ALL IN!
Mission Vision Core Principles

Mission
A caring community dedicated to the success and well-being of all.

Core Principle #1
We are dedicated to the care and success of every student as if they were our own; never giving up on anyone.

Core Principle #2
We will ensure an emotionally and physically safe learning environment for all.

Core Principle #3
We will treat everyone with respect and integrity, while embracing differences.

Core Principle #4
We will employ intentional, purposeful, responsive instructional practices in every classroom.

Core Principle #5
We will collaboratively align all curriculum, instruction, and assessment.

Core Principle #6
We will actively participate in research-based professional development and collaboration aligned with our mission and vision.
• From Birth to 3 to CTE~
• Nurses, Counselors and Psychs . . .
  – All the folks for all the tykes!
Creating the Wheels

- Nurse
- Psych
- Counselor
- Coach
- Librarian
- Therapist
Feeling pruney!

• “You are only as good as what you are soaked in!”
the “Full—On” Training
A deeper understanding

• Increasing our evaluation literacy
The Fit: “Loose –Tight”

- Adherence to Rubric
- Language of MOU

- PLC context
- Attend trainings or not . .
The Fit: 2 District Initiatives

• Highly Effective PLCs
  – Designing formative assessments

• Student Engagement
  – Higher Level Questioning
  – Student to Student Discourse
The Ripple Effect: PLCs

- Student Growth Goals
- A tighter focus
# The Ripple Effect: TAP Program

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Establishing Procedures, Setting, and Expectations -

- Number Talk Environment should allow you to maintain close proximity to your students so you can observe and have informal interactions with them when they are communicating with each other. *(Danielson Component 2e: Organizing Physical Space)*
- Be Patient – provide appropriate wait time for the majority of students to solve the problem. “Hold it in the 6 inches between your ears!” *(Kindergarten Video Clip 1:47)*
- Make the number talk *PURPOSEFUL* with a focus/specific skill in mind. Goldilocks design in mind “Just Right Number Talk” *(Know your Students – 1d)*
- Encourage student communication throughout the number talk. *(Turn and Talk, Think-Pair-Share, collaborative conversations, conferring with small groups. Danielson Component 3b: Using Questioning and Discussion Techniques)*
- GLAD Strategy – 10/2 Turn to your elbow partner and share what you know about solving the math equation. Give them many opportunities to hear and share the language of math...
Making it work
Creating the infrastructure

The "GRID"
Making a Difference?

• Anchoring data to faces
Next steps

• Early and frequent training for those
  – New to teaching or ESA
  – New to our district’s framework
  – New administrators
Staying the course

- Commitment
- Community
- Caring

Our Number 1 Priority = Our Students
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