Increased Progress Monitoring/Assessments
- Increased Instructional Time
- Possible Participation in SST

### Universal Interventions

- Core Curriculum
- Classroom Interventions
- Differentiation of Instruction
- Progress Monitoring/Assessments
- Articulation



### Intensive, Individual Interventions

- Behavior Intervention Plan
- Possible Referral to IAT
- Possible Participation in SST

### Targeted Group Interventions

- Referral to Counseling
- Possible Participation in SST
- Behavior Contract
- Admin Connections/Check-ins

### Universal Interventions

- Code of Conduct/School Rules
- Universal Classroom Management Plans
- NEU Prep
- Visual Schedule
- Second Step/Social Skills Lessons
- Staff Development
- Student Service Recess
- Alternative

# LOS PEN STAFF IS

## T.R.R.F.C.C.

### TRUSTWORTHINESS

- ❖ Return borrowed items in timely fashion
  - ❖ Confidentiality
  - ❖ File own books in Book Room
- ❖ No using copy codes accidentally left on machine
  - ❖ Be candid with colleagues
  - ❖ Abide by the NEU Endorsement

### RESPECT

- ❖ Resolve conflicts peacefully
- ❖ Every idea is important
- ❖ Show Active Listening
- ❖ "Please" and "Thank you!"
- ❖ Embrace differences
- ❖ Consider each other's feelings
  - ❖ Tolerance
- ❖ Respectful of people's time
  - ❖ Meet deadlines
  - ❖ Staffroom etiquette
- ❖ Respect one another's professional experiences

*Less of: Put Downs*

*Don't lose faith or temperament*

### RESPONSIBILITY

- ❖ Be on time to meetings and picking up students
- ❖ Timely response to all forms of communication - especially emails
- ❖ Walk students to class, the playground, and to the front of the school at dismissal
- ❖ Commitment to attend and actively participate in team meetings
- ❖ Committee leaders need to plan and communicate to staff well ahead of planned activity
  - ❖ Be organized
- ❖ Ownership of actions and consequences
  - ❖ Accountable for learning

*Less of: Blame of others*

*Excuses*

### FAIRNESS

- ❖ Confidential with all
- ❖ Respect confidentiality of others
- ❖ Spotighting fairness in our own lives
- ❖ Sharing work load among team/staff members
  - ❖ Contribute to school-wide duties
  - ❖ Give people the benefit of the doubt
- ❖ Model what fairness looks like for kids
  - ❖ Give benefit of the doubt
  - ❖ Keep open mind to change

### CARING

- ❖ Greet fellow staff members
- ❖ Stop and have genuine conversations
  - ❖ Greet parents
  - ❖ Sign greeting cards
- ❖ Support colleagues (professional/personal issues)
  - ❖ Give compliments

*Less of: rumors and gossip*

### CITIZENSHIP

- ❖ Vote/Keep informed of state and district issues
- ❖ Reach out to community/college partners
- ❖ Take care of our classrooms - keep clean
  - ❖ Greener school
- ❖ Respect for our school community
- ❖ Reach out to our community partners
  - ❖ Teach citizenship to students
- ❖ Participate in Family/Parent Night Activities
  - ❖ Stay positive about EVERYTHING!
  - ❖ Encourage "candid" conversations

*Less of: complaining about evening school sponsored events*

# Student Code of Conduct



The Los Pen students are committed to following the pillars of character. Using student friendly language, the students of Los Pen pledge to focus on the six character pillars in the following ways:

## 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

## Respect

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 ♥ Say please and thank you

## Responsibility

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 actions

## Fairness

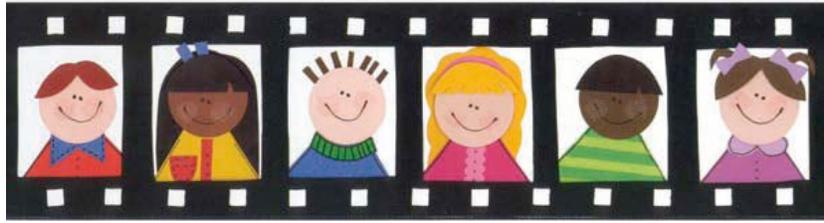
Play by the rules ♥ Take turns and share ♥ Be open-minded; listen to others ♥ Do not take advantage of others ♥ Don't blame others carelessly

## Caring

Be kind ♥ Be compassionate and show you care ♥ Express gratitude ♥ Forgive others ♥ Help people in need ♥ Give compliments

## 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



## 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 each 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 21 Days

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

Day 1	Character Counts!	Day 12	Respecting/Talking to all adults
Day 2	Walking/waiting in lines	Day 13	Guest teacher behavior
Day 3	Assembly/Friday Flag behavior	Day 14	NEU student appearance
Day 4	After school and dismissal behavior	Day 15	SLANT
Day 5	Playground rules	Day 16	Growth Mindset – Brain Knowledge
Day 6	Academic expectations	Day 17	Growth Mindset vs. Fixed Mindset
Day 7	Voice level – campus/class (0 to 4))	Day 18	Let’s Get Your Brain Working
Day 8	Cafeteria etiquette	Day 19	Building Neural Network
Day 9	Transitions to/from classrooms	Day 20	The Brain is Like a Muscle
Day 10	Bathroom etiquette/procedure	Day 21	Taking Care of Your Brain
Day 11	Guest entering/phone procedure		

**Other topics to cover as needed:**

- Computer lab behavior
- Library behavior
- Rainy Day behavior
- Walking on blacktop
- 3 Way Pledge
- Forging signatures

