

Five-Year Interval Review Final Report

CHARTER INFORMATION

Charter Holder Name	Satori, Inc.	School Name	Satori Charter School
Charter Holder Entity ID	85454	Site Visit Date	March 7, 2018
Academic Systems Review due to: Charter Renewal		Final Report Date	March 26, 2018

In accordance with A.R.S. §15-183(l)(3), all charter authorizers are required to review charters at five-year intervals.

As part of the Board’s statutory requirement to provide general supervision over the charter schools it sponsors (A.R.S. §15-182(E)(1)), Board staff conducted an on-site Academic Systems Review (“ASR”), which includes a contractual compliance review.

School Background

School Name	Month/ Year Open	Location	ADM*	Grade Levels Served
Satori Charter School	July 2004	Tucson	160.169	2-8

*ADM as of February 7, 2018

Contractual Compliance Review

Specific areas of the charter contract are reviewed to ensure the Charter Holder is in compliance. If Board staff identified contractual or legal non-compliance issues at the site visit, each issue is reflected on the Charter Holder’s Operational Performance Dashboard, with required submissions to come into compliance due on April 25, 2018. The table below identifies the contractual or legal compliance components that are in or out of compliance. In the case of operational non-compliance issues, the table specifies what the Charter Holder is required to submit by April 25, 2018.

Failure to provide required follow-up, as described below, by April 25, 2018, will be recorded in Measure 2.e. of the Charter Holder’s operational performance dashboard.

Additionally, failure to submit timely may result in the remaining issue(s) being placed on a subsequent Board meeting agenda for possible disciplinary action pursuant to R7-5-505(G), in which the Board may take action, including withholding up to ten percent of the monthly state aid apportionment, issuing a notice of intent to revoke the charter, or other remedial actions.



In accordance with R7-5-501(C), if the specified deadline has not passed, Board staff may grant a charter holder an extension to the specified deadline. In order to request an extension, please send an email to charterschoolboard@asbcs.az.gov.

Compliance Item	Findings	Required Submission
School Calendar	The school’s calendar was reviewed. The number of instructional days on the school calendar aligns with the number of instructional days in the contract and on file with the Arizona Department of Education, per A.R.S. §15-901.	NO FOLLOW-UP REQUIRED
Instructional Hours	The minimum required instructional hours are met for all grade levels, per A.R.S. §15-901.	NO FOLLOW-UP REQUIRED
Instructional Staff Education and Experience	A resume including information about the educational experience for the following staff member was not available pursuant to A.R.S. §15-183(F): Lina Lopez Recorded in Measure 2.d.: Teacher Resumes	An updated copy of the resumes for the instructional staff member that was not available for viewing on the day of the onsite visit: Linda Lopez.
Open Meeting Law	Pursuant to A.R.S. §38-431.01-09, notifications, minutes, and agendas from the last 12 months is reviewed for compliance with OML requirements. Compliance with requirement of online posting is checked. The school is in compliance.	NO FOLLOW-UP REQUIRED
Board Alignment	Board membership is reviewed for alignment between ASBCS and ACC, pursuant to A.R.S. §38-431.01-09. The school is in compliance.	NO FOLLOW-UP REQUIRED
Enrollment and Attendance Policies	Reviewed for compliance with A.R.S. §15-184. The school is in compliance.	NO FOLLOW-UP REQUIRED
Mission Statement	Mission statement on school materials aligns with mission on file with ASBCS.	NO FOLLOW-UP REQUIRED



Academic Systems Review

Prior to the Academic Systems Review visit, Board staff reviewed the Charter Holder’s contract, as amended, to identify the program of instruction the Charter Holder is required to deliver. Additionally, prior to conducting classroom observations, Board staff discussed the program of instruction with school leadership to further understand the methods of instruction utilized at the school.

According to its philosophy, on file in its charter contract, “Satori Charter School believes that to reach their full potential, students need challenging, individualized learning opportunities in a respectful, nurturing community that encourages personal accountability”. The Charter Holder’s program of instruction states that curriculum is organized around themes and that students are engaged through teaching to the multiple intelligences. The contract further states that instruction is adjusted to ensure that each student reaches his or her full potential. Further, the program of instruction indicates that assessment is “constant” so that instruction and content can be adjusted to meet individual needs.

During classroom observations, Board staff observed students using subject curriculum in both whole group and small group instruction. In math lessons, students utilized the Engage NY curriculum while working problems on paper at their desks, at the white board, or on clipboards as they solved problems posted throughout the room. The school’s campus includes an area focused on nature for students with a naturalist intelligence. Opportunities for movement, flexible seating, and interpersonal interactions were observed in multiple classrooms. Observed assessment included exit tickets, verbal questioning, MobyMax, and traditional paper and pencil tests.

A set of criteria is used by Board staff to review the school’s implementation of its academic systems. The documents provided by the Charter Holder during the ASR site visit leadership discussion and classroom observations, are scanned and recorded as having served as sufficient or insufficient evidence of implementation of the criteria.

Document Name	Documentation	Description
<i>I. An explicit, written curriculum for core content areas that aligns with Arizona academic standards.</i>		
<i>i. Evidence of curriculum alignment with state academic standards for core content areas and grade levels within an academic year.</i>		
<ul style="list-style-type: none"> • 2017-2018 Satori Units of Writing Year at a Glance • Satori Common Core Grammar Continuum Checklist (Draft) • Engage NY “A Story of Units Curriculum Overview” 	Insufficient	Curriculum Map/ Guide The school was able to provide documentation of alignment for Writing, Grammar, and Mathematics. However, evidence of alignment for Reading was not provided.
First 20 Days of Literacy	Insufficient	Does not list the entire year.
<i>ii. Evidence of explicit content and skills to be taught for each grade level and/ or content area.</i>		



<ul style="list-style-type: none"> • 2017-2018 Satori Units of Writing Year at a Glance • Satori Common Core Grammar Continuum Checklist (Draft) • Engage NY “A Story of Units Curriculum Overview” 	Insufficient	Curriculum Map/ Guide The school was able to provide documentation of alignment for Writing, Grammar, and Mathematics. However, evidence of alignment for Reading was not provided.
ELA Arizona State Standards Checklists	Insufficient	Standards Checklist
To view scanned documents, see Appendix A. Academic Systems Review Site Visit Inventory, I. Core Curriculum Inventory.		
<i>II. A systematic process for reviewing and evaluating the curriculum, at specific intervals, for alignment to Arizona Academic standards and improving student academic outcomes for the population served.</i>		
<i>i. Evidence of a process that identifies specific timeframes for monitoring, evaluating, and reviewing curriculum for alignment to standards.</i>		
Satori Staff Development 2017-2018	Sufficient	PD Calendar
Meeting Emails	Sufficient	Emails
<i>ii. Evidence that the curriculum is reviewed for efficacy for the population served.</i>		
Math Committee Emails	Sufficient	Emails
Student Data Emails	Sufficient	Emails
<i>iii. Evidence of a plan of action based on findings.</i>		
Math Committee Emails	Sufficient	Emailed Notes
Five Year Planning Committee Notes	Sufficient	Meeting Notes
To view scanned documents, see Appendix B. Academic Systems Review Site Visit Inventory, II. Curriculum Evaluation Inventory. b		
<i>III. A teacher evaluation system monitoring the integration of state standards into instruction.</i>		
<i>i. Evidence that classroom observations are conducted at specified intervals to confirm standards aligned curriculum are integrated into instruction.</i>		
Teacher Growth and Evaluation Model	Sufficient	Process Document
Walk Through Checklist	Sufficient	Walkthrough Form
Sunshine Notes	Sufficient	Feedback Documents
<i>ii. Evidence of observations with feedback provided to teachers after each observation.</i>		
Sunshine Notes	Sufficient	Feedback Documents
Walk Through Checklist	Sufficient	Walkthrough Form
<i>iii. Evidence that the evaluations of teacher performance include a final, summative component.</i>		

<ul style="list-style-type: none"> Teacher Growth and Evaluation Model Teacher Pre-and Post-Observation Notes 	Insufficient	Teacher Formal Evaluation Although process documentation was provided, the school was unable to provide completed evaluation documents. The school is in the process of implementing the full teacher evaluation system.
To view scanned documents, see Appendix C. Academic Systems Review Site Visit Inventory, III. Teacher Evaluation Inventory.		
<i>IV. An assessment plan to track, analyze, and monitor student academic performance.</i>		
<i>i. Evidence of an assessment plan identifying the types of data collected and periods of review, covering all core content areas and grade levels.</i>		
Satori Beginning of the Year Literacy Assessments	Sufficient	Assessment Plan
Scholastic SRI Reports Satori Writing Assessments Teacher Data	Sufficient	Benchmark Reports
Satori Monday Meeting Agenda K-5	Sufficient	Meeting Agenda
<i>ii. Evidence of a process that uses assessment data to create a plan for instruction.</i>		
Daily 5/Workshop Grouping	Sufficient	Group Planning Teacher grouping is based on data collected by the teacher. Provided data sheets demonstrate teacher use to create student groups for instruction.
Teacher Data	Sufficient	Individual Student Data Planning
RTI Student Documentation	Sufficient	Student Data Documentation
To view scanned documents, Appendix D. Academic Systems Review Site Visit Inventory, IV. Assessment Inventory.		
<i>V. A professional development plan that aligns with the program of instruction and best practices.</i>		
<i>i. Evidence that professional development addresses student achievement and outcomes, supporting implementation of the school's program of instruction.</i>		
<ul style="list-style-type: none"> I Love PBIS PowerPoint Guided Reading and Small Group Instruction PowerPoint Curriculum-Theme Planning Organizer 	Sufficient	Document/ PowerPoint
Pima County Superintendent flyer for "Teaching Reading Effectively"	Sufficient	Meeting Agendas/ Minutes
Satori Staff Development 2017-2018	Sufficient	PD Calendar
Certificates	Sufficient	Training Certificates



Invoices	Sufficient	Payment Documentation
<i>ii. Evidence of how the implementation of professional development is monitored.</i>		
Walk Through Checklist	Sufficient	Walkthrough Forms
To view scanned documents, see Appendix E. Academic Systems Review Site Visit Inventory, V. Professional Development Inventory.		



Appendix A.
Academic Systems Review Site
Visit Inventory

I. Core Curriculum Inventory

2017-2018 SATORI SECOND GRADE WRITING YEAR AT A GLANCE

SECOND GRADE UNITS OF WRITING YEAR AT A GLANCE

*Standards Highlighted Green: Indicate Major Emphasis

Quarter	<u>Units Of Lucy Calkins Writing</u>	<u>Suggested Time Frame</u>	<u>Standards</u>
1st Nine Weeks	<p>Unit 1 Lessons from the Masters-Improving (Narrative Writing)</p> <p>Bend I- Studying the Masters for Inspiration and Ideas</p> <ol style="list-style-type: none"> 1. Discovering Meaningful Small Moments, as the Masters Might: Generating Ideas for Writing 2. Capturing Story Ideas: Tiny Topics Notepads 3. Stretching Out Small Moments, as Authors Do 4. Writing with Detail: Magnifying a Small Moment 5. Revising with the Masters: Crafting Powerful Endings 6. Rereading like Detectives: Making Sure Our Writing Makes Sense and Sounds Right 7. Working Hard: Setting Goals and Making Plans for Writing Time <p>Bend II - Noticing Author's Craft: Studying Imagery, Tension, and Literary Language</p> <ol style="list-style-type: none"> 8. Revising with Intent 9. Close Reading: Learning Writing Moves from a Text 10. Learning to Write in Powerful Ways: Trying Out Craft Moves Learned from Mentor Authors 11. Learning to Write in Powerful Ways: Trying Out a Second Craft Move 12. Emulating Authors in Ways that Matter: Revising in Meaningful Ways 13. Mentor Texts Have Ideas for Word Choice as Well: Studying and Revising for Precise and Specific Language 14. Rereading and Quick Editing: Preparing for a Mini-Celebration <p>Bend III - Study Your Own Authors</p> <ol style="list-style-type: none"> 15. Learning Craft Moves from Your Own Mentor Text 16. Being Bold: Trying What We Noticed and Named in Our Own Stories 17. Writers Can Help Each Other: Partners Give Us Feedback 18. Editing and Preparing for Publication <p>♥Think of ideas for Literacy Fair.</p>	<p>August 9 - October 6</p>	<p>W.2.3, W.2.5, W.2.7, W.2.8, W.2.10, W.3.3, W.3.3a, W.3.3b, W.3.10,</p> <p>Writing, Reading, Speaking & Listening, and Language</p> <p>Standards can be found at the back of each unit book.</p>

2017-2018 SATORI SECOND GRADE WRITING YEAR AT A GLANCE

	<p align="center">19. A Celebration ♥Save for Grandpersons' Day?</p>		
<p align="center">2nd Nine Weeks</p>	<p>Unit 2 - Lab Reports and Science Books (Information)</p> <p>Bend I - Writing as Scientists Do</p> <ol style="list-style-type: none"> 1. Learning to Write about Science 2. Studying a Mentor Text: Procedural Writing 3. New Wonderings, New Experiments 4. Authors Share Scientific Ideas/Conclusions 5. Scientists Learn from Other Sources as Well as from Experiments 6. Student Self-Assessment and Plans <p>Bend II - Writing to Teach Others about Our Discoveries</p> <ol style="list-style-type: none"> 7. Remember All You Know about Science and about Scientific Writing for New Experiments 8. Studying a Mentor Text: The "Results" Page 9. Comparing Results and Reading More Expert Materials to consider New Questions 10. Designing and Writing a New Experiment 11. Editing: Domain-Specific Language <p>Bend III - Writing about Forces and Motion in Information Books</p> <ol style="list-style-type: none"> 12. Drawing on All We Know to Rehearse and Plan Information Books 13. Tapping Informational Know-How for Drafting 14. Studying Mentor Texts to See How Authors Include Scientific Information in Their Writing 15. Using Comparisons to Teach Readers 16. Showing Hidden World with Science Writing 17. Introductions and Conclusions: Addressing an Audience 18. Editing: Aligning Expectations to the Common Core 19. Celebration: Writing and Science Exhibition ♥Science Fair? 	<p>Oct. 16 - Dec. 21</p>	<p>W.2.2, W.2.5, W.2.6,W.2.7, W.2.8, W.3.2ab, W.3.2ad,W.3.2bc, W.3.2d, W.3.3b,W.3.4,W.3.5, W.3.7, W.3.8, W.3.10</p>

2017-2018 SATORI SECOND GRADE WRITING YEAR AT A GLANCE

3 rd Nine Weeks	<p>Unit 3 - Writing About Reading (Persuasive) ♥Switch with Unit 4: Poetry-Big Thoughts in Small Packages. Listed in Fourth Quarter for Barnes and Noble.</p> <p>Bend I - Letter Writing: Sharing Opinions about Books</p> <ol style="list-style-type: none"> 1. Writing Letters to Share Ideas About Characters 2. Getting Energy for Writing by Talking 3. Writers Generate More Letters: Developing New Opinions by Looking at Pictures 4. Writers Make Their Letters about Books Even Better by Retelling Important Parts 5. Keeping Audience in Mind 6. Using a Checklist to Set Goals for Ourselves As Writers <p>Bend II - Raising the Level of Our Letter Writing</p> <ol style="list-style-type: none"> 7. Writing about More than One Part of the Book 8. Reading Closely to Generate More Writing 9. Gathering More Evidence to Support Our Opinions 10. Why Is the Author Using a Capital Here? 11. Publishing Our Opinions for All to Read <p>Bend III - Writing Nominations and Awarding Favorite Books</p> <ol style="list-style-type: none"> 12. And the Nominees Are... 13. Prove It! Adding Quotes to Support Opinions 14. Good. Better. Best. 15. Giving Reader Signposts and Rest Stops 16. Writing Introductions and Conclusions to Captivate 17. Using a Checklist to Set Writerly Goals 18. Keeping the Elaboration Going 19. Awarding Our Favorites: A Book Fair Celebration 	<p>Jan. 8 - March 9</p>	<p>W.2.1, W.2.5, W.2.6, W.2.7, W.2.8. W.3.1, W.3.1a, W.3.1ad,W.3.1c,</p>
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2017-2018 SATORI SECOND GRADE WRITING YEAR AT A GLANCE

4th Nine Weeks	<p>OPEN</p> <p>Unit 4 - Poetry-Big Thoughts in Small Packages (Poetry)</p> <p>Bend I - Seeing with Poets' Eyes</p> <ol style="list-style-type: none"> 1. Seeing with Poets' Eyes 2. Listening for Line Breaks 3. Putting Powerful Thoughts in Tiny Packages 4. Poets Make Sure Their Poems Grow from the Strong Feelings and Concrete Details of Life 5. Editing Poetry <p>Bend II - Delving Deeper: Experimenting with Language and Sound to Create Meaning</p> <ol style="list-style-type: none"> 6. Searching for Honest, Precise Words: Language Matters 7. Patterning Through Repetition 8. Poems Are Moody 9. Using Comparisons to Clarify Feelings and Ideas 10. Stretching Out a Comparison <p>Bend III - Trying Structures on for Size</p> <ol style="list-style-type: none"> 11. Studying Structure 12. Studying a Mentor Text with Poets' Eyes 13. Matching Structures to Feelings 14. Playing with Point of View 15. Revising Poems: Replacing Feeling Words with Word Pictures 16. Editing Poems: Reading Aloud to Find Trouble Spots 17. Presenting Poems to the World: An Author's Celebration ♥ Barnes and Noble? 	<p>March 19 - May 25</p>	<p>W.2.3, W.2.5, W.2.6, W.2.8, , W.3.4, W.3.3b, W.3.10</p>
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2017-2018 SATORI FIFTH GRADE WRITING YEAR AT A GLANCE

FIFTH GRADE UNITS OF WRITING YEAR AT A GLANCE

*Standards Highlighted Green: Indicate Major Emphasis

Quarter	<u>Units Of Lucy Calkins Writing</u>	<u>Suggested Time Frame</u>	<u>Standards</u>
1st Nine Weeks	<p>Unit 1 Narrative Craft (Narrative)</p> <p>Bend I - Generating Personal Narratives</p> <ol style="list-style-type: none"> 1. Starting with Turning Points 2. Determining the Dream of the Story 3. Letting Other Authors' Words Awaken Our Own 4. Telling the Story from Inside It 5. Taking Stock and Setting Goals <p>Bend II - Moving Through the Writing Process: Rehearsing, Drafting, Revising and Editing</p> <ol style="list-style-type: none"> 6. Flash Drafting: Putting Our Stories on the Page 7. What's This Story Really About? Redrafting to Bring Out Meaning 8. Bringing Forth the Story Arc 9. Elaborating on Important Parts 10. Adding Scenes from the Past and Future 11. Ending Stories 12. Putting the Final Touches on Our Writing <p>Bend III - Writing a Second Piece</p> <ol style="list-style-type: none"> 13. Reading with a Writer's Eye 14. Taking Writing to the Workbench 15. Stretching Out the Tension 16. Catching the Action or Image that Produced an Emotion 17. Every Character Plays a Role <p>Bend IV - Revising and Editing for Publication</p> <ol style="list-style-type: none"> 18. Editing: The Power of Commas 19. Mechanics 20. Reading Aloud Our Writing 21. Transferring Learning: Applying Narrative Writing Skills across the Curriculum <p>♥How can you integrate this across the curriculum with our School Theme of Relationships this year?</p> <p>♥Literacy Fair.</p>	August 9 - October 6	W.5.3a,b,d,e, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9a, W.5.10,

2017-2018 SATORI FIFTH GRADE WRITING YEAR AT A GLANCE

2 nd Nine Weeks	<p>Unit 2 - Bringing History to Life (Information) ♥ This unit fits with the AZ State Standards that includes Westward Expansion</p> <p>Bend I - Writing Flash-Drafts about Westward Expansion</p> <ol style="list-style-type: none"> 1. Organizing for the Journey Ahead 2. Writing Flash-Drafts 3. Note-Taking and Idea-Making for Revision 4. Writers of History Pay Attention to Geography 5. Writing to Think 6. Writers of History Draw on an Awareness of Timelines 7. Assembling and Thinking about Information 8. Redrafting Our Research Reports 9. Celebrating and Reaching Toward New Goals <p>Bend II - Writers Research Well</p> <ol style="list-style-type: none"> 10. Drawing Inspiration from Mentor Texts 11. Primary Source Documents 12. Organizing Information for Drafting 13. Finding a Structure to Let Writing Grow Into 14. Finding Multiple Points of View 15. Creating Cohesion 16. Using Text Features to Write Well 17. Crafting Introductions and Conclusions 18. Mentor Texts Help Writers Revise 19. Adding Information Inside Sentences 20. Celebration Letter <p>♥ Saving these for Grandpersons' Day or inviting a class to hear reports? Setting up a museum? Is there a way to use these for World Culture?</p>	<p>Oct. 16 - Dec. 21</p>	<p>W.5.1, W.5.2, W.5.3b,d, W.5.4, W.5.5, W.5.6, W.5.7, W.5.10, W.6.1d, W.6.3d,</p>
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2017-2018 SATORI FIFTH GRADE WRITING YEAR AT A GLANCE

3 rd Nine Weeks	<p>Unit 4 - The Research-Based Argument Essay (Persuasive)</p> <p>Bend I - Building Arguments</p> <ol style="list-style-type: none"> 1. Investigating to Understand an Argument 2. Flash-Drafting Arguments 3. Incorporating Evidence into Arguments 4. Inquiry into Using Quotations to Bolster an Argument 5. Adding More Evidence to Arguments 6. Balancing Evidence with Analysis 7. Signed, Sealed, Delivered <p>Bend II - Building Powerful Positions</p> <ol style="list-style-type: none"> 8. Taking Arguments Up a Notch 9. Taking a Critical Perspective to Writing 10. Rehearsing the Whole, Refining a Part 11. Rebuttals, Responses, and Counterclaims 12. Evaluating Evidence 13. Appealing to the Audience 14. A Mini-Celebration: Panel Presentations, Reflections, and Goal Setting 15. Argument across the Curriculum <p>Bend III - Writing for Real-Life Purposes and Audiences</p> <ol style="list-style-type: none"> 16. Taking Opportunities to Stand and Be Counted 17. Everyday Research 18. Taking Stock and Setting Writing Tasks 19. Using All You Know From Other Types of Writing to Make Your Argument More Powerful 20. Evaluating the Validity of One's Argument 21. Paragraphing Choices 22. Celebration: Taking Positions, Developing Stances <p>♥ Would this work for a mock trial? Students could take a field trip to the Court House and maybe sit in on a civil case. Prosecuting and Defense Attorneys could come in and speak to the class.</p> <p>♥Start Poetry; integrate with Reading (Poetry not included in Fifth Grade Lucy Calkins) I have Poetry Units if you need them.</p>	<p>Jan. 8 - March 9</p>	<p>W.5.1a,c, W.5.3, W.5.4,W.5.5,W.5.6, W.5.7, W.5.8, W.5.9b, W.5.10, W.6.1a,d,</p> <p>Writing, Reading, Speaking & Listening, and Language Standards can be found at the back of each unit book.</p>
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2017-2018 SATORI FIFTH GRADE WRITING YEAR AT A GLANCE

4th Nine Weeks	<p>OPEN (Option to move this to first nine weeks or incorporate it.)</p> <p>Unit 3 - Shaping Texts: From Essay and Narrative to Memoir</p> <p>Bend I-Generating Ideas about Our Lives and Finding Depth in the Moments We Choose</p> <ol style="list-style-type: none"> 1. What Makes a Memoir? 2. Interpreting the Comings and Goings of Your Life 3. Writing Small about Big Topics 4. Reading Literature to Inspire Writing 5. Choosing a Seed Idea 6. Expecting Depth from Our Writing: Developing Our Seed Ideas <p>Bend II - Structuring, Drafting, and Revising a Memoir</p> <ol style="list-style-type: none"> 7. Studying Texts and Planning Structures 8. The Inspiration to Drafting 9. Being Your Own Teacher: Coaching Your Own Drafting and Revision 10. Revising the Internal Story in Your Narratives 11. Editing for Voice in Developed Notebook Entries <p>Bend III - Transferring and Extending Knowledge: Planning a Second Memoir</p> <ol style="list-style-type: none"> 12. Seeing Again, with New Lenses: Interpreting Your Own Story 13. Flash-Drafting 14. Revising the Expository Sections of Your Memoir 15. Reconsidering the Finer Points 16. Rereading Your Draft and Drawing on All You Know to Revise 17. Metaphors Can Convey Big Ideas 18. Editing to Match sound to Meaning 19. An Author's Final Celebration: Placing Our Writing in the Company of Others <p>♥ Would it be possible to interview residents in Assisted Living or Nursing Homes and have them tell their favorite memories? Interview grandparents and write memoirs for Grandpersons' Day.</p>	<p>March 19 - May 25</p>	<p>W.5.1, W.5.2, W.5.3b,d, W.5.4, W.5.5, W.5.6, W.5.7, W.5.10, W.5.4, W.5.10, W.6.1d, W.6.3d,</p>
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Satori Common Core Grammar Continuum Checklist (ROUGH DRAFT)

Second Grade

2L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

2L.1a

- Collective nouns

2L.1b

- Irregular plural nouns

2L.1c

- Reflexive pronouns

2L.1d

- Irregular verbs

2L.1e

- Adjectives and adverbs

Third Grade

3L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

3L.1a

Explain the function of:

- Nouns
- Pronouns
- Verbs
- Adjectives
- Adverbs

3L.1b

- Irregular plural nouns

3L.1c

- Abstract nouns

3L.1d

- Regular verbs
- Irregular verbs

3L.1e

- Simple verb tenses.

