

# T.E.A.M. Woodruff's *Playbook*

## WOODRUFF ELEMENTARY MISSION

WE LEARN AT HIGH LEVELS

WE REACH OUR GOALS

WE DO WHATEVER IT TAKES

WE ARE T.E.A.M. WILDCATS

## WOODRUFF ELEMENTARY VISION

OUR SCHOOL WILL PREPARE STUDENTS FOR  
THEIR TOMORROW BY HONORING OUR  
COLLECTIVE COMMITMENTS AND EMPOWERING  
STUDENTS TO BE SELF-MOTIVATED LEARNERS  
WHO EXPECT THE BEST OF THEMSELVES.



## Collective Commitments

- We will all take collective responsibility for every student's success.
- We will provide a safe, secure, and supportive learning environment.
- We will have essential standards to create a guaranteed and viable curriculum.
- We will use the teaching assessing cycle to plan and monitor Tier 1 instruction, prevention and interventions together as a team.

# Professional Learning Community

Team Meetings	
Team Meeting Expectations	Due Dates
<ul style="list-style-type: none"> <li>◦ Team NORMS reviewed, revised, and followed</li> <li>◦ Discussion driven by the 4 PLC questions/Teaching Assessing Cycle</li> <li>◦ Weekly agenda sent to Matt</li> <li>◦ Daily meetings for 45 minutes from 2:15 p.m. - 3:00 p.m.</li> <li>◦ Focus on student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>✓ By <u>8/26</u> create and revise team NORMS</li> <li>✓ Evaluate team NORMS by <u>1/6</u></li> </ul>
Team Meeting Outcomes	<ul style="list-style-type: none"> <li>✓ Essential Report Cards Sent Out by               <ul style="list-style-type: none"> <li>• Term 1: 10/24</li> <li>• Term 2: 2/21</li> <li>• Term 3: 5/26</li> </ul> </li> <li>✓ Team Days Done by:               <ul style="list-style-type: none"> <li>• Day One: 10/28</li> <li>• Day Two: 1/27</li> <li>• Day Three: 4/28</li> </ul> </li> <li>✓ SLO               <ul style="list-style-type: none"> <li>• Due Date: ?</li> <li>• Due Date: ?</li> <li>• Due Date: ?</li> <li>• Due Date: ?</li> <li>• Finalized: ?</li> </ul> </li> <li>✓ Observer Tab               <ul style="list-style-type: none"> <li>• Due Date: ?</li> <li>• Finalize: ?</li> </ul> </li> <li>✓ Stakeholders Input               <ul style="list-style-type: none"> <li>• Due Date: ?</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Review Norms               <ul style="list-style-type: none"> <li><input type="checkbox"/> Revise if needed</li> </ul> </li> <li><input type="checkbox"/> Each week complete the following essentials:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Weekly agenda <u>sent</u> to Matt</li> <li><input type="checkbox"/> Tier 3 discussions                   <ul style="list-style-type: none"> <li><input type="checkbox"/> Review Intervention Team Flags at least once a week</li> </ul> </li> <li><input type="checkbox"/> Data Protocols for reading, math, and writing (Tier 1 &amp; 2)                   <ul style="list-style-type: none"> <li><input type="checkbox"/> Duplicate page 1 to create a new protocol to complete each week for a continuous running document per subject (math, reading, writing)</li> <li><input type="checkbox"/> Re-adjust past protocols to reflect current data: highlight students who are now proficient and have graduated from preventions/interventions</li> <li><input type="checkbox"/> Highlight which area(s) of the teaching assessing cycle your team is working on during the meeting</li> <li><input type="checkbox"/> Complete any part of the protocol that your team is working on</li> </ul> </li> <li><input type="checkbox"/> Teaching assessing cycle discussions (Tier 1)</li> <li><input type="checkbox"/> Professional learning on Assessment as a school on Mondays</li> </ul> </li> </ul> <p><b>Possible additional items for team time</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss Intervention Team Flags (IT action team member)</li> <li><input type="checkbox"/> Discuss PBIS Flags (PBIS action team member)</li> <li><input type="checkbox"/> School wide essentials data document (GC action team member)</li> <li><input type="checkbox"/> LETRS</li> </ul>	
Team Day Expectations	Resources
<ul style="list-style-type: none"> <li>◦ Three times a year</li> <li>◦ Email Matt dates and agendas</li> <li>◦ Team NORMS reviewed, revised, and followed</li> <li>◦ Create/Update/Revise Essential Unit Plans for a Guaranteed and Viable Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>✓ <a href="#">Data Protocol</a></li> <li>✓ <a href="#">Agenda Template</a></li> <li>✓ <a href="#">Schoolwide Data</a></li> <li>✓ <a href="#">Report Card</a></li> <li>✓ <a href="#">Intervention Flag</a></li> <li>✓ <a href="#">PBIS Flag</a></li> <li>✓ <a href="#">Master Schedule</a></li> </ul>
Team Day Outcomes	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Review Woodruff Collective Commitments</li> </ul>	

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| <ul style="list-style-type: none"><li>❑ Review/revise/create reading, math, writing Essential Unit Plans</li><li>❑ Introduction of learning and language targets</li><li>❑ Implement ongoing checks for understanding (formative assessments)</li><li>❑ Implement a minimum of one common formative assessment in addition to the common end of unit assessment.<ul style="list-style-type: none"><li>❑ Planned time in tier 1 for responding to common formative assessments (this is tier 1 prevention).</li><li>❑ Planned time in tier 1 for responding to common end of unit assessment (this is tier 2 intervention).</li></ul></li></ul> |  |
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# Response to Interventions