## BEHAVIOR DESCRIPTIONS

Day	Area of Behavior	What it looks like	What it doesn't look like
1	<b>Character Counts!</b>	*all six traits	*breaking the code of conduct
2	<b>Walking/waiting in lines</b>	*voice level 0 in halls *walk quietly *keep hands and feet to yourself *face forward *space between you and the person in front of you	*touching/kicking the walls *touching/kicking others *running *dilly dallying
3	<b>Assembly and Friday Flag behavior</b>	*come in quietly *sit where directed by adults *eyes on speaker *raise hand to speak *look to your teachers for dismissal	*running in *ignoring adults *looking around at the room *calling out *getting up without teacher's direction
4	<b>After school and dismissal</b>	*walk in line with classmates *wait to be dismissed by your teacher *go to proper designated area *walk to ESS, BLAST, your parents, or directly home *focus on task	*running ahead of class *leaving without saying goodbye to your teacher *playing on the playground or the front of the school *talking with friends *going home a different way
5	<b>Playground rules</b>	*review and follow the rules *solve conflicts respectfully *good sportsmanship *get help from adult when needed *listen to the yard duties	*ignoring the rules *cheating, bragging, complaining *ignoring the yard duties *physical aggression *shouting to solve a conflict *going out of designated areas
6	<b>Academic Expectations</b>	*always do your best *complete and return homework *work in class *cooperate in group work	*not trying *forgetting homework *daydreaming, talking, wasting time *being bossy in groups or not helping
7	<b>Voice level – (0 to 4)</b>	*use appropriate voice levels in different areas of campus and during class *speak respectfully to others *silent (0) means NO talking at all	*yelling or talking too loudly in the halls, bathroom, or in class *sassy or rude comments *whispering when told to be silent
8	<b>Cafeteria</b>	*keep your area clean *come prepared *keep voices down *respect yard duties *follow cafeteria expectations *use your manners	*throwing food *loud talking *running around *disrespecting yard duties *wasting food
9	<b>Transitions to/from classrooms</b>	*take materials you need *wait in line quietly until teacher invites you into their room *respect other student's things	*playing in line *talking loudly and bothering other classes *playing in someone's desk
10	<b>Bathroom etiquette/procedures</b>	*always flush *wait patiently for a stall *return to class promptly	*wasting water and paper *looking in the stalls *playing around
11	<b>Guests and phone procedures</b>	*keep working *if there is not work available, take out a book and read quietly	*watching guest *listening to adult conversation *talking to friends or playing

<b>Day</b>	<b>Area of Behavior</b>	<b>What it looks like</b>	<b>What it doesn't look like</b>
12	<b>Respecting and talking with all adults</b>	*stop and face the person *eye contact *listen *respond respectfully	*keep walking *looking around *ignoring *arguing
13	<b>Guest teacher behavior</b>	*follow same class rules *exceptional manners *one student provides help at a time *take initiative in helping out *keep each other accountable *stay on task	*changing the rules *talking and fooling around *blurting out answers *several students tell the teacher what to do *purposely creating problems *off task
14	<b>NEU Student Appearance</b>	*NEU shirts on Monday *college gear on Friday *positive messages on shirts	*not wearing NEU and college shirts *Wearing shirts with negative or inappropriate messages
15	<b>SLANT</b>	*sit up *listen attentively *ask and answer questions *no distractions *track the speaker	*slouching *talking to friends *not paying attention *playing with things in your desk *looking around the room
<i>Day 15 through 21 are Growth Mindset Lessons. Please refer to the NEU Prep Lessons – Brain 101</i>			
<b>OTHER TOPICS TO COVER AS NEEDED</b>			
	<b>Library/Computer room behavior</b>	*respect books and equipment *wait your turn *voice level 0 to 3	*leave books out *bang on the keyboard *talking to friends in a loud voice or playing
	<b>Rainy day behavior</b>	*stay dry *be careful with umbrellas *walk into MPR *sit at table until excused *voice level 2 or 3 in MPR *follow lunch expectations	*play in puddles *twirling and playing with umbrellas *running around *disrespecting yard duties *yelling and fooling around
	<b>3 Way Pledge</b>	*schoolwide student signing via intercom *parents and teacher sign at fall conferences *maintain a signed copy *refer to throughout the year as needed	
	<b>Forging Signatures</b>	*parents or guardians sign	*students or friends sign
	<b>Putting playground equipment away</b>	*put equipment in cart	*leave equipment on playground

# No Excuses University Behavior



# Classroom Management Plan (K)

**"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> STEP:** CAUTION

VERBAL WARNING/REMINDER

**2<sup>nd</sup> STEP:** STOP

TAKE A BREAK IN SPECIAL CHAIR IN CLASS/LOSS OF ACTIVITY

POSSIBLE TAKE A BREAK SLIP SENT HOME FOR SIGNATURE

**3<sup>rd</sup> STEP:** TIME-OUT

TAKE A BREAK SLIP SENT HOME FOR SIGNATURE

LOSS OF FREE TIME (IN INTERVALS)

**4<sup>th</sup> STEP OR SEVERE DISRUPTION:**

CALL OFFICE FOR PRINCIPAL OR COUNSELOR

DETAINED IN OFFICE

POSSIBLE CHARACTER VIOLATION

PHONE CALL TO PARENTS

**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.

---

Parent Signature

---

Student Signature

# Character Counts

## Six Pillars

### 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

# Be T.R.R.F.C.C.

Number	Behavior	Picture
1	Listen	
2	Be Kind	
3	Keep your hands, feet, and objects to yourself	
4	Be Safe	

## Take a Break

"Blue Chair"

Today your child had to sit in the blue chair \_\_\_\_\_ time(s).

Please remind your child of our rules at school.

1. Be a Good Listener
2. Be Kind
3. Keep your hands and feet + yourself.
4. Be Safe

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

Please Sign and Return

\* \_\_\_\_\_

## Stop and Think

The blue chair allows students to stop and think about their actions. It also allows them to reflect on the rule that was broken while giving the student time to correct their behavior.