Fourth Grade

4L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

4L.1a

- Relative pronouns
- Relative adverbs.

4L.1b

- Progressive verb tenses.

4L.1c

- Modal auxiliaries

4L.1d

- Order adjectives within sentences

4L.1e

- Prepositional phrases

Fifth Grade

5L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

5L.1a

Explain the function of

- Conjunctions
- Prepositions
- Interjections

5L.1b

- Perfect verb tenses

5L.1c

- Verb tense to convey various times, sequences, states, and conditions

5L.1d

- Inappropriate shifts in verb tense

5L.1e

- Correlative conjunctions

Satori Common Core Grammar Continuum Checklist (ROUGH DRAFT)

3L.1f

- Subject-verb agreement
- Pronoun-antecedent agreement

3L.1g

Comparative

- Adjectives
- Adverbs

Superlative

- Adjectives
- Adverbs

3L.1h

- Coordinating conjunctions
- Subordinating conjunctions.

Common Core Grammar Continuum (Write Source Correlation)

Second Grade

2L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

2L.1a

Use collective nouns (e.g. *group*)

2L.1b

Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*)

2L.1c

Use reflexive pronouns (e.g., *myself, ourselves*)

2L.1d

Form and use the past tense of frequently occurring irregular verbs (e.g., *sat hid, and told*)

2L.1e

Use adjectives and adverbs, and choose between them

Third Grade

3L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

3L.1a

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Write Source

Nouns, 373-376, 516-519, 542
Pronouns, 377-380, 520, 542
Adjectives, 387-388, 530-533, 542
Verbs, 119, 381-386, 522-529, 542
Adverbs, 389-390, 534, 542

3L.1b

Form and use regular and irregular plural nouns

Write Source

Plural nouns, 374, 476, 518

Fourth Grade

4L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

4L.1a

Use relative pronouns and relative adverbs.

Write Source

Relative pronouns, 580.1

4L.1b

Form and use the progressive verb tenses.

4L.1c

Use modal auxiliaries to convey various conditions.

4L.1d

Order adjectives within sentences according to conventional patterns. (e.g., *a small red bag* rather than *a red small bag*)

Fifth Grade

5L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

5L.1a

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

5L.1b

Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.

5L.1c

Use verb tense to convey various times, sequences, states, and conditions

Common Core Grammar Continuum (Write Source Correlation)

depending on what is to be modified.

Write Source

Coordinating conjunctions,
393-393, 538, 542

3L.1f

Ensure subject-verb and pronoun-antecedent agreement.

Write Source

Antecedent, 379

3L.1g

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

Write Source

Comparative Adjectives, 388, 532
Superlative Adjectives, 388, 532

3L.1h

Use coordinating and subordinating conjunctions.

4L.1e

Form and use prepositional phrases.

Write Source

Prepositional phrases, 428, 430, 448, 566.4, 574.4, 598.1

5L.1d

Recognize and correct inappropriate shifts in verb tense

5L.1e

Use correlative conjunctions (e.g., *either/or*, *neither/nor*)

WWS

Satori Common Core Sentence Continuum Checklist (ROUGH DRAFT)

Second Grade

2L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

2L.1f

- Produce simple and compound sentences
- Expand simple and compound sentences
- Rearrange simple and compound sentences

2L.1g

- Multiple sentences in an order that support a main idea or story

Third Grade

3L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

3L.1i Produce sentences

- Simple
- Compound
- Complex

3L.1j

- Multiple sentences in an order that support a main idea or story

Fourth Grade

4L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

4L.1f

- Produce complete sentences
- Recognize and correct fragments and run-on sentences

4L.1g

- Frequently confused words

4L.1h

- Write and organize one or more paragraphs about a topic

Fifth Grade

5L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

5L.1f

Construct one or more paragraphs that contain:

- Topic sentence
- Supporting details
- Relevant information
- Concluding sentences

Common Core Sentence Continuum

Second Grade

2L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

2L.1f.

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

2L.1g.

Write multiple sentences in an order that supports a main idea or story.

Third Grade

3L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

3L.1i

Produce simple, compound, and complex sentences.

3L.1j

Write multiple sentences in an order that supports a main idea or story.

Fourth Grade

4L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

4L.1f

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

4L.1g

Correctly use frequently confused words (e.g., *to, too, two; there, their*)

4L.1h

Write and organize one or more paragraphs about a topic.

Fifth Grade

5L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

5L.1f

Construct one or more paragraphs that contain:

- A topic sentence
- Supporting details
- Relevant information, and
- Concluding sentences

Common Core Vocabulary Continuum

Second Grade

2L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

2L.3a.

Compare formal and informal uses of English.

2L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

2L.4a.

Use sentence-level context as a clue to the meaning of a word or phrase.

2L.4b.

Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell)

Third Grade

3L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

3L.3a.

Choose words and phrases for effect.

3L.3b.

Recognize and observe differences between the conventions of spoken and written Standard English.

3L.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

3L.4a.

Use sentence-level context as a clue to the meaning of a word or phrase.

Fourth Grade

4L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

4L.3a

Choose words and phrases to convey ideas precisely.

4L.3b.

Choose punctuation for effect.

4L.3c

Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

4L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Fifth Grade

5L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

5L.3a.

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

5L.3b.

Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

5L.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

Common Core Vocabulary Continuum

2L.4c.

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

2L.4d.

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

2L.4e.

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

2L.5 Demonstrate

understanding of word relationships and nuances in word meanings.

3L.4b.

Determine the meaning of the new word formed when a known affix is added to a known word.

3L.4c.

Use a known root word as a clue to the meaning of an unknown word with the same root.

3L.4d.

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

3L.5 Demonstrate

understanding of word relationships and nuances in word meanings.

3L.5a.

Distinguish the literal and nonliteral meanings of words and phrases in context.

4L.4a.

Use context as a clue to the meaning of a word or phrase.

4L.4b.

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

4L.4c.

Consult reference materials both print and digital, to find the pronunciations and determine or clarify the precise meaning of key words and phrases.

4L.5 Demonstrate

understanding of figurative language, word relationships, and nuances in word meanings.

4L.5a.

Explain the meaning of simple similes and metaphors in context.

5L.4a.

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

5L.4b.

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

5L.4c.

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

5L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Common Core Vocabulary Continuum

2L.5a.

Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

2L.5b.

Distinguish shades of meaning among closely related adjectives (e.g., thin, slender, skinny, scrawny).

2L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

3L.5b.

Identify real-life connections between words and their use.

3L.5c.

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

3L.6 Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them.).

4L.5b.

Recognize and explain the meaning of common idioms, adages, and proverbs.

4L.5c.

Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical means (synonyms).

4L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservations, and endangered when discussing animal preservation.)

5L.5a.

Interpret figurative language, including similes and metaphors, in context.

5L.5b.

Recognize and explain the meaning of common idioms, adages, and proverbs.

5L.5c.

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

5L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)

CONVENTIONS	5	6	7	8
<p>Parts of Speech: (5th Grade AZ.5.L.1 AZ. 5.L.2 AZ. 5.L.3)</p> <p>(6th Grade AZ. 6.L.1 AZ. 6.L.2 AZ. 6.L.3)</p> <p>(7th Grade AZ. 7.L.1 AZ. 7.L.2 AZ. 7.L.3)</p> <p>(8th Grade AZ. 8.L.1 AZ. 8.L.2 AZ. 8.L.3)</p>	<ol style="list-style-type: none"> 1. Adjective 2. adverb 3. conjunction: coordinating (FANBOYS), correlative 4. Interjection 5. noun: common, proper 6. preposition 7. pronoun, antecedent 8. subject-verb agreement 9. verbs: action auxiliary/helping, linking 10. verb tense: past, present 	<ol style="list-style-type: none"> 1. Adjective 2. adverb 3. conjunctions: coordinating (FANBOYS), correlative 4. Interjection 5. nouns: common, proper 6. preposition and prepositional phrases 7. pronoun, antecedent: Personal-1st, 2nd, 3rd person, subjective and objective case, intensive 8. subject-verb agreement 9. verbs: action, auxiliary/helping, linking) 10. verb tense: past, present 	<ol style="list-style-type: none"> 1. adjective 2. adverb 3. conjunction: coordinating (FANBOYS), correlative, subordinating 4. interjection 5. nouns: common, proper 6. preposition 7. pronoun, antecedent: personal-1st, 2nd, 3rd person, intensive, reflexive, interrogative, demonstrative, indefinite, relative; subjective and objective case 8. subject-verb agreement 9. verbs: action, auxiliary, linking 10. verb tense: past, present, progressive 11. verb voice: passive, active 	<ol style="list-style-type: none"> 1. adjective 2. adverb 3. conjunction: coordinating (FANBOYS), correlative, subordinating 4. interjection 5. noun (common, proper) 6. preposition 7. pronoun, antecedent (personal, reflexive, interrogative, demonstrative, indefinite, relative; subjective and objective case) 8. subject-verb agreement 9. verbs (transitive, intransitive, auxiliary, linking) 10. verb mood: subjective mood 11. verb tense: past and present, progressive 12. verb voice: passive and active
<p>Parts of the Sentence: (5th Grade AZ.5.L.1 AZ. 5.L.2 AZ. 5.L.3)</p> <p>(6th Grade AZ. 6.L.1 AZ. 6.L.2 AZ. 6.L.3)</p> <p>(7th Grade AZ. 7.L.1 AZ. 7.L.2 AZ. 7.L.3)</p> <p>(8th Grade AZ. 8.L.1 AZ. 8.L.2 AZ. 8.L.3)</p>	<ol style="list-style-type: none"> 1. compound predicates, subjects, sentences 2. phrase: prepositional phrase, verb phrase (1, 2, & 3 helping verbs with main verb) 3. predicate, simple and complete 4. run-ons and fragments 5. sentence types: declarative, interrogative, imperative 6. subject: simple and complete 	<ol style="list-style-type: none"> 1. Appositive 2. clause: independent 3. compound predicates, subjects, sentences 4. object: direct, indirect, prepositional 5. phrase: prepositional (adjective, adverb), verb phrase (1, 2, & 3 helping verbs with main verb) 6. predicate: simple and complete 7. subject: simple and complete 8. run-ons and fragments 9. sentence types: declarative, interrogative, imperative 	<ol style="list-style-type: none"> 1. appositive 2. clause: dependent (relative, adverb), independent 3. compound predicates, subjects, sentences 4. object: direct, indirect, prepositional 5. phrase: noun, prepositional (adjective, adverb), verb phrase (1, 2, & 3 helping verbs with main verb), 6. predicate: simple and complete 7. run-ons and fragments 8. sentence types: declarative, interrogative, imperative, simple, compound, complex, compound-complex 9. subject complement: predicate adjective, predicate nominative 10. subject, simple and complete 	<ol style="list-style-type: none"> 1. appositive 2. clause: dependent (relative, adverb), independent 3. compound predicates, subjects, sentences 4. object: direct, indirect, prepositional 5. parallel structure 6. phrase: noun, prepositional (adjective, adverb), verb phrase (1, 2, & 3 helping verbs with main verb), appositive, verbal (participial, infinitive, gerund). 7. predicate, simple and complete 8. run-ons and fragments 9. sentence types: declarative, interrogative, imperative, simple, compound, complex, compound-complex 10. subject complement: predicate adjective, predicate nominative 11. subject, simple and complete 12. verbal (participle, gerund, infinitive)
<p>Mechanics: (5th Grade AZ.5.L.1 AZ. 5.L.2 AZ. 5.L.3)</p> <p>(6th Grade AZ. 6.L.1 AZ. 6.L.2 AZ. 6.L.3)</p> <p>(7th Grade AZ. 7.L.1 AZ. 7.L.2 AZ. 7.L.3)</p> <p>(8th Grade AZ. 8.L.1 AZ. 8.L.2 AZ. 8.L.3)</p>	<ol style="list-style-type: none"> 1. apostrophe: possessives, contractions 2. capitalization: beginning of sentence, proper noun 3. comma: series (oxford), introductory phrases (prepositional), compound sentences, dates, addresses 4. contractions 5. end punctuation: period, question mark, exclamation mark 6. possessives: singular and plural nouns, possessive pronouns 7. punctuating dialogue 8. formatting titles: poems, novels, short stories, plays 	<ol style="list-style-type: none"> 1. apostrophe: possessives, contractions 2. capitalization: beginning of sentence, proper noun 3. comma: series (oxford), introductory phrases (prepositional), compound sentences, dates, addresses, nonessential elements 4. contractions 5. end punctuation: period, question mark, exclamation mark 6. parentheses 7. possessives: singular and plural nouns, possessive pronouns 8. punctuating dialogue 9. formatting titles: poems, novels, short stories, plays 	<ol style="list-style-type: none"> 1. apostrophe: possessives, contractions 2. capitalization: beginning of sentence, proper noun 3. colon: list 4. comma: series (oxford), introductory phrases, compound sentences, dates, addresses, nonessential elements, contrasting elements, restrictive and nonrestrictive elements 5. contractions 6. end punctuation: period, question mark, exclamation mark 7. formatting titles: poems, novels, short stories, plays 8. parentheses 9. possessives: singular and plural nouns, possessive pronouns, multiple possessors 10. punctuating dialogue 11. semicolons: combining related independent clauses, series 	<ol style="list-style-type: none"> 1. apostrophe: possessives, contractions 2. capitalization: beginning of sentence, proper noun 3. colon (list, to introducing explanations) 4. comma: series (oxford), introductory phrases, compound sentences, dates, addresses, nonessential elements, contrasting elements, restrictive and nonrestrictive elements 5. contractions 6. dashes 7. ellipses 8. end punctuation: period, question mark, exclamation mark 9. formatting titles: poems, novels, short stories, plays 10. parentheses 11. possessives: singular and plural nouns, possessive pronouns, multiple possessors 12. punctuating dialogue 13. semicolons: combining related independent clauses, series 14. slashes
<p>Vocabulary: (5th Grade AZ. 5.L.4) (6th Grade</p>	<p>identifying synonyms, antonyms, homonyms spelling word parts: root, affix</p>	<p>identifying synonyms, antonyms, homonyms spelling word parts: root, affix</p>	<p>identifying synonyms, antonyms, homonyms spelling word parts: root, affix</p>	<p>identifying synonyms, antonyms, homonyms spelling word parts: root, affix</p>

AZ. 6.L.4)
 (7th Grade
 AZ. 7.L.4)
 (8th Grade
 AZ. 8.L.4)

READING	5	6	7	8
Literary and Rhetorical Devices	Hyperbole imagery (concrete language) metaphor musical devices: alliteration, assonance, consonance, onomatopoeia, rhyme (end, internal) personification simile	allegory hyperbole imagery (concrete language) metaphor musical devices: alliteration, assonance, consonance, onomatopoeia, rhyme (end, internal) personification simile	Allegory hyperbole imagery (concrete language) irony: verbal, dramatic, situational metaphor musical devices: alliteration, assonance, consonance, onomatopoeia, rhyme (end, internal, <i>half-rhyme</i>) parallelism personification rhetorical question (erotesis) simile Satire	Allegory allusion anaphora antithesis apostrophe asyndeton epistrophe hyperbole imagery (concrete language) irony: verbal, dramatic, situational litotes metaphor metonymy musical devices: alliteration, assonance, consonance, onomatopoeia, rhyme (end, internal, half-rhyme), paradox periodic sentence personification polysyndeton rhetorical question (erotesis) satire simile synecdoche understatement (meiosis)
Literary Analysis	character types: protagonist, antagonist, minor character characterization conflict: internal, external foreshadowing line (of poetry) motive plot structure: exposition, inciting moment (complication), rising action, climax, falling action, denouement point of view/perspective: first, second, third rhythm: stressed and unstressed syllables setting stakes (of conflict) stanza symbolism theme (subject v. theme)	character types: protagonist, antagonist, minor character characterization: direct, indirect (through narration, description, action, dialogue, thoughts) conflict: internal, external foreshadowing line (of poetry) motive narrator/speaker v. author plot structure: exposition, inciting moment (complication), rising action, climax, falling action, denouement point of view/perspective: first, second, third; limited, objective, omniscient rhythm: stressed and unstressed syllables setting stakes (of conflict) stanza symbolism theme (subject v. theme)	character types: protagonist, antagonist, minor character characterization: direct, indirect (through narration, description, action, dialogue, thoughts) conflict: internal, external foreshadowing line (of poetry) mood motive narrator/speaker v. author plot structure: exposition, inciting moment (complication), rising action, climax, falling action, denouement point of view/perspective: first, second, third; limited, objective, omniscient, reliable, unreliable rhythm: stressed and unstressed syllables setting stakes (of conflict) stanza symbolism theme (subject v. theme) tone (attitude)	character types: protagonist, antagonist, minor character characterization: direct, indirect (through narration, description, action, dialogue, thoughts) conflict: internal, external dramatic and cinematic terminology: act, scene, set, stage directions, soliloquy, aside foreshadowing framed narrative line (of poetry) mood motive narrator/speaker v. author plot structure: exposition, inciting moment (complication), rising action, climax, falling action, denouement poetic forms: fixed form, free verse, blank verse point of view/perspective: first, second, third; limited, objective, omniscient, reliable, unreliable rhythm: stressed and unstressed syllables setting stakes (of conflict) stanza symbolism theme (subject v. theme) tone (attitude)
General Reading	audience and purpose (intended) describing effects of literary and rhetorical devices determining word meaning from context fact v. opinion summarizing and paraphrasing passages, texts, and arguments	audience and purpose (intended) describing effects of literary and rhetorical devices determining word meaning from context fact v. opinion summarizing and paraphrasing passages, texts, and arguments	audience and purpose (intended) context: setting, audience, purpose, occasion (kairos) describing effects of literary and rhetorical devices determining word meaning from context fact v. opinion summarizing and paraphrasing passages, texts, and arguments	audience and purpose (intended) context: setting, audience, purpose, occasion (kairos) describing effects of literary and rhetorical devices fact v. opinion gleaning word meaning from context oral recitation summarizing and paraphrasing passages, texts, and arguments visual rhetoric

	Pre-Kindergraten	Kindergraten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
20 days	M1: Numbers to 5 (45 days)	M1: Numbers to 10 (45 days)	M1: Sums and Differences to 10 (45 days)	M1: Sums and Differences to 20 (10 days)	M1: Properties of Multiplication and Division and Solving Problems with Units of 2-5 and 10 (25 days)	M1: Place Value, Rounding, and Algorithms for Addition and Subtraction (25 days)	M1: Place Value and Decimal Fractions (20 days)	20 days
20 days				M2: Addition and Subtraction of Length Units (12 days)				
20 days	M2: Two-Dimensional and Three-Dimensional Shapes (15 days)	*M2: 2D and 3D Shapes (12 days)	M2: Introduction to Place Value Through Addition and Subtraction Within 20 (35 days)	M3: Place Value, Counting, and Comparison of Numbers to 1000 (25 days)	M2: Place Value and Problem Solving with Units of Measure (25 days)	*M2: Unit Conversions (7 days)	M2: Multi-Digit Whole Number and Decimal Fraction Operations (35 days)	20 days
20 days		M3: Comparison of Length, Weight, Capacity, and Numbers to 10 (38 days)		M4: Addition and Subtraction Within 200 with Word Problems to 100 (35 days)				
20 days	M3: Counting to Answer Questions of How Many (50 days)	M3: Comparison of Length, Weight, Capacity, and Numbers to 10 (38 days)	M3: Ordering and Comparing Length Measurements as Numbers (15 days)	M5: Addition and Subtraction Within 1000 with Word Problems to 100 (24 days)	M3: Multiplication and Division with Units of 6, 1, 6-9, and Multiples of 10 (25 days)	M4: Angle Measure and Plane Figures (20 days)	M3: Addition and Subtraction of Fractions (22 days)	20 days
20 days			M4: Place Value, Comparison, Addition and Subtraction to 40 (35 days)		M4: Multiplication and Area (20 days)			
20 days	M4: Comparison of Length, Weight, and Capacity (35 days)	M4: Number Pairs, Addition and Subtraction to 10 (47 days)	M5: Identifying, Composing, and Partitioning Shapes (15 days)	M5: Foundations of Multiplication and Division (24 days)	M5: Fractions as Numbers on the Number Line (35 days)	M5: Fraction Equivalence, Ordering, and Operations (45 days)	M5: Addition and Multiplication with Volume and Area (25 days)	20 days
20 days								
20 days	M5: Numerals to 5, Addition and Subtraction Stories, Counting to 20 (35 days)	M5: Numbers 10-20 and Counting to 100 (30 days)	M6: Place Value, Comparison, Addition and Subtraction to 100 (35 days)	M7: Problem Solving with Length, Money, and Data (30 days)	M7: Geometry and Measurement Word Problems (40 days)	M6: Decimal Fractions (20 days)	M6: Problem Solving with the Coordinate Plane (40 days)	20 days
20 days								

←
Approx. test date for grades 3-5

*Please refer to grade-level descriptions to identify partially labeled modules and the standards corresponding to all modules.