1. What did I do?
2. How do I feel?
3. What can I do better next time?

# REFLECTION WITH TEACHER



What did I do?

How do I feel? 😞 😐 😊

What can I do better next time?



Name \_\_\_\_\_

1

Listen

2

Be Kind

3

Hands & Feet

4

Be Safe

Date				
------	--	--	--	--

Date				
------	--	--	--	--

Date				
------	--	--	--	--

Date				
------	--	--	--	--

Date				
------	--	--	--	--

# 1<sup>st</sup> Grade Classroom Management Plan

**"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 THESE ARE THE CONSEQUENCES:**

**1<sup>ST</sup> STEP:** VERBAL REMINDER/WARNING

**2<sup>ND</sup> STEP:** CAUTION

TAKE A BREAK IN SPECIAL CHAIR IN CLASS/LOSS OF ACTIVITY  
POSSIBLE TAKE A BREAK SLIP SENT HOME FOR SIGNATURE

**3<sup>RD</sup> STEP:** TIME-OUT

TAKE A BREAK SLIP SENT HOME FOR SIGNATURE  
LOSS OF RECESS (IN INTERVALS)  
RETHINKING LETTER SENT HOME TO BE COMPLETED  
LETTER MUST BE RETURNED THE FOLLOWING DAY  
POSSIBLY SPEND TIME IN ANOTHER ASSIGNED ROOM

**4<sup>TH</sup> STEP OR SEVERE DISRUPTION:**

OFFICE REFERRAL  
DETAINED IN OFFICE  
POSSIBLE CHARACTER VIOLATION  
PHONE CALL TO PARENTS

**POSITIVE REINFORCEMENT:**

SPECIFIC 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.

---

Parent Signature

---

Student Signature

# Character Counts

## Six Pillars

### 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

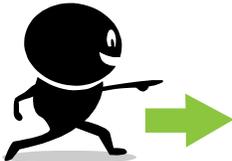
### Caring

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

# Be T.R.R.F.C.C.

Number	Behavior	Picture
1	Raise your hand	
2	Follow directions the first time	
3	Keep your hands, feet, and objects to yourself	
4	Get your work done	
5	Use appropriate voice	
6	Kind to classmates	
7	Listen when others are speaking	

Name \_\_\_\_\_

Date

Behavior Number

	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7

# RE-THINKING LETTER



Name \_\_\_\_\_

Date \_\_\_\_\_

Teacher comments:

What did I do? (words or pictures)

---

---

---

What character trait did I violate?

\_\_\_ Trustworthiness

\_\_\_ Respect

\_\_\_ Responsibility

\_\_\_ Fairness

\_\_\_ Caring

\_\_\_ Citizenship

How do I feel? 😞 😐 😊

How did I make other's feel? 😞 😐 😊

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.

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

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

# Take a Break

"Blue Chair"

Today your child had to sit in the blue chair \_\_\_\_\_ time(s).

Please remind your child of our rules at school.

1. Raise your hand.
2. Follow directions the first time.
3. Keep your hands, feet, and objects to yourself.
4. Get your work done.
5. Use appropriate voice level.
6. Be kind to classmates.
7. Listen when others are speaking.

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

Please Sign and Return

\*

\_\_\_\_\_

# Take a Break

"Blue Chair"

Today your child had to sit in the blue chair \_\_\_\_\_ time(s).

Please remind your child of our rules at school.

1. Raise your hand.
2. Follow directions the first time.
3. Keep your hands, feet, and objects to yourself.
4. Get your work done.
5. Use appropriate voice level.
6. Be kind to classmates.
7. Listen when others are speaking.

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

Please Sign and Return

\*

\_\_\_\_\_

# 2<sup>nd</sup> Grade Classroom Management Plan

**"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 THESE ARE THE CONSEQUENCES:**

**1<sup>ST</sup> STEP:** VERBAL REMINDER/WARNING

**2<sup>ND</sup> STEP:** CAUTION  
STUDENT WILL MISS RECESS ON THE WALL OR  
IN AN ASSIGNED CLASSROOM  
SIGN IN CHARACTER BINDER

**3<sup>RD</sup> STEP:** STOP  
STUDENT WILL MISS RECESS  
RETHINKING LETTER SENT HOME TO BE COMPLETED  
LETTER MUST BE RETURNED THE FOLLOWING DAY  
SPEND TIME AT RETHINKING AREA OR ANOTHER ASSIGNED ROOM  
SIGN IN CHARACTER BINDER

**4<sup>TH</sup> STEP OR SEVERE DISRUPTION:**  
CALL OFFICE FOR PRINCIPAL OR COUNSELOR  
DETAINED IN OFFICE  
POSSIBLE CHARACTER VIOLATION  
PHONE CALL TO PARENTS

**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.

---

Parent Signature

---

Student Signature

# Character Counts

## Six Pillars

### 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

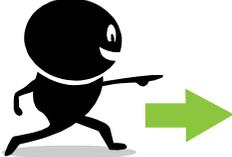
### Caring

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

# Be T.R.R.F.C.C.

Number	Behavior	Picture
1	Raise your hand	
2	Follow directions the first time	
3	Keep your hands, feet, and objects to yourself	
4	Get your work done	
5	Use appropriate voice	
6	Kind to classmates	
7	Listen when others are speaking	

Name \_\_\_\_\_

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

After a warning, I still need work on:

1=Raise your hand

3=Keep your hands, feet, & objects to yourself

5=Use appropriate voice

7=Listen when others are speaking

2=Follow directions the first time

4=Get your work done

6=Kind to classmates

Date

Behavior Number

	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7

# RE-THINKING LETTER



Name \_\_\_\_\_

Date \_\_\_\_\_

Teacher comments:

What did I do? (words or pictures)

What character trait did I violate?

\_\_\_ Trustworthiness

\_\_\_ Respect

\_\_\_ Responsibility

\_\_\_ Fairness

\_\_\_ Caring

\_\_\_ Citizenship

How do I feel? 😞 😐 😊

How did I make other's feel? 😞 😐 😊

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.

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

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

# 3<sup>rd</sup> Grade Classroom Management Plan

"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 THESE ARE THE CONSEQUENCES:

**1<sup>ST</sup> STEP:** VERBAL REMINDER/WARNING

**2<sup>ND</sup> STEP:** STUDENT WILL LOSE MONEY FROM THEIR WALLET/CHECKBOOK  
SIGN IN CHARACTER BINDER

**3<sup>RD</sup> STEP:** STUDENT WILL LOSE ADDITIONAL CLASSROOM MONEY  
STUDENT WILL MISS RECESS  
RETHINKING LETTER/PORCH UPDATE WILL BE COMPLETED AT RECESS  
(LETTER MUST BE SIGNED AND RETURNED THE FOLLOWING DAY)  
SPEND RECESS AT RETHINKING AREA OR ANOTHER ASSIGNED ROOM  
SIGN IN CHARACTER BINDER

**4<sup>TH</sup> STEP:** **CONTINUED REMINDERS:**  
CONTINUE LOSING MONEY  
SIGN IN CHARACTER BINDER  
CONTINUE TO MISS RECESS/ADDITIONAL NOTE ON RETHINKING LETTER

## SEVERE DISRUPTION:

OFFICE REFERRAL

CALL OFFICE FOR PRINCIPAL OR COUNSELOR

STUDENT SENT TO OFFICE

POSSIBLE CHARACTER VIOLATION

POSSIBLE PHONE CALL TO PARENTS

NOTE MADE IN CHARACTER BINDER

## POSITIVE REINFORCEMENT:

ADDING MONEY TO WALLET/CHECKBOOK

PRAISE - DAILY

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.

---

Parent Signature

---

Student Signature

## Character Counts

### Six Pillars

#### 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

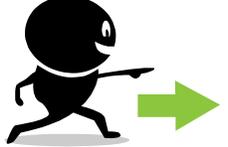
#### Caring

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

# Be T.R.R.F.C.C.

Number	Behavior	Picture
1	Raise your hand and listen	
2	Follow directions the first time	
3	Keep your hands, feet, and objects to yourself	
4	Get your work done	
5	Use appropriate voice	
6	Kind to classmates	
7	Be prepared for learning	
8	No distractions	

Name \_\_\_\_\_

Date

Behavior Number

	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8

# RE-THINKING LETTER



Name \_\_\_\_\_

Date \_\_\_\_\_

Teacher comments:

What did I do? (words or pictures)

---

---

---

What character trait did I violate?

\_\_\_ Trustworthiness    \_\_\_ Respect    \_\_\_ Responsibility

\_\_\_ Fairness    \_\_\_ Caring    \_\_\_ Citizenship

How do I feel? 😞 😐 😊

How did I make others feel? 😞 😐 😊

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.

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

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

# Fourth and Fifth Grade Classroom Management Plan

**"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> STEP:** SIGN IN CHARACTER BINDER

**2<sup>ND</sup> STEP:** STUDENT WILL LOSE MONEY FROM THEIR WALLET/CHECKBOOK

SIGN IN CHARACTER BINDER

FILL OUT RETHINKING LETTER AT RECESS

PARENTS SIGN LETTER / RETURNED THE FOLLOWING DAY

SPEND RECESS IN WORK ZONE

**3<sup>RD</sup> STEP:** CONTINUE LOSING MONEY

SIGN IN CHARACTER BINDER

TAKE A BREAK IN ANOTHER CLASS

**4<sup>TH</sup> STEP OR SEVERE DISRUPTION:**

OFFICE REFERRAL

POSSIBLE CHARACTER VIOLATION

## **POSITIVE REINFORCEMENT:**

ADDING MONEY TO WALLET/CHECKBOOK

CHARACTER COUNTS! AWARD

PRAISE - DAILY

POSITIVE NOTES HOME - RANDOM

INDIVIDUAL CLASSROOM REINFORCEMENT:

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

---

Parent Signature

---

Student Signature

## CHARACTER COUNTS

### SIX PILLARS

#### 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



## How To Be T.R.R.F.C.C.

Number	Behavior
1	Stay On Task.
2	Be a RESPECTFUL Listener.
3	Work WITHOUT Disturbing Others.
4	Follow DIRECTIONS.
5	RESPECT the RIGHTS, SPACE, and PROPERTY of others.

**CHARACTER**  
**COUNTS!**<sup>SM</sup>



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?

---

---

2. What character trait did I violate?

---

---

3. How did my choice affect others?

---

---

4. What caused my negative choice?

---

---

5. What could I do better next time?

---

---

Please check one:

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

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

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

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

## THE ACADEMY PREP COMMITMENT TO EXCELLENCE

### TEACHER'S COMMITMENT

I fully commit to the Academy in the following ways:

I will do whatever it takes for students to learn.

Cell phone messages may be left at any time, and I will return messages between the hours of 6:00 a.m. and 9:00 p.m. Sunday through Friday.

I will always protect the safety, interests and rights of all individuals at the Academy.

Signature \_\_\_\_\_

Date \_\_\_\_\_

### PARENTS'/GUARDIANS' COMMITMENT

We fully commit to the Academy in the following ways:

We will make sure that our child arrives at the Academy by the start of school at 7:55 a.m. and stays until 3:10 p.m. every day except Wednesday (dismissal is at 2:00 on Wednesday).

We will have our child attend the Academy Orientation on August 18<sup>th</sup> from 7:55 am – 10:00 am.

School begins on August 19, 2015 and ends on June 9, 2016.

We will do whatever it takes for our child to learn.