Key:	Geometry	Number	Number and Geometry, Measurement	Fractions
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Sequence of Pre-Kindergarten Modules Aligned with the Standards

Module 1: Numbers to 5

Module 2: Two-Dimensional and Three-Dimensional Shapes

Module 3: Counting to Answer Questions of How Many

Module 4: Comparison of Length, Weight, and Capacity

Module 5: Numerals to 5, Addition and Subtraction Stories, Counting to 20

Summary of Year

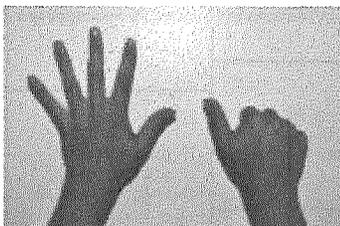
Pre-Kindergarten mathematics is about (1) developing an understanding of whole numbers using concrete materials, including concepts of correspondence, counting, cardinality, and comparison; and (2) describing shapes in their environment. More learning time in Pre-Kindergarten should be devoted to developing the concept of number than to other topics.

Rationale for Module Sequence in Pre-Kindergarten

Students enter Pre-Kindergarten and find a well-planned, sequential math program awaiting, one that is embedded with hands-on, playful, interactive, largely concrete experiences. Students are encouraged to use their math words to communicate their observations.

The first step, done in Module 1, is to analyze, sort, classify, and count up to 5 with meaning. In Module 2, students practice their numbers up-to-five fluency as they encounter and engage with circles, rectangles, squares, and triangles in their environment. With numbers to 5 understood, work begins in Module 3 on extending “How Many” questions up to 10. The key here is to build from 5, using their fingers to support this perspective.

- 6 is 5 and 1
- 7 is 5 and 2
- 8 is 5 and 3, etc.



Thus, numbers 6–10 are 5 together with numbers 1–5, making the numbers to 10 familiar and manageable. In Module 4, students measure length, weight, and capacity, developing their word bank to include the language of comparison: “small, big, short and tall (length), heavy and light (weight),

Planning for the First 20 Days of Literacy ~Establishing Rituals, Routines & Procedures~

Overview: This guide is intended to help you launch your first 20 days of Literacy, and can be modified to meet your students' needs. During the first few weeks of school it is important to establish routines and practice them repeatedly.

As you prepare to implement the first 20 days of Literacy keep in mind that it will be necessary to be flexible. Plan on integrating 10-15-minute lessons into your daily content lesson to establish routines and procedures. Meet with grade-level teams periodically to monitor and adjust progress. Clear statements and demonstrations of roles and procedures need to be established. All points and aspects need to be repeated; charts and anchors of support are to be posted and referred to again and again.

Goals: Use this template to plan mini-lessons which:

- Help students think of themselves as readers who enjoy and actively participate in reading workshop;
- Establish consistent classroom roles, routines, and procedures that support teaching and learning;
- Increase rigor by having students explore, express, and explain their thinking to demonstrate understanding.

Collaborate with your grade-level partners on developing your first 20 days of reading instruction.

Workshop Structures:

Your first 20 Days should include mini-lessons on the following topics, which are integrated into content lessons:

Essential Questions:

- What is Reader's Workshop?
- What do good readers do?
(Refer to Key Concepts)
- What are our routines, rules, and procedures during Reader's Workshop?
- What do members of a community of readers do?

Enduring Understandings:

Key Concepts: What do good readers do?

- Good readers talk about books.
- Good readers think when they are reading.
- Good readers have a purpose for reading.
- Good readers use reading strategies.
- Good readers make sure they understand what they read.
- Good readers try to figure out words they don't know.
- Good readers draw conclusions about what they read.
- Good readers choose appropriate books.

→Readers learn how to be a part of a community.
 →Readers think and talk about books with each other to enhance their learning community.

- Good readers ask for help when they are stuck.
- Good readers practice reading.
- Good readers enjoy what they read.

First 20 Days of Literacy: Suggested Lessons for 2nd Grade

2nd Grade Reading: Day 1

Lesson Topic(s): SWBAT establish the daily rituals and routines of Reader’s Workshop in the classroom.
 SL2.1;SL2.4; SL2.2; L.2.1

Teaching Procedure	Materials
<p>Prior to Mini lesson</p> <ol style="list-style-type: none"> 1. Invite students to the "Gathering Area." 2. Have chart paper available and labeled, "Reader's Workshop." 3. Write and draw the schedule of Reader's Workshop (Opening Meeting, Work Period, and Closing Meeting). 4. Establish a ritual on how you want your students to come to the "Gathering Area" (i.e. Sitting in assigned spots; arriving quickly and quietly. Remember the rituals you create on the first day of school are what you want to continue throughout the school year). <p>Mini Lesson: Teacher will be explaining the components of Reader's Workshop</p> <ul style="list-style-type: none"> • Teacher will write "Opening Meeting" on the poster. • Teacher will explain what opening meeting entails. • Teacher will write "Work Period" and explain to students what they will be doing during the "work period". • Teacher will explain to students that they will be "reading" and working. Some of the work includes guided reading groups, using reading logs, and using notebooks. • Teacher will tell students that they will practice doing this by reading a book independently for 10 minutes. • Teacher will ring a bell or use a sound to bring the class together. • Teacher will write "Closing meeting" below opening meeting. • Students will be notified that their "Work Period" has ended and will return to 	<ul style="list-style-type: none"> • Easel with poster paper. • Markers. • Classroom carpet or meeting space (Chosen by classroom teacher). • Classroom library with books already pre-selected for student's to use. • "Optional"-Reader's notebooks prepared with student names (this is to show the students what you mean when referring to reader's notebooks). • Reading logs. • Pencils/pens. • Seating chart. • Center materials from http://www.fcrr.org/studentactivities/kg.htm center forms.

the "Gathering Area." Closing Meeting is a place where students celebrate the strategy they learned and used as a "good reader" during their work period.

Students will celebrate by sharing why they chose the book that they read during their independent reading.

Shared Reading: Teacher and students share their experiences of reading a book together:

- Teacher can choose any big book from their classroom library (LBD big books are a good choice too).
- Teacher will read book with students.
- Teacher and students will discuss the book.
 - What did this book make you think of?
 - What was your favorite part of the book and why?

Centers: Teacher will be working with guided reading groups. For those students who are not being met with the teacher, students are working in a variety of centers.

- Teachers should practice having students work through centers each and every day.
- Teacher should go over center rules and quiet hand signals to use to communicate so the class/ guided reading group is not being interrupted.
- Teacher will need to model how to properly use center manipulatives and how to move from center to center.
- Teacher should use a bell, timer, or sound to let students know when to move from center to center.
- Teachers should refer to the following website <http://www.fcrr.org/studentactivities/kg.htm> to find centers by common core standards.
- Centers can include:
 - Independent Reading
 - Listening stations.
 - Computer stations using the following websites
 - ABC mouse
 - Readinga-z.com
 - Listening Stations- Students listening to books.
 - Word Work Stations.
 - Writing Stations
 - Story starters
 - Friendly letters to characters in books

- To-do lists

* Please note that centers should be instructional based that are created based on the use of classroom data that meet the common core standards".

Reading: Day 2

Lesson Topic(s)

1. SWBAT demonstrate what active listening looks like during mini-lesson.
2. SWBAT make connections using the T-Chart and discussion during the shared reading.

RL2.1; RL2.4; SL2.1; SL2.2; SL2.6

Teaching Procedure	Materials
<p><u>PRIOR TO THE LESSON:</u></p> <ul style="list-style-type: none"> • Invite students to the "Gathering Area" and be certain to stick to the rituals established in the beginning lessons. • Have chart paper available. <p><u>Mini Lesson:</u> (10-20 minutes)</p> <ul style="list-style-type: none"> • Write "Active Listening" on the top of your chart paper. Make suggestions and encourage students to help you fill-in the chart of what they think active listening "looks like", and "sounds like." When the chart is complete, read students a story (Fiction books from LBD or classroom library is acceptable as unit 1 is all about fiction.) and ask them to model the behaviors of active listening. • <u>Shared Reading:</u> Teacher and students share their experiences of reading a book together: • Teacher has the option of having the students work independently or reading a book or poem to the students. • Teacher should tell students that they will be reading with the teacher or independently to show how active listening "looks like" and "sounds like". • As students are demonstrating active listening, students should also be making connections. <p><u>Centers:</u> Teacher will be working with guided reading groups. For those students who are not being met with the teacher, students are working in a variety of centers.</p>	<ul style="list-style-type: none"> • Easel with poster paper. • Markers. • Classroom carpet or meeting space (Chosen by classroom teacher). • Classroom library with books already pre-selected for student's to use. • Literacy by Design Big books and or classroom sets. • Book bins • Blank or lined paper (appropriate for age level) • "Optional"-Reader's notebooks prepared with student names (this is to show the students what you mean when referring to reader's notebooks). • Reading logs. • Pencils/pens. • Seating chart. • Center materials from http://www.fcrr.org/studentactivities/kg.htm center forms.

- Teachers should practice having students work through centers each and every day.
- Teacher should go over center rules and quiet hand signals to use to communicate so the class/ guided reading group is not being interrupted.
- Teacher will need to model how to properly use center manipulatives and how to move from center to center.
- Teacher should use a bell, timer, or sound to let students know when to move from center to center.
- Teachers should refer to the following website <http://www.fcrr.org/studentactivities/kg.htm> to find centers by common core standards.
- Centers can include:
 - Independent Reading
 - Listening stations.
 - Computer stations using the following websites
 - ABC mouse
 - Readinga-z.com
 - Listening Stations- Students listening to books.
 - Word Work Stations.
 - Writing Stations
 - Story starters
 - Friendly letters to characters in books
 - To-do lists

* Please note that centers should be instructional based that are created based on the use of classroom data that meet the common core standards”.

Closing Meeting: Teachers should have students back to the gathering area to celebrate what they learned during the period:

- Students should share what they have learned using an exit ticket.
 - Students can use a hand signal.
 - Students can draw a picture on a post-it.
 - Students can make a sound.
- Closing meetings are a great way for classroom teachers to reflect how the lesson for the day went.

Reading: Day 3

Lesson Topic(s)

3. SWBAT establish understanding and expectations of Read Alouds by creating a T chart
 4. SWBAT make connections to reading
- RL.2.1; RL.2.3; SL.2.1; SL.2.2; SL.2.4; SL.2.6

Teaching Procedure	Materials
<p><u>PRIOR TO THE LESSON:</u></p> <ul style="list-style-type: none"> • Invite students to the "Gathering Area" and be certain to stick to the rituals established in the beginning lessons. • Have chart paper available. <p><u>Mini Lesson:</u> (10-20 minutes)</p> <ul style="list-style-type: none"> • Teacher will let students know we will be doing a lot of read alouds. • Explain during a read aloud, the teacher will read a book to the students as the students practice using active listening. • On the top of the chart paper write, "Read Aloud- Looks like, Sounds like." • Read a book to students aloud (LBD big book or any picture book) asking them to model what a read aloud looks like and sounds like. • As teacher reads the text, he/she should be modeling what you are "thinking," and how you are making connections. BE VERY VOCAL with this process with your students!! • Teacher should provide students an example of a personal connection, book to book connections, and world to text connections. <ul style="list-style-type: none"> ○ Teacher should draw symbols to help students learn the different types of connections being made. <p><u>Shared Reading:</u> Teacher and students share their experiences of reading a book together:</p> <ul style="list-style-type: none"> • Teacher has the option of having the students work independently or reading a book or poem to the students. • Teacher should tell students that they will be reading with the teacher or independently to show how active listening "looks like" and "sounds like". • As students are demonstrating active listening, students should also be 	<ul style="list-style-type: none"> • Easel with poster paper. • Markers. • Classroom carpet or meeting space (Chosen by classroom teacher). • Classroom library with books already pre-selected for student's to use. • Literacy by Design Big books and or classroom sets. • Book bins • Blank or lined paper (appropriate for age level) • "Optional"-Reader's notebooks prepared with student names (this is to show the students what you mean when referring to reader's notebooks). • Reading logs. • Pencils/pens. • Seating chart. • Center materials from http://www.fcrr.org/studentactivities/kg.htm center forms.

making connections.

Guided Reading Groups/Centers: Teacher will be working with guided reading/small groups. For those students who are not being met with the teacher, students are working in a variety of centers.

- Teachers should practice having students work through centers each and every day.
- Teacher should go over center rules and quiet hand signals to use to communicate so the class/ guided reading group is not being interrupted.
- Teacher will need to model how to properly use center manipulatives and how to move from center to center.
- Teacher should use a bell, timer, or sound to let students know when to move from center to center.
- Teachers should refer to the following website <http://www.fcrr.org/studentactivities/kg.htm> to find centers by common core standards.
- Centers can include:
 - Independent Reading
 - Listening stations.
 - Computer stations using the following websites
 - ABC mouse
 - Readinga-z.com
 - Listening Stations- Students listening to books.
 - Word Work Stations.
 - Writing Stations
 - Story starters
 - Friendly letters to characters in books
 - To-do lists

* Please note that centers should be instructional based that are created based on the use of classroom data that meet the common core standards”.

Closing Meeting: Teachers should have students back to the gathering area to celebrate what they learned during the period:

- Students should share a connection they have made with a text they read
- Possibly make class chart of who made text to self, text to world, text

2nd Grade ELA Arizona State Standards Checklist

Reading Standards for Literature

Standards	Date Taught				
<p>2.RL.1 Key Ideas and Details Ask and answer questions as to who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>					
<p>2.RL.2 Key Ideas and Details Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>					
<p>2.RL.3 Key Ideas and Details Describe characters in a story respond to major events and challenges.</p>					
<p>2.RL.4 Craft and Structure Determine how words and phrases supply rhythm (e.g., regular beats, alliteration, rhymes, repeated lines) and meaning in a story, poem, or song..</p>					
<p>2.RL.5 Craft and Structure Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.</p>					
<p>2.RL.6 Craft and Structure Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>					
<p>2.RL.7 Integration of Knowledge and Ideas Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>					
<p>2.RL.9 Integration of Knowledge and Ideas Compare and contrast the characters and settings from two or more versions of the same story by different authors or from different cultures.</p>					
<p>2.RL.10 Range of Reading and Level of Text Complexity By the end of the year, proficiently and independently read and comprehend literature including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2.</p>					

3rd Grade ELA Arizona State Standards Checklist

Reading Standards for Literature

Standards	Date Taught				
<p>3.RL.1 Key Ideas and Details Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>					
<p>3.RL.2 Key Ideas and Details Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.</p>					
<p>3.RL.3 Key Ideas and Details Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>					
<p>3.RL.4 Craft and Structure Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>					
<p>3.RL.5 Craft and Structure Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>					
<p>3.RL.6 Craft and Structure Distinguish one's own point of view from that of the narrator or those of the characters.</p>					
<p>3.RL.7 Integration of Knowledge and Ideas Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>					
<p>3.RL.9 Integration of Knowledge and Ideas Compare and contrast themes, settings, and plots of stories written by the same author about the same author about the same or similar characters (e.g., in books from a series).</p>					
<p>3.RL.10 Range of Reading and Level of Text Complexity By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.</p>					

Reading Standards for Informational Text

Standards	Date Taught				
<p style="text-align: center;">3.RI.1 Key Ideas and Details</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>					
<p style="text-align: center;">3.RI.2 Key Ideas and Details</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>					
<p style="text-align: center;">3.RI.3 Key Ideas and Details</p> <p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>					
<p style="text-align: center;">3.RI.4 Craft and Structure</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text.</p>					
<p style="text-align: center;">3.RI.5 Craft and Structure</p> <p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>					
<p style="text-align: center;">3.RI.6 Craft and Structure</p> <p>Distinguish their own point of view from that of the author of a text.</p>					
<p style="text-align: center;">3.RI.7 Integration of Knowledge and Ideas</p> <p>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.</p>					
<p style="text-align: center;">3.RI.8 Integration of Knowledge and Ideas</p> <p>Describe the logical connection between particular sentences and paragraphs in a text.</p>					
<p style="text-align: center;">3.RI.9 Integration of Knowledge and Ideas</p> <p>Compare and contrast the most important points and key details presented in two texts on the same topic.</p>					
<p style="text-align: center;">3.RI.10 Range of Reading and Level of Text Complexity</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>					

Appendix B.
Academic Systems Review Site
Visit Inventory

II. Curriculum Evaluation
Inventory



Satori Staff Development 2017-2018

Date	Topic	Hours
8/4/17	Back To School In-service (See agenda) I ♥ PBIS by Katie Sprouls, PBIS Curriculum Training Specialist	5.0
8/7/17	Back To School In-service (See agenda)	4.0
8/8/17	Back to School In-Service (See agenda)	3.5
8/14/17	Review of Baseline Literacy Assessments to be Administered first month (See Handout) 1.5 and final tweaks on new Report Card	
8/21/17	Address questions regarding administering SERP/PASS Feedback on First Twenty Days of Literacy Make decision for Kindergarten/First Grade (Handwriting Without Tears or Zaner Bloser Manuscript) Grades 2-5 Cursive (Purposed Four Year Roll Out Plan)	1.5
8/28/17	Raz-Plus Training by Laura Zwickl	1.0
9/25/17	Guided Reading (See Power Point Handout) (See Examples of Guided Reading Templates)	1.5
10/16/17	Guided Reading continued (See Handouts)	1.5
10/23/17	Informational Text and Informational Writing	1.5
11/13/17	Clarification of Text Features and Text Structures	1.0
11/27/17	A Closer Look at Spelling - What is everyone using? Sitton Spelling No Excuse Words Added to Benchmarks	1.0

Incorporate Dictation using Sitton Spelling Words
Using Working With Words

12/4/17	Committee-Five Year Curriculum Plan	1.0
12/18/16	Teachers share Informational Writing Pieces Fun Switch Gift Game for Teacher Relationship Building	1.5
1/8/18	Math Committee Meeting Engage NY-Yay or Nay? Prentice Hall for Middle School What assessments are we using?	1.5

*Monday Meetings cancelled in January due to number of teachers attending Teaching Reading Effectively Conference held for the Monday and Tuesday for three weeks.

2/5/18	(Jo) Review of: Interdisciplinary Thematic Curriculum - Maker and Udall Multiple Intelligences - Gardner Self-Directedness - Treffinger Differentiated Instruction - Tomlinson Cooperative Learning - Kagan *All incorporated by Responsive Classroom	
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2/12/18	Update on Charter Renewal Winter Literacy Assessments due	1.0
2/19/18	Work on Curriculum Notebooks and Third Quarter Thematic MAPs	1.0
2/26/18	Curriculum Notebook Check Refresher on Multiple Intelligences, classroom activity for Students. Reminder to report student's Multiple Intelligences	1.0

Susan Marcus

From: Ann Peterson
Sent: Wednesday, March 07, 2018 1:43 PM
To: Susan Marcus
Subject: Fw: Investigations

From: Ann Peterson
Sent: Wednesday, June 19, 2013 4:40 PM
To: Kathy Dickert
Subject: FW: Investigations

Just an FYI for you about the differences between enVision and Investigations. See her responses in red.
Ann

From: Feuerbacher, Jayne
Sent: Monday, May 20, 2013 9:11 AM
To: Ann Peterson
Subject: RE: Investigations

Hi Ann,

I have answered the questions below. Please call me as I would really like to talk to you live. We could even plan a presentation if needed. My contact is below.

Jayne Feuerbacher
Elementary Account Executive
Scott Foresman
School
Pearson

Mobile: 602-312-7057
Fax: 602-391-2293

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From: Ann Peterson [mailto:ann.peterson@satoricharterschool.org]
Sent: Tuesday, May 14, 2013 6:54 AM
To: Feuerbacher, Jayne
Subject: RE: Investigations

Hello Jayne,

The math committee met again last week and we have some very specific questions about your program for elementary school.

1. Is the enVision curriculum radically different from the Investigations curriculum? If so how? Teacher Resources look the same, but what about approach for teaching? The Investigations seems to rely heavily on student interaction, but is this just a part of each day or is critical thinking the main push for each lesson? The lesson delivery is different in enVision and Investigations. enVision begins with an activity and then follows with the lesson/algorithm. Students in Investigations discover the algorithm during activities. Critical thinking is involved in both programs.

2. We use the Pearson Prentice Hall Course 1-3 in our middle school. Does either of these series lend itself to a smoother transition into our current system? If so how? enVision would lend itself to a smoother transition because the lead author, Randy Charles, wrote both programs.

3. Are the student workbooks different from the workbooks used in Course 1, 2, 3? Yes. In enVision, there are consumable work mats for grades k-2. There are also workbooks that include the practice, reteach and enrichment worksheets but you wouldn't necessarily need to purchase these. In Investigations, the student activity books are for grades k-5 and include the homework, games and practice.

4. Is this the last Common Core revision Pearson will be doing for awhile or are there textbook revisions coming out soon? Pearson continues to revise books approximately every 3 years so yes, most likely there will be revisions coming.

5. Can a representative come meet with us or can we get a sample curriculum from each of these to compare. Yes and yes. Please call me...602-312-7057

6. We decided we would be pushing our luck to try to adopt a new series for the fall in that there is still a lot of research to do. We have been using Singapore Mathematics for the last six years and we do not feel it fits the Common Core as well as other series we are investigating. There is a lot to learn because we have gotten comfortable with our current series! We have, however, determined that the Holt Singapore Mathematics is not the series we will be using and that the Pearson individual subject books will not be cost effective for us.

Thank you for your time,
Ann Peterson
Math Teacher and representative for our committee

From: Feuerbacher, Jayne
Sent: Monday, May 13, 2013 12:11 PM
To: satorifinearts@comcast.net
Subject: Investigations

Hi Ann,

I am the Pearson elementary sales rep and have been asked to contact you regarding Investigations Math. How may I help you?

Jayne Feuerbacher
Elementary Account Executive
Scott Foresman

School
Pearson

Mobile: 602-312-7057
Fax: 602-391-2293

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[REDACTED]

From: [REDACTED]
Sent: Wednesday, March 07, 2018 1:53 PM
To: [REDACTED]
Subject: Fw: Our last math meeting

From: [REDACTED]
Sent: Monday, May 18, 2015 1:53 PM
To: [REDACTED]
Subject: Our last math meeting

[REDACTED]

I was going to talk to you on Friday of the World Culture Fair, but I was extremely busy and to be honest, I wasn't ready to talk to you yet. I would like you to understand that I was listening on Thursday, very carefully, and I feel that I heard many things you said loudly and clearly. I was also tired and it made me much less patient for what you had to say, but for reasons I am not sure you were able to hear because my tone was not acceptable. Maybe if I write down what I was trying to get across, it will make my points less emotional.