We will check our child's homework every night, let him/her call the teacher if there is a problem with the homework, sign and return all tests, and ensure that our child reads at least 150 minutes every week.

We will attend mandatory parent meetings as scheduled.

We will always make ourselves available to our children, the school, and address any concerns they may have.

Our child will only miss school due to illness, medical appointments, or bereavement.

We will notify the teacher prior to the start of school if our child will be absent from school.

We will carefully read all correspondence sent home from school.

We will allow our child to go on Academy field trips.

We understand that our child must follow the Academy rules to protect the safety, interests, and rights of all individuals at the school.

We understand that there is a system of rewards and consequences related to student conduct and work completion. We will support this system and the decisions made by the Academy teachers.

We, not the school, are responsible for the behavior and actions of our child.

*Failure to adhere to these commitments may cause my child to lose various Academy privileges, and can lead to my child leaving the Academy and being returned to a traditional school setting.*

Signature \_\_\_\_\_

Date \_\_\_\_\_

### STUDENT'S COMMITMENT

I will arrive at the school on time every day by 7:55 a.m.

I will stay at school until the end of each school day at 3:10 p.m. on Monday, Tuesday, Thursday and Friday. Wednesday dismissal is at 2:00 p.m.

I will only be absent if I am sick or have a doctor's appointment.

I will always work, think, and behave in the best way I know.

I will do whatever it takes for my fellow classmates and me to learn.

I will complete all my homework every night.

I will call my teacher if I need help with my homework.

I will raise my hand and ask questions if I do not understand something in class.

If I make a mistake, I will tell the truth.

I understand that there is a system of rewards and consequences related to my behavior and work completion. I will support this system and the decisions made by the Academy teachers.

I will always be respectful towards others.

I am responsible for my own behavior.

*If I do not do these things, then I will lose some of my Academy privileges and will not be able to attend the fourth and fifth grade Academy.*

Signature \_\_\_\_\_

Date \_\_\_\_\_

**THE ACADEMY COMMITMENT TO EXCELLENCE**

TEACHER'S COMMITMENT

I fully commit to the Academy in the following ways:

I will do whatever it takes for students to learn.

Cell phone messages may be left at any time, and I will return messages between the hours of 6:00 a.m. and 9:00 p.m. Sunday through Friday.

I will always protect the safety, interests and rights of all individuals at the Academy.

Signature \_\_\_\_\_

Date \_\_\_\_\_

PARENTS'/GUARDIANS' COMMITMENT

We fully commit to the Academy in the following ways:

We will make sure that our child arrives at the Academy by the start of school at 7:55 a.m. and stays until 3:10 p.m. every day except Wednesday (dismissal is at 2:00 on Wednesday).

We will have our child attend the Academy Orientation on August 15<sup>th</sup> from 7:55 am – 10:00 am.

School begins on August 16, 2016 and ends on June 8, 2017.

We will do whatever it takes for our child to learn.

We will check our child's homework every night, let him/her call the teacher if there is a problem with the homework, sign and return all tests, and ensure that our child reads at least 210 minutes every week.

We will attend mandatory parent meetings as scheduled.

We will always make ourselves available to our children, the school, and address any concerns they may have.

Our child will only miss school due to illness, medical appointments, or bereavement.

We will notify the teacher prior to the start of school if our child will be absent from school.

We will carefully read all correspondence sent home from school.

We will allow our child to go on Academy field trips.

We understand that our child must follow the Academy rules to protect the safety, interests, and rights of all individuals at the school.

We understand that there is a system of rewards and consequences related to student conduct and work completion. We will support this system and the decisions made by the Academy teachers.

We, not the school, are responsible for the behavior and actions of our child.

*Failure to adhere to these commitments may cause my child to lose various Academy privileges, and can lead to my child leaving the Academy and being returned to a traditional school setting.*

Signature \_\_\_\_\_

Date \_\_\_\_\_

STUDENT'S COMMITMENT

I fully commit to the Academy in the following ways:

I will arrive at the Academy by 7:55 a.m. and stay until 3:10 p.m. every day except Wednesdays (dismissal is at 2:00 on Wednesday).

I will attend the Academy Orientation on August 15<sup>th</sup> from 7:55 am – 10:00 am.

School begins on August 16, 2016 and ends on June 8, 2017.

I will do whatever it takes for my fellow classmates and me to learn. I will always work, think, and behave in the best way I know.

I will complete all my homework every night. I will call my teacher if I have a problem with homework or a problem about coming to school, and I will raise my hand and ask questions if I do not understand something in class.

If I make a mistake, I will tell the truth and accept personal responsibility for my actions.

I understand that there is a system of rewards and consequences related to student conduct and work completion. I will support this system and the decisions made by the Academy teachers.

I will always behave in a respectful manner that protects the safety, interests, and rights of every individual at the Academy.

I am responsible for my own behavior.

*Failure to adhere to these commitments may cause me to lose various Academy privileges, and can lead to me leaving the Academy and being returned to a traditional school setting.*

Signature \_\_\_\_\_

Date \_\_\_\_\_

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

Date \_\_\_\_\_



# Porch Update



Please answer the following questions in complete sentences.

1. What choice did you make to get on the porch? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Copy the line of the Academy contract that relates to your choice \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What will you do next time to make sure this choice doesn't happen again? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Date \_\_\_\_\_

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

Date \_\_\_\_\_

**PORCH RULES!**

1. You may only speak to adults during school hours.
2. During recess and lunch, you must sit along the wall or on the benches.
3. You may only read a book or work on assignments given to you by the teachers.
4. If you talk to other students while on the porch, then you will add another day on the porch.
5. You must return your signed Porch Update the next day or you will add another day on the porch.
6. YOU MUST COMPLETE ANY ASSIGNMENT THAT YOU HAVE MISSED PRIOR TO GETTING OFF OF THE PORCH.
7. Porch updates must be signed by the teacher before leaving school for the day.



Duke



Academy Checkbook/Porch Reference Sheet



Missing Signature	-\$10	
Missing Signature Test (except Spelling)	Porch	
Missing Spelling Assignment or Test	-\$10	
Weekly Reading Signature	-\$10, on Monday any missing info must be completed by Tuesday or porch	
Weekly Reading Missing Sentence	-\$10, on Monday any missing info must be completed by Tuesday or porch	
Weekly Reading Not Enough Minutes	Porch until minute total is reached and Porch Update signed	
NEU Shirt	-\$5	+\$5 (can be doubled if entire class is wearing)
University Colors		+\$5 (can be doubled if entire class is wearing) +\$10 with University logo or name
Character Violation	-\$50 (min.) and 2 days on the porch (min.)	
Cheating in checkbook	Loss of checkbook	
Miscalculation in checkbook	-\$5	
Unexcused Tardy	-\$10	
Missing Homework	Porch until HW Completed and Porch Update signed	
Incomplete Homework	-\$10 per question if vast majority of HW is completed	
Extra Credit		+\$5 per page (depending on assignment)
Recycling		+\$1 for 4 cans, \$20 max per week
Box Tops		+\$1 for 2 box tops, \$20 max per week
Participating in School Spirit Days		+\$10
Incomplete Headings on Papers	-\$5	
Late Library Book	-\$10, Porch after two weeks	
Class Jobs		\$15
BEAR Shirts		+\$5 including shirts from previous year
Fire Drills	-\$20 for talking	+\$10 good behavior
Picking Up Trash		+\$5
Helping Another Student Organize Binder		+\$10
Being Bright, Eager and Responsible		+\$ up to teacher discretion
Leaving Items Behind During Switch	-\$5 per item up to -\$15	
Assembly/Friday Flag Behavior	-\$10	+\$10

\*\*Any above item can be altered due to teacher discretion, especially in the case of a student who repeats actions

\*\*There are numerous ways in which a student can earn or lose money based on positive/negative behavior both inside and out of class that are up to the individual teacher discretion (i.e. talking in class, messy work, participating in class discussions, helping other students, not paying attention).



Duke



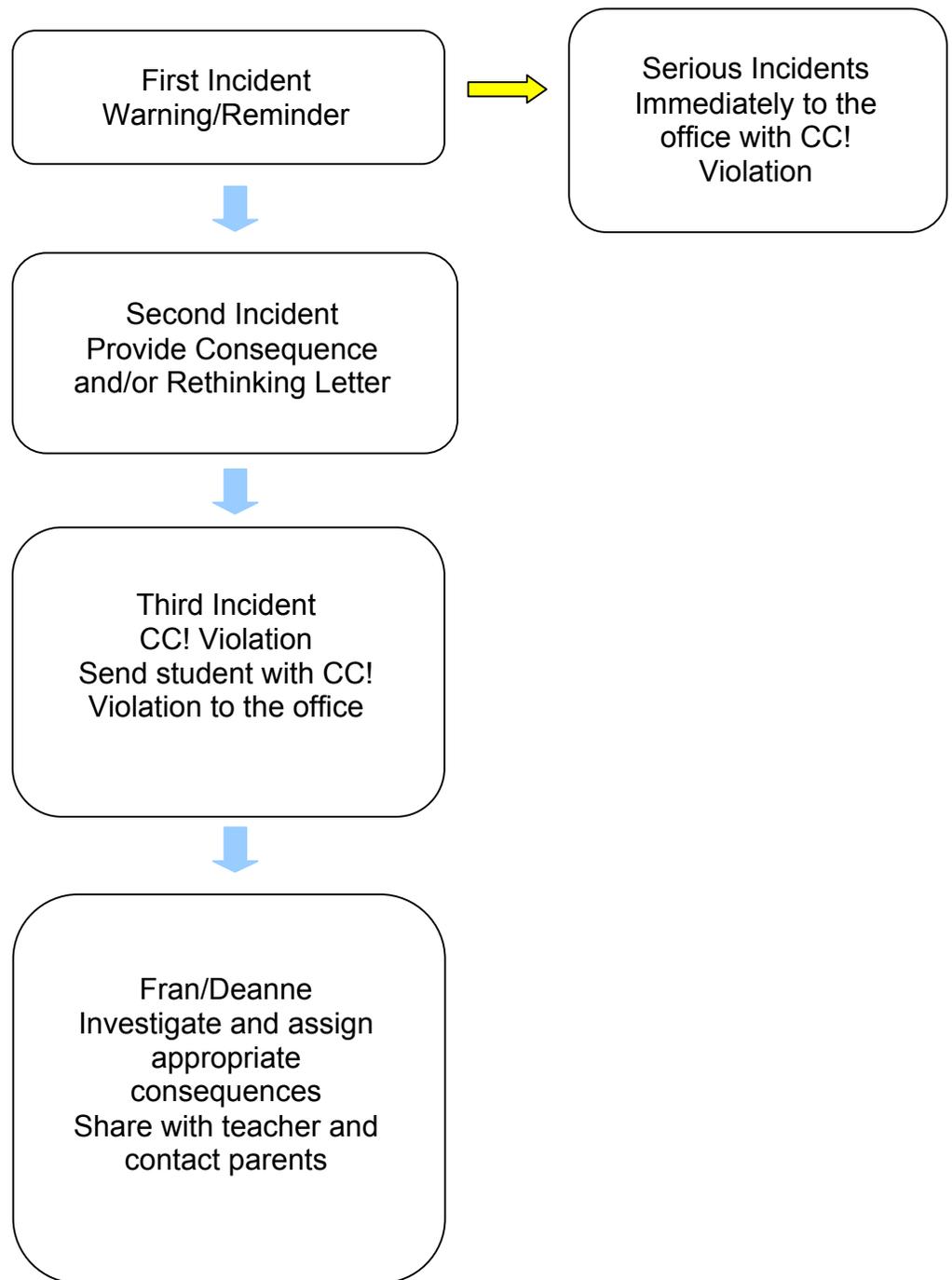
# Academy Checkbook Ways to Spend Money

Pencil	\$10
Paper	\$1 per sheet, 10 sheet minimum
Expo Marker	\$20
Pencil Top Erasers	\$5
Auctions	Prices Vary
Book Order Book Rentals	Auction Price
One Time Events	
Pie in the Face	\$250
Water Balloons	\$50
Hot Chocolate	Auction Price
Slurpies	Auction Price
End of the Year Movie	\$250
Slide Shows	\$250