I would like to answer your points:

1. We do not have a math curriculum at Satori.

Singapore Math is a curriculum. You made it very clear that you do not agree and you made it painfully clear that I know nothing about curriculum or curriculum development. Your many years of experience preclude any of mine and you gave examples of why I am not qualified. This I would agree with in the subjects of social studies and language arts. I would know how to teach the subjects, but I would not be the person to ask to participate in a curriculum development process for either of these areas.

However, after teaching math, being involved with the team at Satori for a number of years, and consulting with other math teachers in the city, I feel that I am qualified to help with the bigger picture. Am I the best person to sit down and develop a math curriculum, not necessarily, but I do see how Singapore math has worked for our school and especially its strengths with modeling, number sense, and computation. When I get students from other schools, these are the areas in which they are lacking, and these are the areas that hold them back from a full understanding of what they are doing with simple tasks such as multiplication and division. It also holds them back when approaching the practical math we use every day, because they lack flexibility in approaches to problem solutions. I will not go into that in this letter, but if you would give me the privilege, I can show you where each of the strengths of the Singapore curriculum from your level can take a child when they reach 5A and beyond.

A math curriculum looks incredibly different from any other. It is methods, vocabulary, practice (both hands on and paper), plus spatial and analytical ability. Math encourages the personal skills of perseverance, problem solving, and flexibility in a way not used in all subjects. Sometimes at my level, hands on labs can

actually get in the way of learning because they do not leave time for analysis or using information in multiple ways. What I like about Singapore math is that it does leave room for supplementation from the teacher to reach class goals and difficulties. Being too confined by a curriculum can be just as hazardous as not having one at all.

We all worked very hard last spring to meticulously go through the Common Core expectations and the Singapore expectations. Each team was responsible for completing their task and it was through that completion that Grade 5 teachers had to make some difficult decisions. Many of the previously taught materials were now included only in sixth grade. It forced Chris, Tara, and I, to gather sample books and pick amongst those materials as to how we would reach the Common Core goals. We have worked very closely as a team this year, asking each other questions and giving one another feedback on effective and ineffective lessons. It has been an enriching experience for me, but it has not taken away the skills and approaches I previously used teaching Singapore Math. In fact, Singapore Math has made me a much better teacher and mathematician because I now *understand* many of the things I only knew by rote before.

2. Engage New York is better than Singapore Math.

If you truly feel this way, then please bring samples of lessons and materials, philosophy, state standards met, and costs to a committee meeting. You gave us no way to assess the curriculum you prefer, and I would need to see lessons at all grade levels (especially fifth) to make any recommendations. The teacher's manuals would be essential as well - do they teach enough methods of problem solving, or do they say, "Do it this way." This is why we are a committee, so we can make decisions for the school together.

This week I have spent some time researching on my own. The section of the Engage New York website where the curriculum map and documents are housed, contains a more specific document called, "How to Implement a Story of Units." This document is filled with Singapore math practices - number bonding, the math mats we used in the workshop, number flexibility, arrays, and something they affectionately call "tape models." These models are no different from what we use except they lack the sentence to focus what it is we are really trying to solve. The great thing is that some of the techniques we have been using all along is now showing up in math curriculums all over the country. Is this curriculum something we would want to do in its entirety, I have no idea, but new curriculums are always worth exploring and cost is always a consideration.

What I feel I did not do the best job of presenting:

1. I am exceedingly frustrated with our state (and so are my other team members).

I spent a lot of time, two summers ago, investigating many textbook series for mathematics. I received some materials, brought back my findings, had two other math teachers and Jesse give me feedback, but at the end of the day, we could not afford any of the programs.

I was also involved in the adaptation of the textbook series for middle school. It was a huge decision to move away from Singapore Math at the middle school level, but for many reasons (none of which are a problem at the elementary level) we could no longer use the series. Each Pearson Prentice Hall text initially cost \$80, we invested in three sets all in one year. Textbook usage at the middle school level is particularly important not just for math reasons, but to prepare students for the high school and college formats they will be using in the future. A textbook series has strengths and weaknesses depending on how it is used by the faculty teaching the material.

Investing in any other math series right now could potentially be a financial disaster. If we were to adopt Common Core Curriculum, it might result in us abandoning that curriculum next year or the year after. In some ways I feel paralyzed by the indecision of those in our state government. I believe that the state's indecision and ability to create a test that accurately represents Common Core will do nothing but hurt everyone. I know I spoke about this point clearly in the meeting and I am hoping you heard my exasperation and realize it was not directed at you. If I am on a math committee that is supposed to be leading a school, and I myself am not really being led in a clear direction, where does that leave our staff and students?

2. Please remember that we are a team.

My only point in saying that your students did not have certain skills last year, was to point out that you are acting independently from our team. It is frustrating when we are not all on the same page and it produces inconsistencies that teachers after you must address. Does it mean you did a "bad" job teaching math, not necessarily, but when you use different language and are not emphasizing the number sense, computation, and modeling, it does impact other team members that receive your students. Since we have selected Singapore Mathematics as our curriculum, we all need to be using it. I did a poor job expressing this and for this I apologize.

There is nothing I desire for Satori more than having us all be moving the same direction, practicing the "tree" as adults, and relying on each other for ideas and sounding boards. Together we are better and I am sorry that message got lost in a sea of impatience, anger, and frustration.

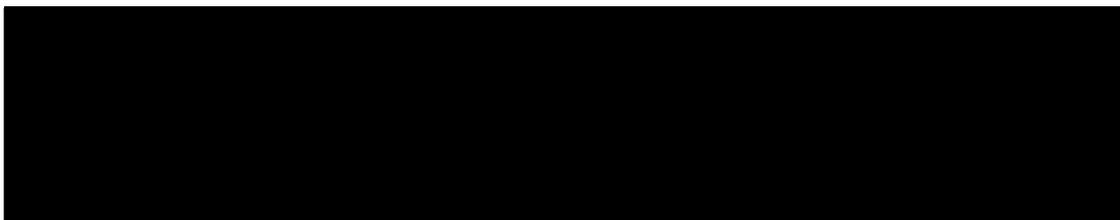
If you would like, I am more than willing to meet with you before the end of the year to talk face to face. Let me know, I am sure Jo would be more than willing to meet with us.

Jesse Ramos

From: Jo Honea
Sent: Wednesday, March 7, 2018 1:40 PM
To: Jesse Ramos
Subject: Fwd: Math 5th - 2nd Quarter "Map"
Attachments: 5A Math Lab 11_27 and 12_4.docx; ATT00001.htm; 5A Math Lab for 10_16 and 10_23.docx; ATT00002.htm; 5A Math Lab for 10_30 and 11_6.docx; ATT00003.htm; 5A Math Lab for 11_13 and 11_20.docx; ATT00004.htm; 5A MobyMax Assesment Skills 8_17.docx; ATT00005.htm

Jo Honea
Executive Director
Satori School

Begin forwarded message:



Bell Work Focus - Grade 5 Core Skills, using self-paced book with 10 Pt Assessment after every 16 practice questions.. Nathan tutors students as they need help. Students currently have Weeks 1 - 10 in their folders and we start this the second Quarter because it reviews skills we have already covered as well as late Fourth Grade Skills..

In Class Focus -

1. Finish Strengthening Understanding of Decimals (we have seen many inconsistencies in this subject area), Plus building understanding of connections with fractions (see lab) & decimal "moving" for metric conversion (We are at the end of this part this week.)
2. Fractions! We will be working in Module 3 (Basics, Addition/Subtraction) and the beginning of Module 4 (Multiplication) Support for the importance of these studies seen in their August MobyMax Assessment significant weaknesses.
3. Creation of Data representation Charts using information collected from our hands on measurement lab at the end of Quarter 1. (End of November/beginning of December when I sense a need for a break from fractions.)
4. Accuracy!

Lab Focus - please refer to the attached documentation

1. Finish Baseline Decimal Studies
2. Measurement - This was the second lowest 4th Grade Skill (right behind fractions) in the MobyMax August Assessment. Scores were all over the map with four students showing scores of less than 43% in 3rd Grade Skills)
3. Data Representation... in color, very interactive, and much more interesting than on paper!

As per goals:

Using MobyMax Missing Skills Assessment in December, that 80% of the students will have passed (at 85%) or better their 4th Grade Measurement Skills & Fraction Scores on 4NF1 - 3d (any addition/subtraction skills assessed would increase by a minimum of 60%. Is this what you mean Jesse? Is this too specific? I am basing these goals on the attached MobyMax documentation that I prepare each year.

I set goals every quarter, and they essentially sound like this: my students had better know their 4th Grade Math inside out and upside down by the end of the 3rd Quarter and have made at least a year's progress on their MobyMax Year End Assessment. I ask them to come to tutoring, have high levels of expectations for lab completion, pull tutoring in for many, work on skills for general student success, and provide leveling to support bring up areas of weakness. I have not accomplished these goals with all students, but I have given it my every effort. Somehow it all works, but how to explain that to someone else in numbers? I know, that sounds completely ridiculous coming from a Math Teacher, aren't I supposed to be fascinated with statistics?

Additionally, I support fellow teachers with materials (including conferencing with them & making copies of materials they really liked) and Tech support (through games & Moby education), but you would have to ask them if it has been helpful. I am sure not everyone appreciates it, but I know a few that really do.

Jesse Ramos

From: Regina Bennett <yogibennett@gmail.com>
Sent: Wednesday, March 7, 2018 1:33 PM
To: Jesse Ramos
Subject: Fwd: Notes for 5 Year Planning Committee

Sent from my iPhone

Begin forwarded message:

From: Patty Liaupsin <patty@satorischool.org>
Date: December 4, 2017 at 6:06:54 PM MST
To: Alexandra Love <ally@satorischool.org>, Donna Gary <donna@satorischool.org>, "yogibennett@gmail.com" <yogibennett@gmail.com>, Jackie Cocuzza-Walker <jackie@satorischool.org>, Crystal McCue <crystal@satorischool.org>, Julie Deal <julie@satorischool.org>, "katdickert1@aol.com" <katdickert1@aol.com>
Subject: Notes for 5 Year Planning Committee

Hi everyone,

These are the notes that I took at the meeting today. I did not edit them, so it is simply a list of the things that were said at the meeting.

Please review the notes and share your comments with the group.

Notes:

Dear Teacher, please be explicit as possible. We are gathering this information.

Self Study of Teacher survey

Survey Preschool to 8th grade, what programs are you using?

Identify areas of need

Email and paper both for surveys

Purpose to prioritize our school needs.

What programs are you using?

How well does this program relate to Satori's mission statement? Provide mission statement on the survey.

Do you use additional material for your program?

How comfortable are you with this program? Rate using a scale.

Is the program teacher friendly.

Pros and Cons of the program.

Comments section what do you like and not like about the programs that you are using?

Does the program measure student outcome. Does it provide growth data?

Questions may differ per subject area.

How does the program relate to state standards

Do the student like it or they engaged it?

Reading has so many parts....

Spelling and phonics program- what is used?

Is it developmental appropriate?

How does the program provide ways to differentiate instruction?

What assessments do you use for this program, informal and formal?

What year do you think you are in this program

Year 1: what are you going to do

Year 2: training

Year 3: implementation

Year 4: off year

Year 5: re-evaluate, what worked and what didn't

Data:

We need to gather school composite scores.

SRI

AZ Merit Scores composite score

Reading A-Z , benchmark

We need to look for trends in the data.

We need consistent data from the same assessments to be able to determine trends.

Collect data for reading assessments.

Do we have a math assessment? In the past we have used Math Their Way.

Chairperson: Donna

In attendance on 12/4/17 were the following: Donna, Ally, Regina,

Crystal, Jackie, Julie, Kathy, and Patty

Notes: Patty

Donna will set the next meeting time.

Sent from my iPad

Susan Marcus

From: Susan Marcus
Sent: Friday, December 01, 2017 3:58 PM
To: Charter Teachers; Charter Aides; Linda Lopez; Magon Thayer; Melissa Giffords; Karen Kimball; Crystal McCue; jackie@satorischool.org
Cc: Jo Honea (jo@satorischool.org); Jesse Ramos; Kathy Dickert; Melissa Henshaw; Kim Miles; Tina Love; Judy Cocuzza; John Niska
Subject: FW: events for 12/4 - 12/8

Happy Friday!

Events for week of 12/4

Monday

- Leighton out, Christy to sub
- Door Decorating contest will be discussed with Middle school students and presented at the staff meeting on Wednesday.
- No regular meeting for K-5 but, anyone interested in working on the 5 year curriculum plan should meet in Donna's classroom @ 2:30 pm. Next meeting is 12/11 with focus on Comprehension Strategies.
- Middle school meeting – TBA



Tuesday

- John possibly has jury duty.
- Summer on a field trip

Wednesday

- ALL STAFF MEETING, 7:30 AM, Dennis's classroom.
- Liz taking 8th grade to River of Words field trip. Christy to sub.

Thursday

- Betsy out, Cathy Lolwing to sub

Friday

- Vision Screening for charter building
- Betsy out, Cathy Lolwing to sub
- Dennis out, Christy to sub

Think that is it, let me know if there is anything I forgot.

Duties for week of 12/4

Front gate – Liz G.
Atrium – Dennis's class
Staff room – Erica

Thank you and have a great weekend.

Susan J. Marcus ©

Jesse Ramos

From: Jesse Ramos
Sent: Friday, August 25, 2017 11:06 AM
To: Donna Gary; Dennis Yawitz; Julie Deal; Tara Wieber; Ann Peterson; Summer Robertson
Cc: Jo Honea; Susan Marcus; Kathy Dickert
Subject: Math Meeting

Hello Everyone,

I would like to set up a math meeting to discuss the first few weeks of math. Areas that I would like for you to think about prior to the meeting:

- Moby max assessments and what actually being observed in class.
- Student levels and appropriate placement. " students can only be placed in a higher level"
- Math Support and what is needed be able to support students
- General Math needs/ Teacher needs

Math meeting TBA

Thanks
Jesse

Jesse Ramos

Subject: Meeting Forward Notification: Math meeting
Location: Middle School Library

Start: Mon 1/8/2018 2:45 PM
End: Mon 1/8/2018 3:45 PM

Recurrence: (none)

Organizer: Susan Marcus

Your meeting was forwarded

Susan Marcus has forwarded your meeting request to additional recipients.

Meeting

Math meeting

Meeting Time

Monday, January 8, 2018 2:45 PM-3:45 PM.

Recipients

Ann Peterson

Ken New

Donna Gary

Crystal McCue

Tara Wieber

Kathy Dickert

yogibennett@gmail.com

All times listed are in the following time zone: (UTC-07:00) Arizona

Sent by Microsoft Exchange Server

Monday 12-4

①

G.P. day Dec. 13th -

Meet with Jo about G/P day time to talk about.

Start date Dec 18th
Judging day

Gift Basket

• Theme look decorating "Holiday"

Some teachers have already done

②

JO/Kathy 301 movie goals.

③

community day

- student club meet weekend
- cheer sp

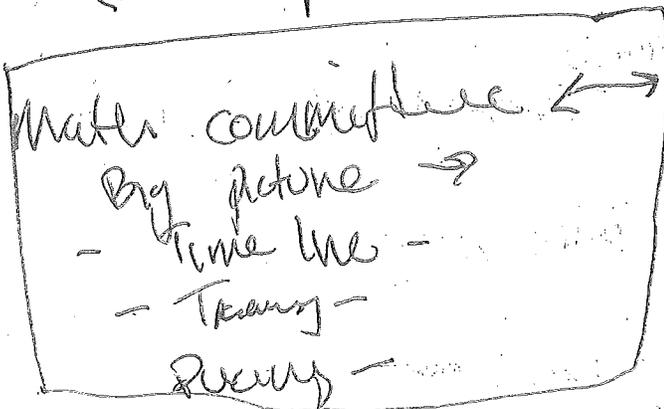
members
Committee chair

see

groups
sub committee member

- Admin

④



• General composite of schoolwide Azmeits.

Time line

- ① overall goal for the math committed
- ② important elements
- ③ state standards Engage N.Y.
 - o resources
 - o
 - o Conversion pros/cons
 - o Takes it and cross reference state standards and Engage N.Y.

Appendix C.
Academic Systems Review Site
Visit Inventory

III. Teacher Evaluation
Inventory

3/1/18



Walk Through Checklist Teacher [REDACTED]

Classroom shows evidence of:

 Relationships Theme

✓ Student Work ~~✗~~ ~~✗~~ ~~✗~~

✓ Objective (Essential question, Lesson target) written on board

✓ Daily Schedule

 Responsive Classroom (Morning Message, Morning Meeting, Interactive Learning, Interactive Modeling, Academic Choice, Problem Solving, etc.)

✓ Curriculum Binder

✓ Satori Calendar

? MAPS

✓ Assessment Data

✓ Lesson Plans

✓ Class composite Multiple Intelligences

NA Writing Benchmarks (If applicable)

NA Writing Year At A Glance (If applicable)

✓ State Standards

Lesson samples
Science Fair Posters

3/1/18



Walk Through Checklist Teacher [REDACTED]

Classroom shows evidence of:

Mission statement
 Relationships Theme

Student Work (Art)

Objective (Essential question, Lesson target) written on board

Daily Schedule

Responsive Classroom (Morning Message, Morning Meeting, Interactive Learning, Interactive Modeling, Academic Choice, Problem Solving, etc.)

Curriculum Binder

Satori Calendar

MAPS

Assessment Data

Lesson Plans

Class composite Multiple Intelligences

Writing Benchmarks (if applicable)

Writing Year At A Glance (if applicable)

State Standards

Satori Core Value

3/1/18

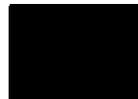
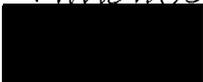


Walk Through Checklist Teacher [Redacted]

Classroom shows evidence of:

- Relationships Theme - Word on door
- Student Work A little
- Objective (Essential question, Lesson target) written on board
- Daily Schedule (on cabinet bulletin board)
- Responsive Classroom (Morning Message, Morning Meeting, Interactive Learning, Interactive Modeling, Academic Choice, Problem Solving, etc.)
- Curriculum Binder
 - Satori Calendar
 - MAPS - sort of
 - Assessment Data NO
 - Lesson Plans In folder + standards
 - Class composite Multiple Intelligences
 - Writing Benchmarks (If applicable)
 - Writing Year At A Glance (If applicable)
 - State Standards

Kindness slips only from [Redacted] and [Redacted]



3/1/18



Walk Through Checklist Teacher [REDACTED]

Classroom shows evidence of:

Relationships Theme - Title

Student Work Civil Rights Posters

Objective (Essential question, Lesson target) written on board

Daily Schedule

Responsive Classroom (Morning Message, Morning Meeting, Interactive Learning, Interactive Modeling, Academic Choice, Problem Solving, etc.)

Curriculum Binder

Satori Calendar

MAPS

Assessment Data

Lesson Plans

Class composite Multiple Intelligences - In progress

Writing Benchmarks (If applicable)

Writing Year At A Glance (If applicable)

State Standards

Satori Core Values

Book of Knowledge Architecture
Anchor/Idea Chart

Teacher Evaluation
and
Growth Model



Statement of Purpose

The foremost purpose for evaluating teaching staff is to improve student learning. Satori Schools Teacher Evaluation and Growth Model is designed to contribute to Satori's pursuit of excellence in education and to help carry out Satori's Mission Statement. The Teacher Evaluation and Growth Model applies to all teaching staff. Evaluations must be completed by Board-approved qualified evaluators. For the purpose of the Teacher Evaluation and Growth Model, the person designated to serve in the role of evaluator is the Executive Director and the Principal and will be referred to as the primary evaluator. The Teacher Evaluation and Growth Model assures the Governing Board and the Satori community that quality education is a responsibility shared by all staff. The evaluation system also provides for specific and reasonable plans for improvement of teacher performance if the performance of the teacher requires improvement. Additionally, it provides for reassignment and or termination of teachers for inadequate job performance as mandated by Arizona State Statute.

Philosophy/ Belief Statements

Satori Schools believes that in order for students to reach their full potential teachers need to provide a challenging curriculum, individualized learning opportunities, a respectful and nurturing community, opportunities and skills for personal responsibility. We also believe that the Teacher Evaluation and Growth System should provide opportunities for teachers to improve their instruction. Be a collaborative endeavor between the evaluator and the person being evaluated. Facilitate open communication in an atmosphere of mutual trust and respect. Help teachers develop skills of self-reflection and self-assessment which fosters life-long learning.

State Statute and Policy Statement

It is the intent that the Satori Teacher Evaluation and Growth Model be aligned with State Statute and to the extent that it is not, State Statute § 15-537 shall prevail. In this document, —New Teachers (Probationary) refers to a teacher who has not been employed by Satori for the major portion of three consecutive years; —Continuing Teacher refers to a teacher who has been employed by Satori for more than the major portion (one day more than half of contract days) of three consecutive school years.

Vision Statement

To provide the best possible education for all students.

Mission Statement

Satori School serves a diverse population of children and their families with a special emphasis on providing a challenging, individualized program. This particularly addresses the needs of students who may learn at a fast rate, think critically, produce creative products, achieve above grade level in two or more academic areas and/or show special talent in one or more areas. Satori School addresses the strengths and needs of the whole child in a community that values creativity, problem solving, and respect. Satori School's nurturing atmosphere engages and inspires a child's natural love of learning.

Evaluation of Staff Members

Key Components of Satori Schools Teacher Evaluation System

Satori School teacher evaluation system is a collaborative model leading to improved teaching performance, increased student academic progress and continuous school improvement with community and the whole child in mind. All teachers who engage directly in the instruction and assessment of students will use this new system beginning with the 2014-15 school year. The teacher evaluation system includes the following components and weighting:

The **teaching performance** component will account for **60 percent** of a teacher's final evaluation rating and will be determined by the performance on the Essential Satori teaching behaviors and the InTASC Model Core Teaching Standards. The four domains to be evaluated are based on those described by Charlotte Danielson in her book *Enhancing Profession Practice: A Framework for Teacher*. The domains are as follows:

Domain I: Planning and Preparation

Domain II: Creating a Classroom Environment

Domain III: Instructional Skills

Domain IV: Meeting Professional Qualities

Using the scoring rubric as a guide, the evaluator will determine the performance label along with the associated numerical value.

The evaluator will also provide commentary regarding evidence collected to support point value. **InTASC Professional Teaching Standards**

1. Learner Development
2. Learning Differences
3. Learning Environments
4. Content Knowledge
5. Innovative Application of Content
6. Assessment
7. Planning Instruction
8. Instructional Strategies
9. Reflection and continual Growth
10. Collaboration
11. Possible Measures

The Teacher Performance Evaluation Rubric has been calibrated with both the InTASC Professional Teaching Standards and Charlotte Danielson's Framework.