\*\*\*Prices subject to change



# NEU Yard Duty Discipline



**Report or discuss all discipline concerns to Fran. If Fran is not available, talk to Deanne. When teachers arrive to pick up students, please let them know if a student has been sent to the office.**

**NEU Noon Duty Discipline  
Possible Consequences  
2016-2017**



<b>Behaviors</b>	<b>Possible consequences</b>
Running in halls	Practice walking; sit on wall; Rethinking Letter
Running on blacktop	Practice walking; sit on wall; Rethinking Letter
Equipment use	Review school rules; watch people use the equipment and recite to yard duty proper use; Rethinking Letter
Handball	Review handball rules; watch people play handball and recite to yard duty proper play; Rethinking Letter
Basketball	Review basketball rules; watch people play basketball and recite to yard duty proper play; Rethinking Letter
Playing in bathroom	Clean up campus; sit on wall; Rethinking Letter
Playing after the bell rings	Pay time back at next recess; stand next to yard duty and assist; Rethinking Letter
Cutting in line	Line up at the end for a period of time; Rethinking Letter
Name calling	Think of compliments to give that person; lose some recess time if they can't treat others nicely; Rethinking Letter
Spitting	Clean up campus; sit on wall; Rethinking Letter
Littering	Clean up campus; sit on wall; Rethinking Letter
Eating in line	Food is thrown away; Rethinking Letter

# NEU Yard Duty Behavior Concerns



Week of: \_\_\_\_\_

Date	Student	Teacher	Behavior	Warning	Consequence

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

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

Teacher: \_\_\_\_\_

## RECESS RETHINKING LETTER



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

1. What did I do to receive my warning?

---

---

2. What did I do to receive my consequence? What was my consequence?

---

---

3. How did my choice affect others?

---

---

4. What could I do better next time?

---

---

Please check one:

\_\_\_\_\_ I get the point. I will try harder during recess.

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

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

\_\_\_\_\_  
Yard Duty Signature *(Place in teacher's mailbox)*

\_\_\_\_\_  
Teacher Signature *(Please return to Mrs. H's mailbox)*

## LOS PEÑASQUITOS ELEMENTARY STAFF LIST 2016-2017

### ADMINISTRATION

Deanne McLaughlin, Principal

Luke Diebolt, Music (Th)      MPR  
 Fran Hjalmarson, Counselor      Office  
 Keri King, Literacy Intervention      B31  
 Lizbeth Ledezma      Preschool  
 Dawn Magno, Speech      4  
 Nora Maher, Speech      4  
 Arlene Yamane, RSP      3

### TEACHERS

### GRADE

### ROOM

Tiffani Kline	TK	5	
Theresa Lougeay	K	E1	
Jackie Sweet	K	E2	
Robin Taylor	K	14	
Margaret Kinsey		1	15
Courtney Kaul	1	16	
Dawn McVicker		1	16
Heather Noerr	1	17	
Amber Astamendi	2	19	
Sheri DeCremer		2	20
Karen Kajita	2	18	
Amber Salcido	2	19	
Angela Beffert	3	23	
Chris Rearick	3	24	
Jackie Smyers	3	21	
Marissa Ochoa		3/4	22
Kerri Kutzner	4	9	
Ed Sandstrom	4	8	
Danielle Murray		4/5	11
Katie Larson	4/5	10	
Laura D'Acquisto	5	12	
Kara Fradsham		5	13

### CLASSIFIED STAFF

Ami Askins, IA (Room 21)  
 Susan Cooper, Library  
 Lia Gonzalez, ELL (Room 28)  
 Julie George IA, (Room 3)  
 Tatyana Gurovich, IA (Room19)  
 Isaiah Jones, IA (Room 13)  
 Claire McCombs, Student Services  
 Carrie Nelson, (Room 13)  
 \_\_\_\_\_, ELL (Room 28)

### OFFICE

Cathy Hall, Data Assistant  
 Kim Melvin, Administrative Assistant  
 Gail Pride, Health Attendant  
 Debra Tarczy, Office Assistant

### CUSTODIAL

Ferdinand Ortiz, Lead Custodian  
 Camilo Ocampo, Night Custodian

### Extended Student Services

Michelle McLoughlin, Supervisor  
 Sara Tobin, Assistant

### NOON DUTIES

Issis Aranda	Horla Nunez
Dominga Bachta	Stacy Parker
Sara Garcia	Allison Zendejas
Suzanne McGuire	

### PRESCHOOL ASD Class Room 7

Sheila Fink, Teacher  
 Tess Akrawi, IA  
 Tara Luna, IA  
 Nelly Malham, IA  
 Kathleen Sampson, IA

### K / 1<sup>st</sup> / 2<sup>nd</sup> Grade ASD Class Room 6

Erica Donalson, Teacher  
 Kim Carpenter, IA  
 Jennifer Dowds, IA  
 Katherine Garcia, IA

### 3<sup>rd</sup> / 4<sup>th</sup> / 5<sup>th</sup> Grade ASD Class Room 27

Andrea Jamason, Teacher  
 Julie Grindstaff, IA  
 Matt Grindstaff, IA  
 Suzanne Leidner, IA  
 Jessica Whitney, IA