The **student academic progress** component will account for **33 percent** of the teacher's final evaluation rating and will be calculated through the use and review of data from approved student achievement assessments and classroom level data which include SRI, SMI, Reading Counts and school wide benchmarks

School level data and school improvement component will account for **7 percent** of the teacher's final evaluation rating and will be determined by the overall performance on the AzMerit, AIMS Science. At the conclusion of the evaluation process, a *Final Teacher Evaluation Rating* will be calculated using the categories and weightings listed

above. Based on established rubrics and in alignment with state labels, the performance indicators of **Highly Effective, Effective, Developing** and **Ineffective** will be used to rate a teacher's performance in the individual areas of teaching performance, student academic progress, school level data and continuous school improvement, as well as overall performance.

Purpose:

A formal and comprehensive process of evaluating all certificated personnel is designed to provide for improvement of instruction through constructive evaluator feedback and teacher self-analysis. The evaluation will be a cooperative procedure, with the evaluator and the evaluate having full knowledge of the criteria, process, and results.

Process:

Teacher Evaluation: Teacher evaluation shall include all classroom teachers and other certificated non-administrative staff members.

Evaluators: Qualified evaluators will be designated by the Board. Principals will have the primary responsibility for evaluation of teachers. The evaluator is responsible for the final written and official statement of the evaluation, which will be in writing, and a copy will be provided to the certificated teacher within **five (5)** days after completion of the evaluation.

Training: The administration is responsible for in-service training for the evaluators. This in-service training will incorporate a philosophy, procedure, and techniques that ensure effective implementation of the evaluation system. During the three days of orientation, the Executive Director or school Principal will review evaluation procedures with all certificated staff members.

Probationary status is given to a teacher who has not been employed by Satori for the major portion of three (3) consecutive years. Policy requires a minimum of two formal evaluations annually. If the probationary teacher exhibits "unsatisfactory" skills in more than three (3) areas, he/she must be placed on an improvement plan and an additional evaluation must take place.

Continuing status is given to a teacher who has accepted the fourth (4th) consecutive teaching contract with Satori, after being employed by Satori for more than the major portion of three (3) consecutive years. If the continuing status teacher exhibits "Ineffective" skills in more than one (1) area, he/she must be placed on an improvement plan and an additional evaluation must take place.

Teacher Performance Classifications:

As prescribed in A.R.S. § 15-203, beginning in school year 2014-2015 Satori schools shall classify each teacher in one of the following four performance classifications:

Highly Effective

There is evidence of high levels of knowledge, implementation and integration of performance standards, along with evidence of leadership initiative and willingness to model and serve as a mentor for colleagues and students. This rating refers to professional teaching that innovatively involves all students in the learning process and creates a true community of learners. Teachers performing at this level are master teachers and leaders in the field, both inside and outside their school.

Effective

There is evidence of increased knowledge, implementation and integration of performance standards, and clear proficiency and skill in the performance area. This rating refers to successful, professional teaching that is consistently at a high level. It is expected that most experienced teachers frequently perform at this level.

Developing

There is evidence of basic knowledge and implementation of performance standards. Integration of performance standards is not evident. This indicates that the teacher has the necessary knowledge and skills to be effective, but the application of those skills is inconsistent.

Ineffective

There is little or no knowledge and minimal implementation of performance standards. The teacher does not meet minimal performance standards and needs substantial improvement. This rating refers to teaching that does not convey an understanding of the concepts underlying the component.

This level of performance is hindering learning or is doing harm in the classroom.

Who are Group A teachers?

Group A teachers are those with available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas. If available and appropriate to a teacher's content area, data from statewide assessments (e.g. AIMS, SAT 10, School Wide Benchmarks.) shall be used as at least one of the classroom-level data elements.

Who are the Group B teachers?

Group B teachers are those with limited or no available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.

Guidelines for Evaluation Process

Orientation of Teachers

During the first month of school the principal will review Satori's Teacher Evaluation and Growth Model with the faculty. Copies of the various observation forms and the summative evaluation form with rubrics will be given to all teachers so they understand what is expected of their job performance. All teachers must sign that they have received an overview of the evaluation process.

Formative Evaluation

Evaluators will use walk-through or other informal observation instruments/processes to gather data throughout the school year. Informal Observations may be announced or unannounced. Principals will conduct a minimum of five walk-throughs per year. Principal will observe 10-20 minutes of a lesson. Although not required, it is suggested to deliver feedback via email or in person – one of which is the formal observation. Teachers will be given feedback on informal observation visits by the evaluator.

Formal Observations/Summative Evaluations

Formal Observations will be conducted a minimum of twice a year (once each semester full observation 30-45 min) for new teachers and once a year for continuing teachers. Formal observations will consist of the following steps:

Pre-conference

The Formal Observation Preparation Form must be submitted no later than 48 hours prior to the formal observation. A pre-conference may be held prior to a scheduled classroom observation to discuss the lesson.

Scheduled Classroom Observation

The formal observation will be scheduled and must last a minimum of 30 minutes. Descriptive data will be recorded during the observation.

Post-conference

A post-conference will be conducted for each formal observation within 5 working days after the formal evaluation is completed. The purpose of the conference is to review the scheduled observation data.

The teacher will use the Self-Reflection Form and bring it to the Post-conference. At that time the evaluator and teacher will discuss the lesson.

Summative Evaluation

For new teachers, evaluation #1 must be completed prior to January 15 and evaluation #2 must be completed by April 10. For continuing teachers, evaluations must be completed by April 10.

Required Improvement Plan

At any point during the year, based on formal or informal observations or the formal summative evaluation, a teacher may be placed on a Required Improvement Plan (RIP). This plan will identify the area(s) needing improvement, the resources which may be used for improvement and the time line for expected progress. The RIP can be considered an indication that the teacher's performance is unsatisfactory and may be inadequate for continued employment.

Professional Development Plan

After the final Summative Evaluation of the year, EVERY teacher will establish a Professional Development Plan for the following year. These plans may be modified at the beginning of the following school year. The plan will be collaboratively developed between the teacher and evaluator. The intent of the Professional Development Plan is to foster continual professional improvement. The plan may include areas in which the evaluator and teacher feel are conducive for professional improvement but do not constitute issues for non-employment.

Peer Observations

Peer observation is designed to provide educators with objective feedback against our shared vision of effective teaching. To that end, peer observation is differentiated to focus on teachers with the greatest opportunity and need for growth while ensuring that all teachers, including new educators, get the support they need to best prepare for Satori methodology. Additionally, there will be more opportunities for teachers that value content-specific feedback to opt-in for peer observation and feedback conversations

Appeal of Evaluation

If a teacher perceives that the written evaluation received is not an accurate evaluation based on procedural and/or substantive issues, the employee must first discuss the concern with the evaluator within five working days of the evaluation conference. If the employee still believes the evaluation is inaccurate, the employee may submit exceptions to the evaluation, in writing, to the evaluator and to the Executive director. This letter should be submitted within 10 business days of the evaluation post-conference. This letter will be attached to the evaluation and placed in the employee's district personnel file.

In addition, the employee may request a conference with the executive director within ten working days of the evaluation post-conference. The conference shall be scheduled in a timely manner. During this conference, the employee may request an additional observation and evaluation by the original evaluator or by another qualified evaluator. The selection of another evaluator will be facilitated by the executive director. The additional evaluation does not replace the original evaluation; both evaluations will be included in the employee's district personnel file.

Satori's Core Values- The Three C's

COMMUNITY Satori is a *village* of families and staff dedicated to raising healthy children.

CREATIVITY Satori nurtures the creative genius in every child through diverse experiences.

CRITICAL THINKING Satori promotes higher order thinking to prepare kids for the 21st Century.

Satori 7 Principles of Instruction and Goals

Satori has identified 7 Principles of Instruction which reflect our core beliefs and values about education. We empower teachers as lifelong learners to describe their individual teaching practices according to these principles, by reviewing them periodically and formally articulating, in the 7 Principles of Instruction Map, *how* they employ these principles in the classroom, strength areas and goal-setting areas. This is a collaborative process, involving faculty and administration and is also used as a professional evaluation tool.

The **7 Principles of Instruction** are identified by the following:

1. Community-Building
2. Social-Emotional Intelligence
3. Individualization/Differentiation
4. Cooperative Learning
5. Self-Directed Learning
6. Higher-Order Thinking
7. Integration

The **Essential Teacher Behaviors** that promote a Satori learning environment are:

- Whole group instruction
- Small group instruction
- Individualized instruction
- Creating and maintaining a ***sustainable learning environment*** {*bodybrain-compatible learning environment: absence of threat/nurturing reflective thinking, meaningful content, movement, adequate time, choices, enriched environment, collaboration, immediate feedback, application and mastery of learning, ITI Brain Research From Theory to Practice, Susan Kovalik, 2001*}
- Circulating around and throughout the learning environment
- Redirecting students
- Re-teaching
- Extending skills and concepts {i.e. depth and detail}
- Making observations {i.e. anecdotal notes, charting, record-keeping}

- Participating in learning experiences
- Modeling learning experiences, skills and concepts
- Effective and diverse teaching materials/resources
- Effective use of teaching aides/volunteers
- Effective use of community experts, programs and resources
- Field trips and service projects
- Effective and consistent communication tools to ensure the home-school partnership {i.e. newsletters, email, conferences, volunteer opportunities}

Teacher Evaluation Timeline

The implementation of the district walk-through process sets an expectation that administrators are in classrooms frequently (at a minimum of weekly). Therefore, current data is available to determine if a teacher is demonstrating inadequacies of classroom performance. Additional observations may be made at the discretion of the evaluator.

Principals will make weekly walk-through observations throughout the year. These are informal observations and the data will be used for professional growth purposes as well as additional information on the formal observation.

Probationary Teachers

AUGUST (in-service days prior to start of school)

During new teacher induction training, the evaluation process is explained to **all** newly hired teachers. All other staff receives the training at their respective campuses by their principals.

Formal observation will be spaced and of sufficient duration (minimum of 30 uninterrupted minutes) so as to ensure that the evaluator has an opportunity to grasp an overall concept of a person's performance over a full schedule. Formal observations may be prearranged by either teacher or evaluator. Formal observations are those that are written and provide opportunity for follow-up conference.

NOTE: Observations may not be conducted within two (2) instructional days of any break of one (1) week or more.

SEPTEMBER

Pre-observation conference between the evaluator and individual teachers are scheduled. Teacher and the evaluator will collaboratively create a professional development plan and set learning goals for the teacher.

SEPTEMBER -January

January 15 deadline: the first summative evaluation must be completed by this date. The written report must be provided to the teacher within five (5) days of the evaluation conference. The evaluated teacher has ten (10) days to comment in writing.

JANUARY-April

April 10 deadline: the deadline by which a second summative evaluation for probationary teachers, including observation, written report and conference shall be completed. (District Timeline) There must be 60 calendar days between formal observations.

Not later than April **16**: Preliminary notice of inadequacy of classroom performance and preliminary notice of intent to non-renew. 90 days to overcome inadequacy. Specify the nature of the inadequacies with such particularity to furnish the teacher an opportunity to correct.

JANUARY-May

Prior to the intended date to provide notice of non-renewal and subsequent to the ninety (90) day period, an additional evaluation shall be made. Notification of nonrenewal recommendation made to the Executive Director.

May

On or before May 15th, the Executive Director shall authorize and send notice to teacher who will not be renewed. Notice of non-renewal is to be sent personally or registered mail. Letter shall include statement of reasons for not reemploying. Notice includes copy of any evaluation pertinent to the charges. **No right to a hearing**

Continuing Teachers

AUGUST (in-service days prior to start of school)

Evaluation process training is provided to **all** teachers. Any teacher unavailable for this training will receive evaluation orientation at another time from the school principal. The evaluator/building principal may make formal observations at any time. Formal observation will be spaced and of sufficient duration (minimum of 30 uninterrupted minutes) so as to ensure that the evaluator has an opportunity to grasp an overall concept of a person's performance over a full schedule. Formal observations may be prearranged by either teacher or evaluator. Formal observations are those that are written and provide opportunity for follow-up conference.

***NOTE:** During the walk-through process, an evaluator may develop concerns regarding classroom performance. A teacher may be removed from "continuing" status if observations indicate areas of inadequacies. Once identified, the evaluation process will follow the previously outlined process for probationary status teachers.

SEPTEMBER-March

Evaluator will schedule Pre-observation conference, observation, and post-observation conferences.

Pre-observation conference between the evaluator and individual teachers are scheduled. Teacher and the evaluator will collaboratively create a Professional Goals and Action Plan.

NOVEMBER -DECEMBER

Mid-year check-in: schedule second formal observation, if needed, review progress on Professional Goals and Action Plan.

BY MAY 1

End-of-year summative evaluation conference: review teacher performance evaluation, review available growth data, review Professional Goals and Action Plan, develop professional development plan for upcoming year.

The Numbers to Remember

30 uninterrupted minutes for formal observation.

60 calendar days between formal observations.

5 days after completion of evaluation –a copy of the written evaluation needs to be delivered to the teacher. This is also the policy for classified staff. (A.R.S. §15-537(E))
10 days after the evaluation is delivered to the teacher – the time period allowed for a teacher to write and submit comments (if they wish to comment) concerning the evaluation.

2 Summative evaluations minimum for probationary teachers. (A.R.S. §15-537(C))

1 Summative evaluation minimum for continuing teachers. (A.R.S. §15-537(C), 15-539(C))

15 business days for probationary and continuing teachers to return a signed contract after the contract is delivered to the teacher. (A.R.S. §§15-536 (A), 15-538.01(B))

Prior to **January 15** – the deadline by which the first summative evaluation for probationary teachers, including observation, written report and conference shall be completed.

Prior to **April 10** – the deadline by which a second summative evaluation for probationary teachers, including observation, written report and conference shall be completed.

No later than **April 16** to give *notice* for probationary teachers of inadequate classroom performance. This is the preliminary notice of inadequacy of classroom performance. (Since policy is tricky on this regarding continuing teachers, it's a good idea to follow this timeline for them as well). (A.R.S. §15-538(B))

60 instructional days (not calendar days) given to **continuing** teachers to overcome inadequacies in classroom performance. (A.R.S. §15-539(C))

90 calendar days (not instructional days) given to **probationary** teachers to overcome inadequacies in classroom performance. (A.R.S. §15-536(B))

Other evaluation details from policy: Some type of self-evaluation is “urged”

Faculty shall receive orientation regarding evaluation at the beginning of the year

Formal evaluations can't be conducted within two instructional days of any school break of one week or more (A.R.S. §§15-537(C), 15-539(C))

Goal Setting and Action Plan

Purpose:

To discuss the curriculum the teacher will deliver to students, the timeline under which the curriculum will be delivered, and the student products which will demonstrate the effectiveness of the instruction. To provide an opportunity to identify both a personal goal as well as classroom goal along with strategies to obtain identified goals.

Process:

The Goal Setting and Action Plan form will be completed by the teacher. During the Pre-conference meeting between the teacher and the evaluator, the completed Goal Setting and Action Plan will be reviewed. The role of the evaluator is to ensure that there has been thoughtful identification of goals and to assist with any necessary resources for successful completion of goals. Great results are both systemic and sustainable. Gains in student performance are the result of systems functioning together to achieve improved student performance. Sustainable improvement in student performance is only achieved when we work together over a period of time. Together, the teacher and the principal can achieve great things for the benefit of students! Once goals have been established, the principal should revisit them to ensure a trajectory of success. The final review will be during the end of year conference. At this time, the teacher will share data to support goals having been met or begin preliminary refinement of goals for the following year.

Goal Setting and Action Plan

Teacher's Name: _____ Position: _____ Year: _____

A. Professional Growth/Professional Responsibilities. List one specific goal you would like to set for yourself this year to improve your instructional effectiveness and maintain your professional growth. (Personal professional goal)

B. Identify Academic Gaps and Deficiencies. Identify the gaps between current and expected student performance. What are your observations?

C. Number one academic classroom goal. Using available data, write your number one academic classroom goal (based upon student achievement) for the year: Identify a specific measurable goal that includes a timeline, i.e. "75% of my students will increase their score on conventions by 5% as measured by Satori Assessments by May 2015".

D. Identify instructional strategies. Identify specific strategies and intervention you will use to achieve the identified goal.

E. Related Professional Responsibilities. Please list those activities outside your classroom that relate to your educational responsibilities.

F. Constraints, Concerns. Please use this section to identify any constraints or limitations you have which impact you or your class this year.

G. Support Services. Identify support services for students with special needs.

Post-observation Conference Form

TEACHER:	Probationary or Continuing
Assignment (Grade level):	Supervisor:
Content:	Observation Date/Time:
Pre-Conference Date/Time:	Post-Conference Date/Time:

The evaluator and classroom teacher will meet to determine professional development plan.

1. Teacher analysis of the lesson.

2. Evaluator analysis of the lesson.

a. Scores

b. Highlights

3. Reinforcement

4. Refinement

5. Recommendation for the teacher Goal Plan

Teacher Signature _____ Date _____ Principal Signature _____ Date _____

Walk-through Data Gathering

Purpose:

Evaluators in order to gain a holistic picture of teacher effectiveness will use walk-through data gathering opportunities as a part of the teacher evaluation process.

Process:

It is the expectation of Satori that evaluators are consistently engaging in the practice of walk-through data gathering. Evaluators should strive to be in an individual teacher's classroom three times per month. Evaluators will use the information as part of the overall evaluation process.

Pre-observation Conference Summary Form

TEACHER: [redacted] Probationary or Continuing

Assignment (Grade level) [redacted] Evaluator: Jo

Content Observed: Social Studies

Pre-Conference Date/Time: _____ Observation Date/Time: Thur, 12:15
Nov. 6/13

Post-Conference Date/Time: 3:15

The evaluator and classroom teacher will meet and determine the class to be observed and focus of the observation.

Essential Standard to be observed: Strand 4 Geography

AZ Standard: C.1 World in Spatial Terms

Where are you in the lesson? New material Reteach Enrich

What teaching/learning strategies will be observed and what methods will be used? Use of real maps & atlases, discussion - partner turn & talk
Creation of imaginary town

Are there any group or individual characteristics or circumstances of which the evaluator should be aware? (i.e.) Unusual behaviors, grouping interactions, students leaving class during the period, lab work, etc.
PB - may come for readers

Is there any particular emphasis you would like placed on any of the following:

- | | |
|-----------------------------------|--------------|
| Questioning techniques | Feedback |
| Multiple Intelligences | Expectations |
| Essential Elements of Instruction | Transitions |
| Cooperative Learning | Use of space |
| Instructional groupings | Routines |
| Accommodations for ELL | Discipline |
| Diversity | |

How will you know the students have accomplished the lesson objective?
Include copy of mini-formative to be used:

Teacher's Signature Date: _____

Evaluator's Signature Date: _____

Post-observation Conference Form

TEACHER:	[Redacted]	Probationary or <u>Continuing</u>
Assignment (Grade level):	[Redacted]	Supervisor:
Content: <u>Social Studies / Maps</u>		Observation Date/Time: <u>12:30-1:15 11/13/14</u>
Pre-Conference Date/Time:		Post-Conference Date/Time: <u>3:00 11/13/14</u>

The evaluator and classroom teacher will meet to determine professional development plan.

1. Teacher analysis of the lesson. *have Rubric to display prior to start. we'll connect with writing in the next few days as well as*

Students seemed excited and knowledgeable → able to get started. After looking at a few started maps could provide sample (created before or during) or outline maps that they could add detail too.

2. Evaluator analysis of the lesson. *Great whole group lesson, all students engaged*

a. Scores

b. Highlights: *excitement,*

3. Reinforcement

4. Refinement: *Simplify, Beginning/Middle/End, and then enrich*

Workshops & classes

5. Recommendation for the teacher Goal Plan: *Reading program to assess skills required*

Teacher Signature _____ Date _____

Principal Signature *[Signature]* Date 11/13/14

Strand 4 Geography

Concept 1 The World in Spatial Terms

PO1 <i>Recognize</i> Different types of maps serve various purposes.	Thematic Maps- human boundaries, states, countries, contents, Cities, roadmaps, Physical Maps- show natural land formations, rivers, lakes, mountains
PO2 <i>Interpret</i> political and physical maps	alpha numeric grids title compass rose - cardinal directions key (legend) symbols
PO3 <i>Construct</i> a map of a familiar or imaginary place	school, home, neighborhood, fictional place include: a title, compass rose, symbols and key
PO4 Construct tally charts and pictographs to display geographic information	Population, Resources, land forms/features Ask and answer questions based on completed student maps.
PO5 Recognize and Locate characteristics of human and physical features:	physical (i.e., ocean, continent, river, lake, mountain range, coast, sea, desert) human (i.e., equator, Northern and Southern Hemispheres, North and South Poles)

Lesson Objective- to be able to Recognize, Interpret, and construct simple maps (map construction of familiar or imaginary places).

Final Assessment will be combo of student/teacher discussion, map presentation to classmates, The map will include- title, compass rose, Key & Symbols (River, Road, House, & trees or cactus), and have an alpha-numeric grid to help with locating things.

written story connected to map (giving reader directions to follow) and a question and answer quiz for reading and interpreting a map (ie. Recognizing and locating physical and human mapping items (mountains, rivers, oceans & equator, latitude and longitude lines, countries, roads, and resources.

Pre assessment- Class discussion about maps, hands on maps (small group exploration- listening to their conversation and asking questions)

Chunks-

Compass Rose activity establish Cardinal Directions (Never Eat Soggy Wheat)

Types of Maps- look at pictures of the earth/maps in books and on line to establish perspective (bird's eye, eye level) and scale- earth/globe, city, state, country, contents

Map Keys- look at different types of maps and their Keys for examples of common symbols and what they represent

☆ Construct a map of an imaginary place

Use map to construct a tally chart to display some information

Activate student engagement-

5 minute review of vocabulary and key concepts we have discussed

10 minute New information Physical Maps vrs. Political/Human or Thematic Maps

- Comparing several different physical and thematic maps

10 minutes Generate List of Map Criteria with students help

Invite those ready to begin. Draw close those still with question to stay and come closer.

15 minutes of work time today

Anxiety- Help struggling starters, interview orally to find interest show examples form books, allow working with a partner, allow starting over, can be the students partial scribe, gluing over mistakes,

Knowledge of Results- students should be able to identify parts of a map in follow simple directions and alpha-numeric locations. They should be able to identify the general theme of a map by looking at it and the key.

Closure-Share maps with fellow classmates and discuss. Use maps to generate a story that includes directions for the reader to follow.

Extension Activity for fast finishers- Write a quiz for your classmates to take using your map or Create your map in 3D using, Lego blocks, folded paper, or items from home or around the classroom.