### SPECIALISTS

Jackie Claeys, RSP      3



## NEU STAFF COMMITTEES 2016-2017

COMMITTEE	CHAIRPERSON	SUPPORT
SST	Fran	Jackie Sw., Margaret, Amber S. , Jackie Sm., Danielle, Laura, Keri, Deanne,
UBC/PFT	Courtney	Arlene, Kara, Kim, Jackie Sw., Chris, Deanne
Social	Margaret	Courtney, Theresa, Erica, Dawn, Robin
Planning	Deanne	Theresa, Heather, Amber A., Jackie Sm., Ed, Katie, Keri, Laura, Fran, Kim
School Climate	Fran	Dawn, Tiffani, Jackie Sw., Deanne
PE Equipment	Ed	
Technology Cart	Cathy	Karen, Ed
Safety Patrol	Fran	Kara
PTA Coordinator	Angie, Kerri	
Running Club	Katie	PTA
PLL		Marissa, Danielle Technology
Science Field Day Clubs	Kara	Katie, Danielle, Laura
Support for Student Council		Ed, Kim
Support for ELL		Keri
<b>One Time Event Committees</b>		
College Field Day	PTA/Fran	Sheri
Birthday Books	Sheri	
Disaster Committee	Michelle	Kim
Volunteer Event	Theresa	Danielle, Angie, Erica, Andrea, Robin, Tiffani
Friday Flag	Grade Level Teams	
Family Math Night	Deanne	Heather, Marissa, Chris

### Parking Lot Duty Teams

**Aug. 16<sup>th</sup> – Sept 2<sup>nd</sup> (Specialists)**

**Sept. 6<sup>th</sup> – 23<sup>rd</sup> (Kindergarten)**

**Starting Monday, September 26<sup>th</sup>**

<b>Mondays</b>	<b>Tuesdays</b>	<b>Wednesdays</b>	<b>Thursdays</b>	<b>Fridays</b>
Ed	Kara	Keri	Anga	Karen
Angie	Marissa	Sheri	Kerri	Katie

# Daily Schedule 2016 - 2017

7:40 Breakfast Program (MPR)

7:55 ACADEMY CLASS Begins

8:50 First Bell

8:55 CLASS BEGINS

10:00-10:15 1<sup>st</sup> Grade Recess

10:30-10:45 2<sup>nd</sup> and 3<sup>rd</sup> Grade Recess

10:45-11:00 Academy Recess

L 11:00-11:40 TK & Kindergarten Lunch

U 11:20-12:00 1st Grade Lunch

N 11:40-12:20 2<sup>nd</sup> and 3<sup>rd</sup> Lunch

C 12:05-12:45 4<sup>th</sup> and 5<sup>th</sup> Grade Lunch

H

1:15-1:30 Kindergarten Recess

1:30-1:45 Academy & 4<sup>th</sup> & 5<sup>th</sup> Grade Recess (No recess on Wednesdays)

1:00 **TK Dismissal (Monday-Friday)**

3:10 **DISMISSAL (Wednesday dismissal at 2:00)**

## Full Day Kindergarten Transition Days Schedule / August 16<sup>th</sup> – September 23<sup>rd</sup>

8:55	Class Begins
11:00-11:40	Kindergarten Lunch
1:00	Dismissal

## ASD Preschool – Room 7

9:30	Class Begins
11:00-11:40	Lunch
2:30	Dismissal



# Minimum Day Schedule 2016- 2017

This schedule is for the week of Parent Teacher Conferences November 14<sup>th</sup> -  
November 18<sup>th</sup> and the last day of school June 9<sup>th</sup>

(The minimum day schedule for the special ed preschool class is 9:30 a.m.-12:00 p.m.)

7:55 Academy Begins

8:50 First Bell

8:55 Class Begins

10:40-10:55 Academy Recess

**THIS LUNCH SCHEDULE IS ONLY 20 MINUTES!  
THIS TIME IS FOR EATING LUNCH ONLY (no playtime)**

L  
U  
N  
C  
H

10:55-11:15

TK & Kindergarten Lunch

11:15-11:35

1<sup>st</sup> Grade Lunch

11:35-11:55

2<sup>nd</sup> and 3<sup>rd</sup> Grade Lunch

11:55-12:15

4<sup>th</sup> and 5<sup>th</sup> Grade Lunch

**12:15**

**DISMISSAL**

## Los Penasquitos Elementary 2016 - 2017 Rainy Day Lunch Schedule



11:00 – 11:15	TK & Kindergarten in room 25 and 26
11:15 – 11:40	TK & Kindergarten lunch in MPR
11:25 – 11:45	1 <sup>st</sup> & 2 <sup>nd</sup> in room 25 and 26
11:45 – 12:05	1 <sup>st</sup> & 2 <sup>nd</sup> lunch in MPR
11:50 – 12:10	Traditional 3 <sup>rd</sup> , 4 <sup>th</sup> & 5 <sup>th</sup> in room 25 and 26
12:10 – 12:30	Traditional 3 <sup>rd</sup> , 4 <sup>th</sup> & 5 <sup>th</sup> lunch in MPR
12:15 – 12:35	Academy 3 <sup>rd</sup> , 4 <sup>th</sup> & 5 <sup>th</sup> in room 25 and 26
12:35 – 12:55	Academy 3 <sup>rd</sup> , 4 <sup>th</sup> & 5 <sup>th</sup> lunch in MPR

- 
- Lunch bins are to be delivered to the MPR and placed on the bottom step of the stage.
  - Teachers pick up their students in the MPR from the tables. Please arrive at or before the dismissal time to pick up your students. Staff will call the students by teacher.
  - On rainy days the special education classes Preschool will stay in their classrooms for lunch & lunch recess.