Appendix D.
Academic Systems Review Site
Visit Inventory

IV. Assessment Inventory



Satori Beginning of the Year Literacy Assessments

Completed Data Sheets due to Kathy by _____

Grades K-2 /

Print Concepts (1:1)

SERP (Screening of Early Reading Processes) (1:1)

Fry's Sight Words (1:1)

Spelling Inventory-Choose appropriate Spelling Inventory (Whole Group)

 Kindergarten Spelling Inventory (KSI)

 Primary Spelling Inventory (PSI)

 Writing Sample (K/1)

*Kindergarten and First Grade Teachers can wait until September to do Lucy Calkins Narrative, Opinion, and Persuasive Prompts (Whole Group)

Grade 2

Scholastic Reading Inventory (Whole Group)

SERP (1:1)

Fry's Sight Words (1:1)

Spelling Inventory (Whole Group)

 Primary Spelling Inventory (PSI)

Lucy Calkins Narrative, Opinion, and Persuasive Prompts (Whole Group)

Grades 3-5

Scholastic Reading Inventory (Whole Group)

*We will do additional assessments according to our Flow Chart for students that fall below grade level.

Spelling Inventory- Choose appropriate Spelling Inventory (Whole Group)

 Primary Spelling Inventory (PSI)

 Elementary Spelling Inventory (ESI)

 Upper Elementary Inventory (USI) available for advanced students

Lucy Calkins Narrative, Opinion, and Persuasive Prompts (Whole Group)

These should all be in your Satori Intervention Toolkits. The Lucy Calkins prompts are in the Writing Pathways book in your Lucy Calkins box. If they are missing or you need help finding them, please let me know.

I am available to help assess or to train your aides on any of these assessments.

Once these assessments are completed we will look at them and create a plan.



Proficiency Growth Report

SCHOOL: SATORI SCHOOL



Time Period: 08/09/17 – 05/25/18

Total SRI Students: 153

Satori School (153 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	72	47%	77	50%
Proficient	46	30%	47	31%
Basic	21	14%	21	14%
Below Basic	14	9%	8	5%

Grade PK (0 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	0	0%	0	0%
Proficient	0	0%	0	0%
Basic	0	0%	0	0%
Below Basic	0	0%	0	0%

Grade K (0 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	0	0%	0	0%
Proficient	0	0%	0	0%
Basic	0	0%	0	0%
Below Basic	0	0%	0	0%

Using This Report

Purpose: This report shows changes in distribution across performance standards over time by district, school, grade, and teacher.

Follow-Up: Identify schools (or grades within a school, or classes for individual teachers) that are not showing adequate growth over time and provide extra help to optimize SRI performance.



PROGRESS MONITORING

Proficiency Growth Report (Page 2)

SCHOOL: SATORI SCHOOL



Time Period: 08/09/17 – 05/25/18

Grade 1

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced		33%		67%
Proficient		0%		0%
Basic		67%		33%
Below Basic		0%		0%

Grade 2

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced		34%		48%
Proficient		24%		31%
Basic		7%		7%
Below Basic		34%		14%

Grade 3

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced		45%		40%
Proficient		30%		25%
Basic		15%		25%
Below Basic		10%		10%

Grade 4

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced		56%		53%
Proficient		25%		34%
Basic		13%		9%
Below Basic		6%		3%



Proficiency Growth Report (Page 3)

SCHOOL: SATORI SCHOOL



Time Period: 08/09/17 – 05/25/18

Grade 5

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced		50%		45%
Proficient		25%		35%
Basic		25%		20%
Below Basic		0%		0%

Grade 6

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced		48%		56%
Proficient		40%		24%
Basic		12%		16%
Below Basic		0%		4%

Grade 7

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced		50%		50%
Proficient		38%		38%
Basic		13%		13%
Below Basic		0%		0%

Grade 8

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced		50%		56%
Proficient		44%		38%
Basic		6%		6%
Below Basic		0%		0%



Proficiency Summary Report

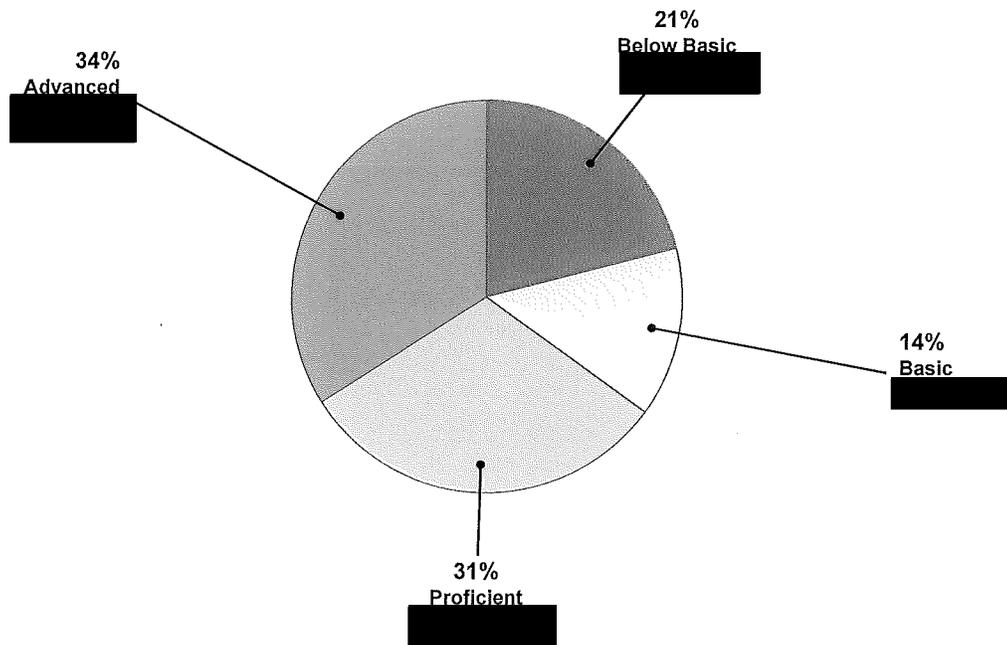
GRADE: 2

School: Satori School



Time Period: 08/09/17 – 05/25/18

Total Students: [REDACTED]



YEAR-END PROFICIENCY LEXILE® RANGE

GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
100-400	300-600	500-800	600-900	700-1000	800-1050	850-1100	900-1150	1000-1200	1025-1250	1050-1300	1050-1300

Using This Report

Purpose: This report shows the reading performance of students within a district, school, grade, or for an individual teacher, class, or group.

Follow-Up: Identify districts or schools that are not showing adequate growth over time. Contact principals or other administrators to discuss strategies for maximizing the performance of students in their schools.



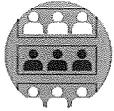
Monday Meeting Agenda K-5

Part I (K-5 plus interested teachers)

1. Raz Plus Training and Pilot
Training scheduled for Monday, August 21 from 2:30-4:00 with Laura Zwickl
Do not import rosters until go ahead from Chris T or Kathy due to nature of pilot.
Teachers are free to explore and download products.
2. Teams
K-5 Reading and K-5 Math
See attachment for Directions
3. Summer Reading Challenge Logs
Logs due Friday, August 18.
Summer Reading Celebration for **Participants Only** August 23, 2:00-3:00. List of students will be provided.
4. Literacy Assessments (First Month)-Let me know if you need help assessing.
Data Sheets due September 1 to Kathy.
5. First Twenty Days of Literacy Feedback
Building Stamina/Engagement – Suggestions
Feedback on Independent Reading time and routines, conferences
6. Handwriting
Decision for Kindergarten/First (Handwriting Without Tears or Zaner Bloser Manuscript)
Grades 2-5 Cursive (Proposed Four Year Roll Out Plan.)
7. Literacy Fair Ideas

Part 2 2-5 (plus interested teachers)

8. Handwriting
Cursive Roll Out
Resources
9. Continue Report Card Discussion
10. Grade Book Weights
Weight of Homework



INSTRUCTIONAL
PLANNING

Intervention Grouping Report

TEACHER: DONNA GARY

School: Satori School

Grade: 2, 3



Time Period: 08/09/17 – 05/25/18

INTERVENTION LEVEL (BASED ON PERFORMANCE STANDARD)	STUDENT	GRADE	LEXILE®	DATE	NORMATIVE DATA		
					PERCENTILE RANK	NCE	STANINE
Advanced			876	08/17/17	89	76	8
Advanced			873	08/17/17	95	85	8
Advanced			865	08/17/17	95	85	8
Advanced			715	08/17/17	84	71	7
Advanced			712	08/17/17	84	71	7
Advanced			705	08/17/17	83	70	7
Advanced			635	08/17/17	74	64	6
Proficient			789	08/17/17	80	68	7
Proficient			585	08/17/17	49	49	5
Proficient			581	08/17/17	66	59	6
Proficient			429	08/17/17	41	45	5
Proficient			405	08/17/17	36	42	4
Proficient			324	08/17/17	27	37	4
Basic			408	08/17/17	27	37	4
Basic			356	08/17/17	22	34	3
Basic			146	08/17/17	13	26	3
Below Basic			BR (0)	08/17/17	1	1	1
Below Basic			BR (0)	08/17/17	1	1	1
Below Basic			BR (0)	08/17/17	1	1	1
Below Basic			BR (0)	08/17/17	1	1	1
Below Basic			BR (0)	08/17/17	1	1	1

Using This Report

Purpose: This report groups students under the four SRI performance standards. The report is used to target for additional support students whose performance is Below Basic or Basic.

Follow-Up: Plan appropriate instructional support and intervention for students who are reading below grade level. Encourage students to read independently at their reading level.

RelationSHIPS – Magical Mountain Lions

2 nd Quarter	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:45	MM	MM	MM	MM	MM
8:45-9:00					
9:00-9:15	Article of the Week				
9:20	Math	Math	Math	Math	Math
9:30-9:45					
9:45-10:00					Math Tech
10:00-10:10					
10:10-10:25					
10:30-10:45	Snack Break				
10:45-11:00	① Word Work	① Raz	① Julie	① Reading	Tech
11:00-11:15	② Raz	② Julie	② Reading	② Word Work	
11:15-11:30	③ Julie	③ Reading	③ Word Work	③ Raz	
11:30-11:45	④ Reading	④ Word Work	④ Raz	④ Julie	
11:45-12:15	Recess	Recess	Recess	Recess	Recess
12:15-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-1:00			FA	Quiet Choice	
1:00-1:15			FA	EGP	
1:15-1:30			FA	EGP	
1:30-1:45		Sports	Quiet Choice	EGP	
1:45-2:00	Clean up/ Closing	Sports			
2:00-2:15		Sports	2:10 Buddies		Fun Friday
2:15-2:30		Quiet Choice Time			
2:30-2:45		Read Aloud			
2:45-3:00		Clean up/ Closing	Clean up/ Closing	Clean up/ Closing	Clean up/ Closing

DW, EC = PB T, W 11:00-11:30 *WB Patty M, T, F 12:45-1:15 W 8:50-9:20 *RBS, WB = Brenda W 11:00-11:45

PB 11:00-11:45

W 11:00-11:45 DW

WB 3

12:40-

(S) had approx 3 days to complete (they did NOT want to stop.)

Information Writing ✓	Overall	Lead	Transitions	Ending	Organization	*Elaboration	*Craft	Spelling	Punctuation	Number of Points	Scaled Score	Grade
1.												
2. 6	1.5	1.5	1	-	2	3	2	-	-	11	1	I
3. 12.5	3.5	2.5	2	2	2.5	7	4	3	2	28	3	E-
4. 8.5	2	2	1	1	2.5	2	3	3	2	18.5	2	M
5.												
6. 13	3.5	2.5	2	2	3	5	4	3	2	27	2.5	B
7. 10	2.5	2	1	2	2.5	5	4	2	1	22	2.5	MT
8. 11.5	2.5	2	2	2	3	4	4	3	2	22.5	2.5	B
9. 7	1	1	1.5	1	2.5	2	3	2	1	15	1.5	M-
10. 14	3	3	3	2	3	6	6	3	2	31	3.5	E
11. 9	2	1.5	1.5	2	2	4	5	3	2	23	2.5	B
12. 10.5	2	2	2	2	2.5	5	4	3	2.5	25	2.5	MT
13. 8	2	2	1	1	2	4	4	2	2	20	2	B-
14. 8	2	1	1	1.5	2.5	5	4	3	2.5	22.5	2.5	B
15. 7.5	2	1	2	1.5	1	4	4	2	2	19.5	2	M
16. 11	2.5	2	2.5	1.5	2.5	5	4	2.5	2	24.5	2.5	MT
17. 10	2	1.5	2	2	2.5	5	4	3	2	24	2.5	MT
18. 5.5	1	1	1	1	1.5	2	2	-	-	9.5	1	I
19. 7.5	1.5	1.5	1	1.5	2	4	4	1	1.5	18	2	M
20. 5.5	1	1.5	1	-	2	2	3	3	1	14.5	1.5	C+
21. 11.5	2	2	2.5	2.5	2.5	4	5	2	2	24.5	2.5	MT

Class Record: Grades 2 and 3 Reading Assessments

Teacher _____

School Year 2017-18

STUDENTS	Tested in Possible Points	MASI-R ② Oral Reading Fluency Measures			CORE Graded High- Frequency Word Survey			CORE Vocabulary Screening			CORE ① Reading Maze Comprehension Test			San Diego Quick Assessment of Reading Ability		
		F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
1.					24	24	24		07			214				
2.									30			18				
3.									30			26				
4.									28			14	23			
5.									29			11	11			
6.									X			13	X			
7.									30			16				
8.									29			11	26			
9.									X			10	X			
10.												26				
11.												9				
12.												11				
13.												26				
14.																
15.																
16.																
17.																
18.																
19.																
20.																
21.																
22.																
23.																
24.																
25.																

Words Their Way Primary Spelling Inventory Classroom Composite

Teacher _____

School _____

Grade 3/4

Date 8/11/17

SPELLING STAGES →	EMERGENT		LETTER NAME-ALPHABETIC				WITHIN WORD PATTERN			SYLLABLES AND AFFIXES		Total Rank Order
	LATE	EARLY	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	Correct Spelling		
Students' ↓ Name	Consonants		Short Vowels	Diagraphs	Blends	Long Vowels	Other Vowels	Inflected Endings				
Possible Points	Initial	Final										
	7	7	7	7	7	7	7	7	26	82		
1. [Redacted]	✓	✓	✓	✓	6	6	5	3	17	49 66		
2. [Redacted]	✓	✓	✓	✓	6	6	3	5	18	47 65		
3. [Redacted]	✓	✓	✓	✓	✓	3	6	4	16	46 62		
4. [Redacted]	✓	✓	✓	6	7	5	2	3	22	45 67		
5. [Redacted]	6	7	6	7	7	4	3	3	13	44 57		
6. [Redacted]	✓	✓	✓	6	✓	3	2	2	13	42 55		
7. [Redacted]	✓	✓	✓	6	✓	1	1	—	10	38 48		
8. [Redacted]	✓	✓	✓	4	6	0	1	2	7	32 39		
9. [Redacted]												
10. [Redacted]	7	7	7									
11. [Redacted]												
12. [Redacted]												
13. [Redacted]									26			
14. [Redacted]									26			
15. [Redacted]									26			
16. [Redacted]							ight		25			
17. [Redacted]							ies		25			
18. [Redacted]							ping ies		24			
19. [Redacted]							awl ping		24			
20. [Redacted]							awl ies		23			
21. [Redacted]						ight	ies on	awl sh	22			
22. [Redacted]							ping ies	ir aw	22			
23. [Redacted]												
24. [Redacted]												
25. [Redacted]												
26. [Redacted]												
Highlight for instruction*												

*Highlight students who miss more than 1 on a particular feature; they will benefit from more instruction in that area.

Words Their Way Elementary Spelling Inventory Classroom Composite

Teacher _____ School _____ Grade _____ Date _____

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Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction © 2008 by Pearson Education, Inc.

SPELLING STAGES →	EMERGENT		LETTER NAME-ALPHABETIC			WITHIN-WORD PATTERN			SYLLABLES AND AFFIXES			DERIVATIONAL RELATIONS		Correct Spelling	Total Rank Order
	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE			
Students' ↓ Name	Consonants	Short Vowels	Digraphs	Blends	Long Vowels	Other Vowels	Inflected Endings	Syllable Junctures	Unaccented Final Syllables	Harder Suffixes	Bases or Roots				
Possible Points	7	5	6	7	5	7	5	5	5	5	5	25	87		
1. [Redacted]						7	5	5	5	4	5				
2. [Redacted]						7	5	5	5	4	4				
3. [Redacted]						7	5	5	5			31	11		
4. [Redacted]						7	5	5	5			30	11		
5. [Redacted]						5	5	5				28	9		
6. [Redacted]						6	4	4	4	5		29	7		
7. [Redacted]						6	3	4		5		27	9		
8. [Redacted]						6	5	4				27	6		
9. [Redacted]						7	5	2	2	2	0				
10. [Redacted]	7	5	6	7	3	7	2	2	2	2	0				
11.															
12.															
13.															
14.															
15.															
16.															
17.															
18.															
19.															
20.															
21.															
22.															
23.															
24.															
25.															
26.															
Highlight for instruction*															

Note: *Highlight students who miss more than 1 on a particular feature; they will benefit from more instruction in that area.



Growth Report

TEACHER: SUMMER ROBERTSON

School: Satori School

Grade: 1, 2, 3, 4



Time Period: 08/09/17 – 05/25/18

STUDENT	GRADE	FIRST TEST IN SELECTED TIME PERIOD		LAST TEST IN SELECTED TIME PERIOD		GROWTH IN LEXILE®*
		LEXILE®	DATE	LEXILE®	DATE	
[REDACTED]		BR (0)	08/30/17	522	12/13/17	522 [REDACTED]
		BR (0)	08/30/17	482	12/13/17	482 [REDACTED]
		BR (0)	08/30/17	413	12/13/17	413 [REDACTED]
		BR (61)	08/30/17	346	10/04/17	285 [REDACTED]
		555	08/30/17	724	12/13/17	169 [REDACTED]
		280	08/30/17	413	12/18/17	133 [REDACTED]
		768	08/30/17	894	12/13/17	126 [REDACTED]
		586	08/30/17	705	12/13/17	119 [REDACTED]
		700	08/30/17	803	12/13/17	103 [REDACTED]
		BR (0)	08/30/17	BR (83)	10/04/17	83 [REDACTED]
		BR (46)	08/30/17	BR (91)	12/13/17	45 [REDACTED]
		859	08/30/17	876	12/13/17	17 [REDACTED]
		927	10/04/17	939	12/13/17	12 [REDACTED]
		575	08/30/17	301	12/13/17	(-274)

*Scale for bar chart is based on highest Lexile® growth within selected time period.

Using This Report

Purpose: To identify the growth each student is making, check the dates of the two tests for an individual student. On average, students are expected to grow approximately 75-100 Lexiles per year.

Follow-Up: Provide opportunities to challenge students who show significant progress. Provide appropriate levels of intervention and support to students who are showing little growth. If zero or negative Lexile growth is recorded, check to see if students' test experience is problematic in some way and retest accordingly.

Student	Grade	Lexile/Reading	Math	Notes
[REDACTED]	[REDACTED]	Assessing Again in February/Improving/Currently Lexile of 91	Performing below grade level. Struggles with place value and multiple step problems. Receiving tutoring.	[REDACTED] is a nature lover and learns best with visual and auditory activities.
[REDACTED]	[REDACTED]	Lexile :301. [REDACTED] struggles to focus with independent reading, he does best with a buddy or group read. *Scribe or oral spelling test. *	Performs at grade level. Great mental math skills. Fine motor skills make it difficult for him to complete class work on time. *Select half of problem set to complete. *	[REDACTED] is a kinesthetic learner. He enjoys building and manipulatives. We are currently using drum sticks to "beat" the rhythm of spelling words.
[REDACTED]	[REDACTED]	Lexile: 413 Great comprehension and vocabulary skills. Working on exploring different book genres. *Scribe or oral spelling test. *	Performs at grade level. Great mental math skills. Fine motor skills make it difficult to complete class work on time. *Select half of problems set to complete. *	[REDACTED] is a spatial, kinesthetic learner. He also has a strong logical way of learning. Often allowing the choice of illustrating before writing. *Working to improve fine motor skills.
[REDACTED]	[REDACTED]	Lexile: 894 Excellent reader: Strong comprehension and vocabulary skills. Moved to group 2 for spelling. Working with higher level words including [REDACTED] including vocabulary.	Performs at grade level. Understands new concepts quickly, strong critical thinking skills.	[REDACTED] is a visual, interpersonal learner. She is also very kinesthetic and logical. Providing her with a choice board has been very helpful in extending knowledge on certain topics.

Student	Grade	Reading	Math	Notes
[REDACTED]		Lexile: 876 Excellent reader. Strong comprehension and vocabulary skills. Currently working with [REDACTED] grade spelling and vocabulary words.	[REDACTED] is currently in a 3 rd grade math class. She is performing at grade level.	[REDACTED] is a natural learner with strong interpersonal, visual and verbal skills. Choice Board projects allow her to extend knowledge on certain topics.
[REDACTED]		Lexile: Lexile: 346 Great progress with reading this year. Improved stamina, fluency and comprehension. Grade level with spelling.	Strong math skills, understands place value, does well with multiple step problems. Performs at grade level.	[REDACTED] is an interpersonal learner with strong musical and visual skills. She does well when given choices and partners.

Student	Grade	Reading	Math	Notes
[REDACTED]		Lexile: 522 Great progress with reading! Fluency, stamina and comprehension are constantly improving. Grade Level with spelling.	Grade level math. Understands place value and has strong fact fluency. *Often forgets homework.*	[REDACTED] is a verbal, spatial and interpersonal learner. She does well when given tasks that help or lead others.
[REDACTED]		Lexile: 803 Excellent reading skills with strong vocabulary. Identifies a variety of genres. Currently working with [REDACTED] grade level spelling and vocabulary .	Strong math skills. Understands concepts quickly and often works at her own pace. She enjoys working on the daily set puzzle and creating her own math games. Performs at grade level and above.	[REDACTED] is a spatial, visual and logical learner. She loves projects, having choices on where/what to work on and creating visuals.

Student	Grade	Reading	Math	Notes
[REDACTED]	[REDACTED]	Lexile: 724 Excellent reader. He has strong vocabulary and comprehension. We are working on stamina and finding books that hold interest.	Performing at grade level. Strong fact fluency.	[REDACTED] is a logical, kinesthetic learner. He enjoys manipulatives, and making up math games. He really enjoys the weekly yoga practice.

Student	Grade	Reading	Math	Notes
[REDACTED]	[REDACTED]	Lexile: 939 Excellent reader. Working on finding new genres to explore.	[REDACTED] is currently in a [REDACTED] math class and performing at grade level.	[REDACTED] is a spatial, interpersonal learner. He enjoys group work and projects.

Student Name: [REDACTED]

Age: _____

Teacher: [REDACTED]

Grade: [REDACTED]

RTI – Student Documentation

	SRI Lexile	SRI Level	Spelling Inventory	Running Record Level	Sight Word Recognition	PHONICS Fluency
Aug	0	BB				
Sept						
Oct	83	BB		L-INST.		FINAL e
Nov						Review long vowels w/ final e
Dec						
Jan						
Feb						LESSON 16 unvoiced th/wh
Mar						
Apr						
May						

Comments:

NEEDS PHONICS

TIER 2

Student Name: [REDACTED]

Age: [REDACTED]

Teacher: [REDACTED]

Grade: [REDACTED]

RTI – Student Documentation

	SRI Lexile	SRI Level	Spelling Inventory	Running Record Level	Sight Word Recognition	Fluency
Aug	455	BASIC				
Sept						
Oct	553	BASIC				
Nov						Comprehension
Dec	714	PROFICIENT		LEVEL T - COMP: INSTR LEVEL U - COMP: INSTR.		
Jan						
Feb						
Mar						
Apr						
May						

Comments:

PHONICS - NEEDS CHANGING 'i' TO 'y' + ADDING ENDING
*REVIEW LESSONS 41-49

WEAK IN COMPREHENSION

*3RD quarter - Try in class; reasses. after Feb. SRI

Appendix E.
Academic Systems Review Site
Visit Inventory

V. Professional Development
Inventory

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Katie Sprouls, PhD, NCSP & Jada Bury, Ed.S., NCSP
PBIS Curriculum & Training Specialists

Positive Behavior Intervention & Supports

Simple Strategies for Behavior & Classroom Management Success!



About Us

- School Psychologists
- Behavior Management and Modification Curriculum & Training Specialists
- Applied Behavior Analysis Curriculum & Training Specialists

Owner of:

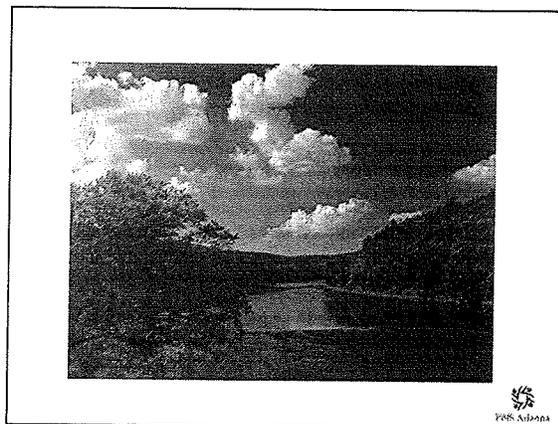
- Eleutheria, LLC Special Education Services
- The Wellness Center: Yoga & Therapies
- PBIS Arizona



Agenda

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- Why PBIS?
- 7 Simple Strategies



Typical responses to problem behavior

- ⊗ Increase monitoring for problem behavior
- ⊗ Re-review rules & sanctions
- ⊗ Establish continuum of consequence
- ⊗ Increase use of punishment
- ⊗ Zero tolerance policies
- ⊗ Security guards, metal detectors, security cameras
- ⊗ Suspension/expulsion/alternative programs

Common Thread?

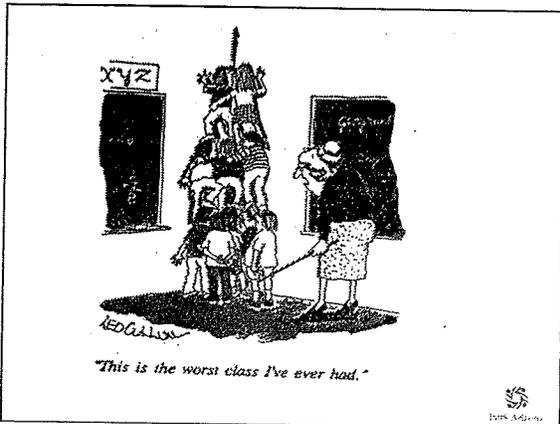


Time Cost of a Discipline Referral

(Averaged to 45 minutes per incident)

	1000 Referrals/yr	2000 Referrals/yr
Administrator Time	500 Hours (84 academic days)	1000 Hours (166 academic days)
Teacher Time	250 Hours (41 academic days)	500 Hours (84 academic days)
Student Time	750 Hours (125 academic days)	1500 Hours (250 academic days)
Totals	1500 Hours (250 academic days) LOST!	3000 Hours (500 academic days) LOST!

ADE PBS AZ Taskforce 2007



If a child doesn't know how to read, we teach.
 If a child doesn't know how to swim, we teach.
 If a child doesn't know how to multiply, we teach.
 If a child doesn't know how to drive, we teach.
 If a child doesn't know how to behave, we.....
 Teach? Punish?

Why can't we finish the last sentence as automatically as we do the others?

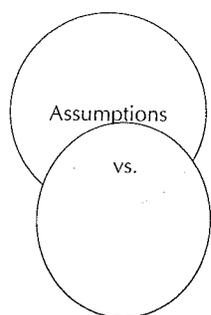
John Herner (NASDE President) Counterpoint, 1998, p. 2



UNDERSTANDING THE WHY

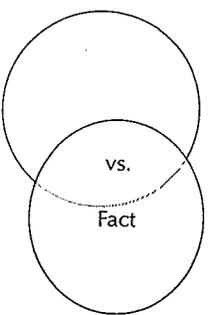
- What typically happens when students demonstrate correct academic skill?
- What typically happens when students demonstrate correct social behavior?
- What typically happens when students demonstrate incorrect academic skill?
- What typically happens when students demonstrate incorrect social behaviors?





- ✓ Students know the expectations/rules and appropriate ways to behave
- ✓ Students will learn appropriate behavior quickly and effectively without consistent practice and modeling



- ✓ Students will require different curricula, instructional modalities, etc. to learn appropriate behavior
- ✓ Expectations/rules and appropriate behaviors need to be taught as effectively as we teach academic skills



The secret of PBIS success

Teaching appropriate behavior instead of reacting to problem behavior

HOW IS MY PROBLEM?	
5	URGENT I'm confused, I'm not sure how to proceed or what to do.
4	SEVERE PROBLEM I'm upset, someone is being disrespectful to me or others.
3	BIG PROBLEM I'm not sure what to do, I need help, I'm not sure if I'm doing it right.
2	MODERATE PROBLEM I'm having trouble, I need some help, I'm not sure if I'm doing it right.
1	LITTLE PROBLEM I'm having a little trouble, I need a little help, I'm not sure if I'm doing it right.
0	SLITCH I'm having a problem, I need help, I'm not sure if I'm doing it right.





Common Mistakes

BEHAVIOR MANAGEMENT HAS TYPICALLY CONSISTED OF TRYING TO **"MAKE"** STUDENTS BEHAVE

This attitude leads to an *overdependence* on **REACTIVE PROCEDURES.**



"The Principal suspended me - School is the only place in the world where you can get time off for bad behavior."

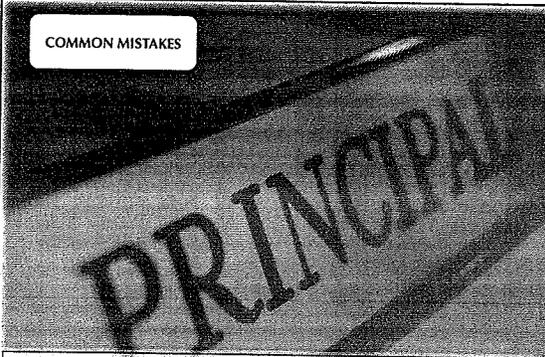


COMMON MISTAKES



An Increase in Emotional Intensity

COMMON MISTAKES



Dependence on Role-Bound Authority

COMMON MISTAKES



WHERE IS EVERYONE?

THEY WERE EXPELLED

Dependence on Punishment

Effective or Ineffective?

COMMON MISTAKES

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Why is it ok for students, but not professionals?

- Ms. Smith - 4th Grade - 8:21 am
Mr. Brown - 4th Grade - 8:15 am
No Pay Check
- Ms. Lane - VP 4th grade team
Mr. Scott - PE 4th grade team
Talk to Boss - 1/2 Pay Check
- 1st grade team
2nd grade team
3rd grade team
Full Pay Check

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** Not public of attendance posted*

Clip Charts and PBIS?

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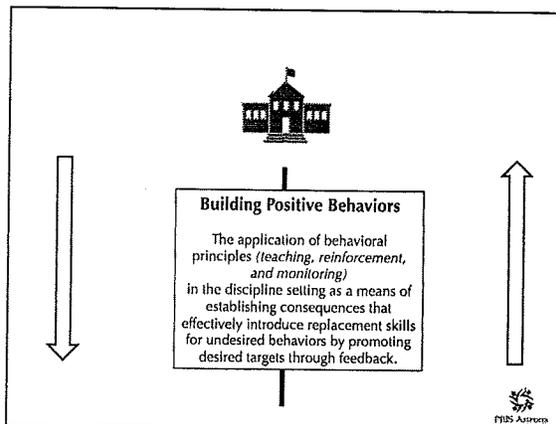
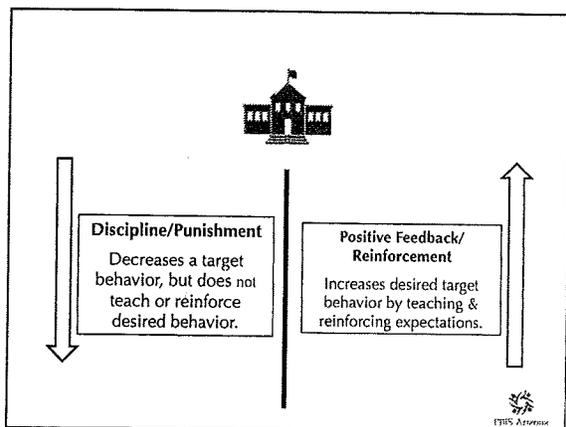
What is our intent for changing behavior?

Discipline/Punishment: Decreases a target behavior, but doesn't teach or reinforce desired behavior

Positive Feedback/Encouragement: Increases desired target behavior by teaching & reinforcing expectations

Why are you here today?

FBIS Arizona



Effective Classroom Management Fundamentals

- Structure & Predictability
- Deliver high rates of positive feedback
- Use strategies for encouraging expected behavior
- Attend to students who display expected behavior
- Look for patterns of behavior that suggest "functional relationships"
- Teach behavior and provide multiple opportunities to practice
- Continuum of strategies to respond to appropriate & inappropriate behavior
 - Pre-correct for problem behavior
 - Redirect when early problem indicators occur
 - Individualize correction procedures
 - Evaluate regularly through Active Supervision
 - Use proactive Compliance techniques

Simonsen, Fairbanks, Briesch, Myers, & Sugai (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education and Treatment of Children, 31*, 351-380.

Agenda

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PBISATexas.com

- Why PBIS?
- 7 Simple Strategies

Positively Stated Expectations

- Statement of purpose
- Clearly define expected behaviors (Rules)
- Operational definition for all behaviors (bx can be observed)
- Procedures for teaching, practicing, and encouraging expected behaviors across campus
- Becomes the school-wide language and embedded in your culture
- Be creative & reflective of your school/classroom
- **TEACH, TEACH, TEACH**





For a child to LEARN something NEW, it NEEDS to be REPEATED on average of **8 TIMES**.

For a child to UNLEARN an old behavior & REPLACE with a new behavior, the new behavior must be REPEATED on average **28 TIMES**.




Handwritten scribble - Missing slide

ESSENTIALS TO BEHAVIOR LESSONS

1. State the rule and routine
2. Provide students with a definition, or description, of what it looks like to follow the rule
3. Model the expected behavior
4. Engage students in an activity that allows them to practice the expected behavior in its appropriate setting
5. Assess to ensure students have acquired and are fluent with the social skills



TEACHING BEHAVIOR 101

- ✓ "Skills deficits" – student do not always have the appropriate skills
- ✓ "Not knowing the when" - students are not always aware of the appropriate application of skills
- ✓ "Practice makes permanent" – students may have not been taught specific classroom procedures and routines
- ✓ "Awareness of surroundings" – skills are not taught in the context of where they should occur

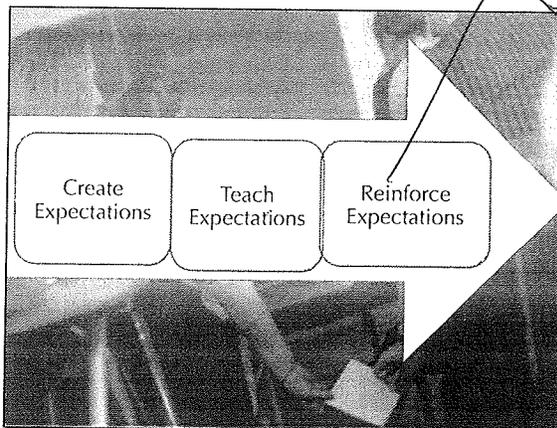



Practice in the setting

Reinforcing Language

Behavior Management Strategies 8 simple techniques

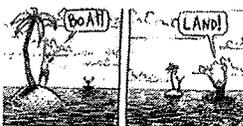
1. Establish and Teach Clear Expectations
2. Emphasize Positive Behavior
3. Establish Predictable & Functional Settings
4. Maximize Engaged Time (MIAVOTR)
5. Precorrection
6. Increase Compliance
7. Managing Positive & Negative Consequences
8. The Golden Rule

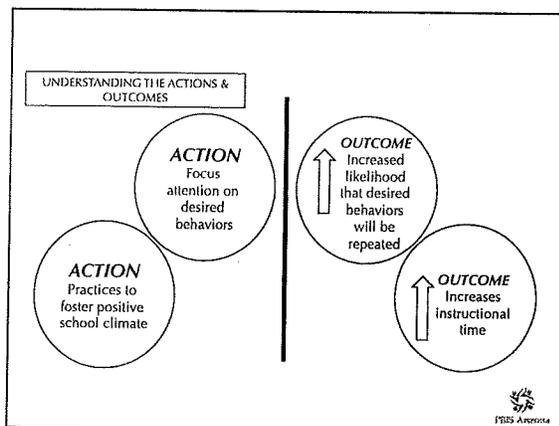
Why should I recognize positive behaviors?

If we look for DISRUPTIVE behaviors, we will get MORE disruptive behaviors.

If we look for POSITIVE behaviors, we will get MORE positive behaviors.



Perspective...

Delivering Effective Positive Encouragement

- Acknowledge the positive behavior in specific terms.
EX: "I noticed you are working quietly on the activity...."
- Link it to the expectation.
EX: ".....doing so shows me you are being a responsible scholar."
- Add positive encouragement and make it known to others.
EX: "Excellent work being a responsible scholar."

Kind words can be short and easy to speak but their echoes are truly endless
— Mother Teresa

Remember to make it:

- Immediate
- Frequent
- Enthusiastic
- Personal
- Descriptive
- Varied



GUIDELINES FOR DELIVERY

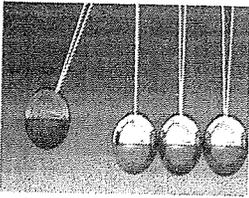
- STATE THE EXPECTATION
 - "Thank you for being responsible....."
 - "I see you are being safe...."
- STATE THE SKILL
 - "By raising your hand and waiting to be called on."
 - "By wearing your ID on campus."
- DELIVER FEEDBACK/REINFORCEMENT!



Behavior Momentum

Emphasize **Positive** Behavior

- Minimum **4** instances of positive recognition for every correction (4:1 positive to negative ratio).
- Begin each class period with a celebration.
- Establish behavioral momentum
- Provide multiple paths to success
- Group contingencies, personal contingencies, etc
- Hall of Fame/Best Behavior Contest
- Encourage Prosocial Behaviors




Behavior Management Strategies

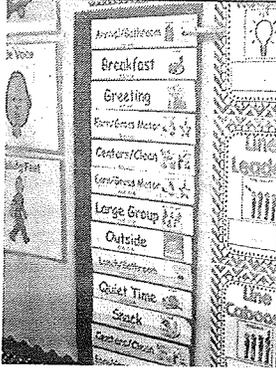
8 simple techniques

1. Establish and Teach Clear Expectations
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Routines

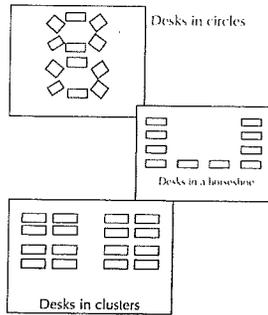
- Establish predictable schedules
- Teach & make smooth, rapid transitions between activities
- Schedule non-instruction time
- Clear set-up and instructions
 - Whole & Small group activities
 - Independent activities
- Map & plan "traffic patterns"



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Questions for Planning Physical Space

- How many students will you have in the room at one time?
- How should your pupils' seats be grouped?
- What kinds of activities will be taking place in your classroom?
- Do any students need more space than others? If so, is it for certain activities or for most of the day?
- How is movement in the classroom to be regulated?
- What can you do to create a sense of well-being and safety for your students in your classroom?



PRIS Arizona

Behavior Management Strategies

8 simple techniques

1. Establish and Teach Clear Expectations
2. Emphasize Positive Behavior
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TLG Interactive Learning Structures sign A B C D

PRIS Arizona

Maximize Engaged Time

Active Supervision

- Maximize opportunities for student responses
- Cueing & reinforcing efficient transitions
- Teach & cue self-management strategies
- MIA: Move – Interact – Acknowledge



Increasing Opportunities to Respond

- Encourages everyone to become involved in learning.
- Increases rates of responses of all learners.
- Increases attainment of material presented.
- Allows reluctant learners a secured environment to practice.
- Decreases inappropriate or off task behavior.

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Behavior Management Strategies *8 simple techniques*

1. Establish and Teach Clear Expectations
2. Emphasize Positive Behavior
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Pre-Correcting Problem Behavior



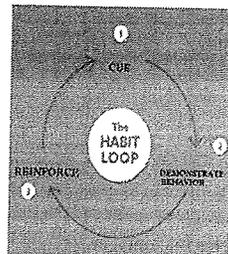
Key Points

- “Pre-” means before; “-Correct” means after
- “Pre-Correction” means anticipating problem behavior and intervening beforehand
- Problem behavior is **prevented**
- Expected behavior **replaces** problem behavior



Seven Steps of Pre-Correction

1. Identify the context (trigger) and predictable problem behavior
2. Specify expected (replacement) behavior
3. Systematically modify the context
4. Conduct behavioral rehearsals
5. Provide strong reinforcement for expected behaviors
6. Prompt expected behavior
7. Active supervision of behavior



Pre-Correction Examples

“Before we line up, remember walk in a straight line, quiet voices with hands to self”

“Before we break into group work, if you need help -- remember you can ask a peer in your work group quietly for help, and if they don't know the answer, go on to the next problem, and you can ask me at the break.”

As students enter the classroom, the teacher points to a *visual schedule* that prompts students to pick up their folders, go straight to their desk, and to get started quietly on the warm-up activity on the board, while saying, “Make sure to follow the schedule.”

Teacher raises hand above head as a visual prompt, saying, “If you know the answer to this question, raise your hand.”



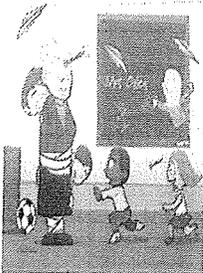
*Behavior Rehearsal =
Modeling Behavior*

Behavior Management Strategies 8 simple techniques

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Nine Ways to Increase Compliance



1. Use a directive not a question
2. Distance
3. Two requests
4. Loudness of request
5. Time
6. More start requests instead of stop requests
7. Non-emotional instead of emotional requests
8. Descriptive Requests
9. Reinforce Compliance



"I need"
"I like"

Precision Requests ⇔ Compliance



Precision Requests Sequence
Precede, Demand, & Reinforce, Delay

```

    graph TD
      A["Precision Request"] --> B["Compliance"]
      A --> C["Non-Compliance"]
      B --> D["Reinforce"]
      C --> E["Precision Request"]
      C --> F["Non-Compliance"]
      F --> G["Precision Request"]
      F --> H["Non-Compliance"]
      H --> I["Precision Request"]
      H --> J["Non-Compliance"]
  
```



Behavior Management Strategies 8 simple techniques

1. Establish and Teach Clear Expectations
2. Emphasize Positive Behavior
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Procedures for Using Negative Consequences

- Deliver negative consequences following occurrence of problem behavior
- Consequences should be mild
- More serious consequences usually delivered by administration
- Follow negative consequences with positive consequences at earliest appropriate opportunity ("fair pair")
- Ratio of positive to negative consequences should be at least 4:1
- Maintain student's respect and dignity when administering consequences
- Understand clearly which behaviors warrant classroom follow-up versus an office referral
- Ensure familiarity for delivering office referrals
- Ensure familiarity with crisis or emergency procedures



Examples of Negative Consequences

- Loss of teacher attention and approval
- Loss of privileges
- Loss of the opportunity for a reward
- Time out or removal from activity
- Restitution or make-up service help
- Isolation
- Overconnection
- Response cost
- Parent contact and conference
- Offer choices
- Logical, reasonable, rational



Time Out	Remove the student from the classroom for a set period of time. The student should be removed to a designated area and should not be allowed to interact with other students.
Restitution	Require the student to make amends for the behavior. This could involve repairing or replacing damaged property, writing an apology letter, or performing a service for the school or community.
Response Cost	Remove a specific privilege or item as a consequence for the behavior. The student should be informed of the cost of the behavior and given a chance to make amends.

Tip on Offering Choices

Offer the **POSITIVE** consequence first, followed by the negative consequence

This allows the child to hear something positive. If the negative was stated first, the child could perceive it as a challenge or ultimatum and shut down or escalate.

Example

"Please sit down so we can pass out the supplies or you will not be able to participate in this activity and will have to make it up later on your time."

"This is the time I have scheduled to do math. It is very important that you get it done so you can learn as much as you can. Recess is the scheduled time to talk to your friends. You can choose to talk now, but the only other time to finish math is at recess. It's your decision."

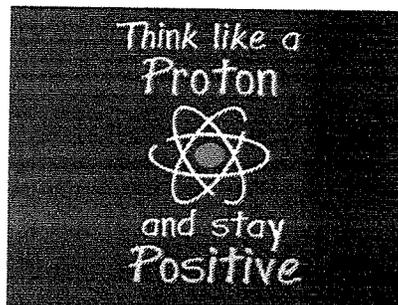


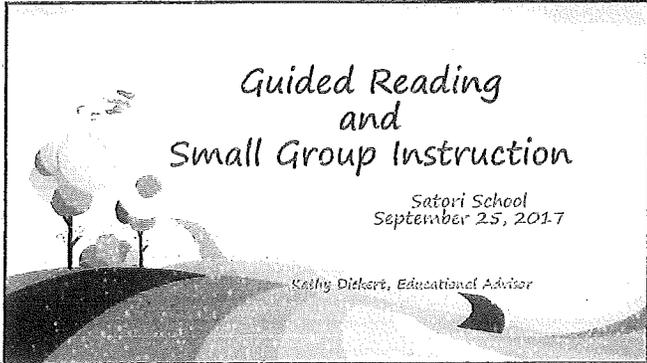
↑ TEACH	Logical Consequences	vs	Punishment	↓ CONTROL
	<ul style="list-style-type: none"> • Leaves student feeling of control • Uses <u>thinking</u> words • Provides choices with limits • Given with <u>EMPATHY</u> • Teaches responsibility • Focuses on internal focus of control 		<ul style="list-style-type: none"> • Leaves student feeling helpless • Uses <u>fighting</u> words • Demands compliance • Given with <u>ANGER/Emotional Reaction</u> • Student focuses on adult rather than choices 	



Behavior Management Strategies 8 simple techniques

1. Establish and Teach Clear Expectations
2. Emphasize Positive Behavior
3. Establish Predictable & Functional Settings
4. Maximize Engaged Time (MIA/QTR)
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**Guided Reading
and
Small Group Instruction**

Satori School
September 25, 2017

Kathy Dickert, Educational Advisor

The Reading Teacher
Original Poem: I had a teacher who tried to lie but she had no children

Adapted by Kathy Dickert

I had a teacher who read with me
 signs of genius who showed the way
 And who listened to their little words
 That I had heard in the wild dream

I had a teacher who read me plays
 Of nature and grace and glory, day
 Stories of storms and forests
 Which were told not a sign to learn

I had a teacher who read me that
 Of nature the forest of the wild
 Free to all and to the world
 Which were not mine but to be read

I had a teacher to read me the things
 That children can do the heart to keep
 Better than she with an open heart
 On the path of life of children's heart

You may have taught me much and more
 Stories of youth and tales of gold
 Better than I can remember
 I had a teacher who tried to lie to read

Critical Components of Literacy

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Components of Balanced Literacy Instruction

- ✓ Read Aloud
- ✓ Shared Reading
- ✓ Interactive Reading
- Guided Reading – Guided Reading can also be done whole group, but we are going to address the process when it is done in a small group on the students' instructional level.
- ✓ Independent Reading
- Word Study – This may include Spelling depending on how you teach Spelling.
- ✓ Writing

What is Guided Reading?

Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts.

The text is easy enough for students to read with your skillful support.

The text offers challenges and opportunities for problem solving, but is easy enough for students to read with some fluency.

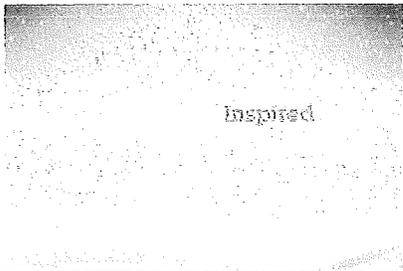
You choose selections that help students expand their strategies.

Why is Guided Reading Important?

Guided reading provides an opportunity for the teacher to teach reading in relation to the differentiated needs of the pupil groups and their level of achievement.

- Explicit ongoing instruction
- Intimate setting builds rapport and trust with students
- Teacher is able to give immediate feedback to students
- Students are given multiple opportunities to respond.

Why use Guided Reading? Jenna



Procedures for Guided Reading

- The teacher works with a small group of students with similar needs.
- The teacher provides introductions to the text that support children's later attempts at problem solving.
- Each student reads the whole text or a unified part of the text.
- Readers figure out new words while reading for meaning.
- The teacher prompts, encourages, and confirms students' attempts at problem solving.
- The teacher and student engage in meaningful conversations about what they are reading.
- The teacher and student revisit the text to demonstrate and use a range of comprehension strategies.

Where does Guided Reading fit in?



Three Levels of Instruction



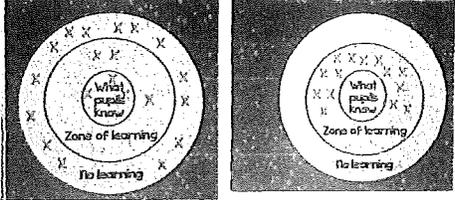
Independent - Smooth sailing (Mostly)

Instructional - A little more challenging. Usually one level above Independent level.

Frustrational - Too Hard

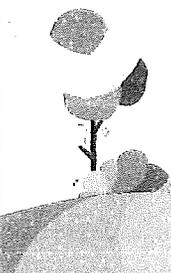
Zone of Proximal Development (zpd)

X = students



Collaboration Time

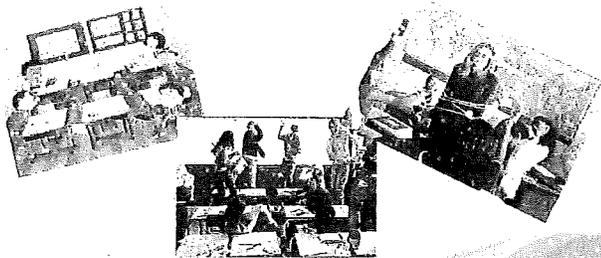
Work with your table partners and look at your SRI Intervention Reports and/or your assessments. Work together to form three to four small ability groups based on this information.



Small Group Using Comprehension Strategies



What are the other students doing when I'm working with small groups?????



No...they are working beautifully just as you've practiced.



Reading Independently

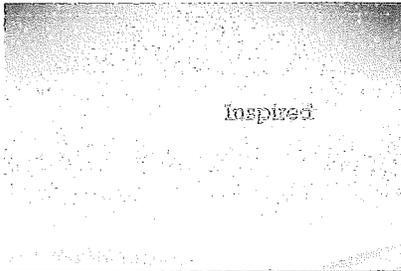


Free Writing



Rotating Stations/Centers

Classroom Management with Jenna



What is the key to effective classroom management?

- *Model*
- *Practice*
- *Reflect*

- *Establish procedures and routines*
- *Follow through*
- *Repeat as necessary*

Jennifer Serravallo on Small Groups



Guided Reading vs. Strategy Lessons

Guided Reading

- Students in group are short term, transient, ability groups.
- Teacher gives overview of the text
- Teacher listens in on children whisper reading. May probe for comprehension.
- Teaching point may occur at the end of the lesson based on teacher observation of a "tricky part".

Strategy Lesson

- May contain children from different reading levels who struggle with the same skill.
- May not be a fresh introduction if students are rereading a familiar text to practice the strategy being taught.
- Teacher observes the students using the strategy.
- Lesson always begins with the teacher naming the strategy, briefly demonstrating the strategy.

Kindergarten Guided Reading



Kindergarten Guided Reading



Strategy Lesson



Strategy Lesson

How do I form small groups for strategy lessons?

- Observations and notes taken during Guided Reading
- Assessments from Satori Assessment Tool Kit
 - Spelling Inventory
 - Sight words
 - Comprehension
 - Fluency
 - Phonological gaps
 - Arizona State Standards
 - Satori Benchmarks



Coming soon to a Monday Meeting near you...

Using your assessments to form strategy groups.
 If then...menu.
 Learning two techniques for teaching each targeted strategy.

Resources

Kathy and Regina

- Help plan and confer
- Model and/or watch you
- Cover your class so you can watch another teacher
- Forms and templates available on Office Share/Teams
- Videos available on line: YouTube and Teaching Channel Search Guided Reading, Strategy Lessons
- Jsn Bengel Guided Reading Lessons
- Raz Plus, Ready Test
- Each Other

How to be a good reading teacher.





CURRICULUM

THEME: a big idea

Generalizations:

Statements of truths about the big idea that guide:

Focusing Questions: Questions that encourage students to relate topics to the generalizations.

Units
TOPICS: Chosen by teacher and students together.

STANDARDS:

Florida Academic Standards
every student will be responsible for learning

FACTS: Facts that every student will be responsible for recalling.

concepts

Teachers can individualize:

CONTENT

PROCESS

PRODUCT

According to each student's

READINESS

INTERESTS

LEARNING PROFILE

Using instructional methodology such as:

Multiple intelligences
Literature circles
Interest groups
Cooperative Learning
Complex instruction
Learning contracts

Centers
Independent study
Compacting
Group investigations
Small-group instruction
Interest centers

VARIETY IN:
Products
Homework
Journal prompts
Packets
Materials



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TEACHING READING EFFECTIVELY

Start **Tuesday, January 27, 2015**
8:30 AM (UTC-07:00)

End **Tuesday, March 10, 2015**
3:30 PM (UTC-07:00)

Location Sunnyside USD – Palo Verde Portable

Spaces left 5

Registration

Workshop Attendee - \$100.00

Registration is closed

Teaching Reading Effectively

The course content includes current research and evidence based practices that are necessary for the development of the technical skills of reading along with academic vocabulary and deep comprehension. Important components of an effective comprehensive reading program designed to develop proficient readers, competent writers and critical thinkers are included in this material. Units to include:

- **Foundations of Reading**
- **Learning to Read and Spell: A National Problem and Recommended Solutions**
- **Basic Principals of Reading Assessment**
- **The Structure of Language**
- **Graphophonemic Awareness**
- **Teaching Word Identification and Spelling Fluency**
- **Vocabulary**
- **Comprehension to summarizing**

Audience: K-3rd grade teachers, K-5 ELL teachers, K-8 special education teachers

Location: Sunnyside USD – Palo Verde Portable
2238 E. Ginter Rd.
Tucson, AZ

Course Dates: 8:30a.m. to 3:30p.m.
January 27 & 28
February 3 & 4
March 10

Cost: \$100 for all 5-days (Assessment book plus choice of one of two additional books included. Breakfast and lunch included each day).

Payment Policy

Payments must be received five (5) business days prior to the start of the class. Payments can be in the form of a check, credit card, P-Card, or a school purchase order. Registrations within the five (5) day window must be paid immediately upon registering for the course.

Cancellation & Refund Policy

Cancellations must be submitted in writing five (5) business days prior to the start of the class to receive a refund. No refunds will be given for "no shows." If courses are cancelled due to low enrollment, refunds will be issued to the individual or the school.



Satori Staff Development 2017-2018

Date	Topic	Hours
8/4/17	Back To School In-service (See agenda)	5.0
8/7/17	Back To School In-service (See agenda)	4.0
8/8/17	Back to School In-Service (See agenda)	3.5
8/14/17	Review of Baseline Literacy Assessments to be Administered first month (See Handout) and final tweaks on new Report Card	1.5
8/21/17	Address questions regarding administering SERP/PASS Feedback on First Twenty Days of Literacy Feedback Make decision for Kindergarten/First Grade (Handwriting Without Tears or Zaner Bloser Manuscript) Grades 2-5 Cursive (Purposed Four Year Roll Out Plan)	1.5
8/28/17	Raz-Plus Training by Laura Zwickl	1.0
9/25/17	Guided Reading (See Power Point Handout) (See Examples of Guided Reading Templates)	1.5
10/16/17	Guided Reading continued (See Handouts)	1.5
10/23/17	Informational Text and Informational Writing	1.5
11/13/17	Clarification of Text Features and Text Structures	1.0
11/27/17	A Closer Look at Spelling - What is everyone using? Sitton Spelling No Excuse Words Added to Benchmarks Incorporate Dictation using Sitton Spelling Words Using Working With Words	1.0

Incorporate Dictation using Sitton Spelling Words
Using Working With Words

12/4/17	Committee-Five Year Curriculum Plan	1.0
12/18/16	Teachers share Informational Writing Pieces Fun Switch Gift Game for Teacher Relationship Building	1.5
1/8/18	Math Committee Meeting Engage NY-Yay or Nay? Prentice Hall for Middle School What assessments are we using?	1.5

*Monday Meetings cancelled in January due to number of teachers attending Teaching Reading Effectively Conference held for the Monday and Tuesday for three weeks.

2/5/18	(Jo) Review of: Interdisciplinary Thematic Curriculum - Maker and Udall Multiple Intelligences - Gardner Self-Directedness - Treffinger Differentiated Instruction - Tomlinson Cooperative Learning - Kagan *All incorporated by Responsive Classroom	
2/12/18	Update on Charter Renewal Winter Literacy Assessments due	1.0
2/19/18	Work on Curriculum Notebooks and Third Quarter Thematic MAPs	1.0
2/26/18	Curriculum Notebook Check Refresher on Multiple Intelligences, classroom activity for Students. Reminder to report student's Multiple Intelligences	1.0

and send home information letter for third quarter.

Feedback from Charter Site Visit and needs of staff will guide remaining Staff Development Meetings.

Possible Focus:

- Backing up on purpose of Assessments and Digging Deeper into Data
- Work on Az Standards Checklist
- Cooperative and Active Learning Strategies
- Responsive Classroom Refresher
- Academic Vocabulary
- Multiple Intelligences Review and Resources
- Thematic MAPs for 2018-2019
- Revise Pacing Guide for Lucy Calkins Writing



2017-2018 Back to School In-Service

Friday, August 4

8:00-8:30 Meet, Greet, Eat

8:30-8:00 Vision and Goals (Jo)

All we have done:

Writing Curriculum, Continuum, Benchmarks, Pacing

Language Arts Intervention Assessments (Toolkits)

Reading Curriculum (Developing)

Responsive Classroom

Bal-A-Vis-X

Evergreen Project

Theme

8:45-9:00 Mindfulness (Mary Lee)

9:45-10:00 Break

10:00-10:45 Growth Mindset (Julie and Kathy)

10:45-11:00 Sushi Cats (Betsy)

11:00-12:00 Miscellaneous

Health (Jesse)

Civil Rights-15 video (Jesse)

Sick Pay (Brian)

Evergreen Project (Rhuta)

Supplies (Tina)

EPI Pen (Daniella)

12:00-1:00 Lunch provided by Satori

1:00-2:00 Responsive Classroom Conference (Sasha, Karen, Summer, Tara)

Break Out Session:

Pre-1st Karen

2nd-5th Summer, Tara

6th-8th Sasha, Kathy, Jo

2:00-2:15 Break

2:15-? First Day Schedule

First Six Weeks

Calendar- Up and Coming

Decisions

Theme: Relationships



2017-2018 Back to School In-Service

Monday, August 7

- 8:00-8:30 Meet, Greet, Eat
- 8:30-8:45 Staff Picture
- 8:45-9:00 Buddies/Middle School (Jo)
- 9:00-10:45 Behavior Management (Katie)
Mindset (Katie)
Shift and 7 Simple Steps (Katie)
- 10:45-11:00 Break
- 11:00-12:00 Break Out Session
- Charter – Meet at Middle School (Katie)
- SPED Laws
 - Importance of IEP
 - FAPE and LRE
 - Importance of teachers in IEP Development
 - Discipline – FAG
- 2's through Pre-K – Meet at Private (Jo)
- NAEYC Certification
- K/1 and First – Meet at Private (Kathy)
- TBD
- 12:00-12:30 Lunch provided by Satori
- 12:30-1:00 Specialists Schedules (All Staff?) Where?
- 1:00-2:00 DCS (Linda from DCS)
- 2:00-3:00 Middle School IEPs and 504 (Patty and Jesse)
1st-5th First Twenty Days Literacy
Private and Extended Care (Jo)
- 3:00-3:30 2nd-5th IEPs and 504 (Patty and Jesse)
Middle School (Planning)
- 3:30-4:00 Private and Extended Care (Jo)
Math Placement 2nd-5th (Jesse)

Tuesday, August 8



2017-2018 Back to School In-Service

- 8:00-8:30 Meet, Greet, Eat
- 8:30-10:15 Relationships Theme (Jo)
Differentiated Instruction
PBL World Culture Fair
Policies and Procedures
- 10:15-10:30 Break
- 10:30-11:00 Safety Plans (Jo and Jesse)
Fire Drill
Closed Campus
Evacuation
Parent Concerns
- 11:00-11:15 Entourage Challenge
- 11:30-12:00 Middle School Grade Posting (Jesse and Chris T)
Private – Assessments (Jo)
2nd-5th – New Report Card(Kathy)
- 12:00-1:00 Lunch on our own
- 1:00-4:00 Planning
- 4:00-4:30 New Parent Orientation
- 4:30-5:00 Meet the Teacher

CERTIFICATE OF
ATTENDANCE

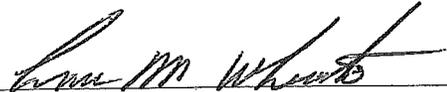
This certificate is awarded to

Julie Deal

BAL-A-VIS-X
LEVELS 1, 2 AND ADAPTIVE

ANNE WHEATON, TERRY TINNEY, INSTRUCTORS
TUCSON, ARIZONA
NOVEMBER 8TH, 9TH, 10TH
2013

17 HOURS OF INSTRUCTION



Anne Wheaton

7-16-13



Terry Tinney

7-16-13

CERTIFICATE of COMPLETION

This certifies that

Tara Patton Wieber

has completed 12 hours of online training

Mindful Schools K-12 Curriculum Training, 1 CEU

Mindful Schools Curriculum Training July 2015

Trainer(s):



Megan Cowan



Vinny Ferarro



Chris McKenna

Mindful Schools

Certificate of Completion

Julie Deal

name

Participated in and successfully completed the

CAFE Online Seminar

Presented by The 2 Sisters

Aug 5, 2015

date

Gail

Gail Boushey

Joan

Joan Moser

Allison

Allison Behne

*Online discussions, webinars, and course readings
equal 15 hours of contact time.*

NATIONAL CONFERENCE ON
Innovative Counseling
Skills and Strategies

4th ANNUAL

June 12-14, 2014

Students
Who Are

Wired Differently
National Conference

Las Vegas, NV

Contact Hour Monitoring Form

Thursday, June 12, 2014

Time	Program	Title	Name of Speaker	# of Hours	Initials
8:20		Scared Sick	Robin	1	JA
10:00		More Books Books that make people	Julia Cook	1	JA
11:20		Encouragement, Empowerment Excellence	Pamela Bouie	1	JA
1:45		200+ High Schoolers Session with 12 teachers	Amanda Allen	1	JA
3:00		Visual/Auditory Learning	Gosney	1	JA

Friday, June 13, 2014

Time	Program	Title	Name of Speaker	# of Hours	Initials
8:30		Bridging the Gap	Potter	1	JA
10:00		Out of Frustration	Kyle	1	JA
11:20		10 Critical Issues Educators	Paget	1	JA
1:45		"Give 'em Five"	Thompson	1	JA
		W/ Raping Character Education	Kip Jones	1	JA

Saturday, June 14, 2014

Time	Program	Title	Name of Speaker	# of Hours	Initials
8:30		Using Positive Behavioral Intervention	Leach	1	JA
10:00		Using Misunderstood Animals	Bowman	1	JA
11:15		You Make A Difference!	Wetzel	1	JA
1:45					
3:00					

Total Hours Attended (total of sessions that are initialed above) 13

I certify that the information presented on this form is complete and accurate.

Signature of Attendee

Liz Gingrich

6/14/14
Date

License Number (if applicable)

This organization, Developmental Resources #1053, is approved as a provider for social work continuing education by the Association of Social Work Boards (ASWB) HYPERLINK "http://www.aswb.org" www.aswb.org through the Approved Continuing Education (ACE) Program. Developmental Resources maintains responsibility for the program. ASWB Approval Period 2013-2016. Social workers should contact their regulatory board to determine course approval for continuing education credits. Social workers participating in this course will receive Social Work Clinical continuing education clock hours.

Please check with your local Board or Governing Agency for additional approvals.

* Running with Flat Feet

Certificate of Completion

Julia Deal

name

Participated in and successfully completed the

Daily 5 Online Seminar

Presented by The 2 Sisters

Aug 5, 2015

date

Gail

Gail Boushey

Joan

Joan Moser

Allison

Allison Behne

*Online discussions, webinars, and course readings
equal 15 hours of contact time.*

SOUTHERN ARIZONA REGIONAL EDUCATION CENTER

SANTA CRUZ

PIMA
COCHISE

*Certificate of Attendance
This verifies that*

Donna Gary

attended the

Southern Arizona Regional Education Center – ELA Academic Standards

January 8, 9, 22, 23, 29, 2018 8:30-3:30

Workshop: Teaching Reading Effectively

PARTICIPANT IS ELIGIBLE FOR 36 HOURS OF PROFESSIONAL DEVELOPMENT RE-CERTIFICATION CREDIT



Jacquie Clay, Superintendent
Office of the Cochise County School Superintendent



Dustin Williams, Superintendent
Office of the Pima County School Superintendent



Alfredo L. Velasquez, Superintendent
Office of the Santa Cruz County School Superintendent

SOUTHERN ARIZONA REGIONAL EDUCATION CENTER

SANTA CRUZ

PIMA

COCHISE

*Certificate of Attendance
This verifies that*

Julie A. Deal

attended the

Southern Arizona Regional Education Center – ELA Academic Standards

July 24th – 28th, 2017 8:30 am – 3:30 pm
Workshop: Teaching Reading Effectively

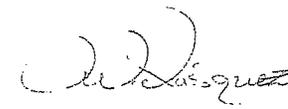
PARTICIPANT IS ELIGIBLE FOR 30 HOURS OF PROFESSIONAL DEVELOPMENT RE-CERTIFICATION CREDIT



Jacqui Clay, Superintendent
Office of the Cochise County School Superintendent



Dustin Williams, Superintendent
Office of the Pima County School Superintendent



Alfredo I. Velasquez, Superintendent
Office of the Santa Cruz County School Superintendent



ARIZONA MASONIC FOUNDATION FOR CHILDREN

Certificate Of Completion

Elizabeth Gingrich

**Masonic Model Student Assistance Program (MMSAP)
May 29 – 31, 2012 (21 Hour Equivalency)**

Jerry Badinger
Program Director

Responsive Classroom®

Center for Responsive Schools, Inc.
 85 Avenue A, P.O. Box 718, Turners Falls, MA 01376-0718
 Phone: (800) 360-6332 Fax: (877) 206-3952
 www.responsiveclassroom.org

INVOICE IN4-00082202
 Customer No. 9FQ7VA

Bill to: Satori Schools
 3801 N 1st Ave
 Tucson, AZ 85719

Ship to: Satori Schools
 3801 N 1st Ave
 Tucson, AZ 85719

Invoice Date	Ship Via	F.O.B.	Terms	
May 5, 2015			N30	
Order Date	Purchase Order Number	Our Order Number	Contract Number	Sales Source
Apr 16, 2015		ORD013375	ORD013375	
Quantity	Item Number	Description	Unit Price	Amount
2.00	CHAZ16	Chandler, AZ RC Institute June 1-4, 2015 JULIE DEAL CRYSTAL MCCUE	729.00	1,458.00
			Invoice Total	1,458.00
			Payment Applied	1,458.00
			Balance due	0.00

Responsive Classroom®

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INVOICE IN4-00082201

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Bill to: Satori Schools
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Ship to: Satori Schools
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Invoice Date	Ship Via	F.O.B.	Terms	
May 5, 2015			N30	
Order Date	Purchase Order Number	Our Order Number	Contract Number	Sales Source
Apr 16, 2015		ORD013374	ORD013374	
Quantity	Item Number	Description	Unit Price	Amount
1.00	CHAZ16	Chandler, AZ RC Institute June 1-4, 2015 KATHY DICKERT	729.00	729.00
			Invoice Total	729.00
			Payment Applied	729.00
			Balance due	0.00