Instruction	
<b>RTI Expectations</b>	<b>Due Dates</b>
<ul style="list-style-type: none"> <li>◦ All students will be taught grade level guaranteed and viable curriculum (Tier 1)</li> <li>◦ The teaching assessing cycle will be implemented for grade level core instruction               <ul style="list-style-type: none"> <li>◦ Prevention opportunities are provided during Core instruction (Tier 1)</li> <li>◦ Teams will collectively use at least one CFA before EOU to respond to student needs</li> </ul> </li> <li>◦ Students are given supplemental support (Tier 2) after they did not show mastery on End of Unit Assessments</li> <li>◦ Identify and provide remediation (Tier 3) for students in a timely, proactive manner</li> <li>◦ Intervention Flags are used to support the RTI system</li> <li>◦ Plan for time to reteach and extend</li> </ul>	
<b>RTI System</b>	<b>Resources</b>
<p><b>Tier 1 Universal Access and Prevention</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Grade Level Screener administered to all students           <ul style="list-style-type: none"> <li><input type="checkbox"/> If 80% <b>do not</b> meet benchmark then evaluate core instruction and reteach prerequisite skills</li> <li><input type="checkbox"/> If 80 % meet benchmark then analyze for specific student needs</li> </ul> </li> <li><input type="checkbox"/> Grade Level Core Instruction           <ul style="list-style-type: none"> <li><input type="checkbox"/> Essential grade level curriculum taught using the Teaching Assessing Cycle</li> <li><input type="checkbox"/> PBIS system is implemented with fidelity</li> <li><input type="checkbox"/> Tier 1 prevention loops in place based on formative assessments</li> </ul> </li> <li><input type="checkbox"/> During Team Meetings           <ul style="list-style-type: none"> <li><input type="checkbox"/> Teams meet weekly to analyze core instruction using the data protocol in order to reflect on teaching practices and assess student progress</li> </ul> </li> </ul>	
<p><b>Tier 2 Supplemental Interventions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> During Team Meetings           <ul style="list-style-type: none"> <li><input type="checkbox"/> Interventions planning to prioritize students with greatest need based on EOU assessment data</li> </ul> </li> <li><input type="checkbox"/> Implement Intervention           <ul style="list-style-type: none"> <li><input type="checkbox"/> 2-3 days a week within Core instruction time (Tier 1)</li> <li><input type="checkbox"/> Assess, monitor, document and track progress</li> </ul> </li> </ul>	
<p><b>Tier 3 Intensive Remediation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> During Team Meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Grade level screener administered within the first two weeks of school</li> <li>✓ Turn in completed Intervention Flags</li> </ul>
	<ul style="list-style-type: none"> <li>✓ <a href="#">Data Protocol</a></li> <li>✓ <a href="#">Schoolwide Data</a></li> <li>✓ <a href="#">Intervention Flag</a></li> <li>✓ <a href="#">PBIS Flag</a></li> <li>✓ <a href="#">Master Schedule</a></li> </ul>

- ❑ Analyze data to identify students with remedial needs (below grade level) as a grade level team
  - ❑ Prioritize greatest needs using additional diagnostic tests when needed
  - ❑ Intervention team member begins an Intervention Flag
    - ❑ First Intervention created by grade level team
      - ❑ Collect assessments and evidence
    - ❑ Second Intervention created by grade level team
      - ❑ Collect assessments and evidence
    - ❑ Third Intervention created by grade level team
      - ❑ Collect assessments and evidence
      - ❑ One of the three interventions implemented by a different team member
  - ❑ Completed Flags turned into Intervention Team and grade level schedules a meeting with the Intervention Team
  - ❑ Intervention team and grade level teacher team meet to intensify remediation after grade levels have exhausted their resources
- ❑ Remediation
  - ❑ Implement intensive remediation with fidelity
  - ❑ Assess progress and track data
  - ❑ Follow up with the Intervention Team when necessary

## RTI Outcomes

- Grade levels enhance Core Instruction (Tier 1)
  - ◆ Students master grade level essentials
  - ◆ Teachers reflect on effectiveness of Core Instruction
- Grade levels refine supplemental support (Tier 2)
  - ◆ Students master grade level essentials
  - ◆ Teachers reflect on effectiveness of supplemental supports (Tier 2)
  - ◆ Teachers respond in a timely manner
- Grade levels gain understanding and reflect on remedial needs (Tier 3)
  - ◆ Student gaps are filled in a timely manner
  - ◆ Teachers use the Intervention Flag to reflect on remediation effectiveness

# Positive Behavior Intervention Support

## T.E.A.M

**T**reat others how they want to be treated

**E**ngage in the now

**A**ccountable for myself

**M**ake safe choices

## PBIS Teacher Expectations

- Classroom expectations posted and aligned with T.E.A.M. Schoolwide Expectations
- T.E.A.M Matrix posted in each classroom
- Explicitly teach school wide behavior expectations according to the matrix throughout the year
- Hand out tags daily to recognize any student following expectations
- Use T.E.A.M. flag consistently to follow PBIS System
- Flags turned in monthly
- TEAM Flag is used to document behaviors to *prevent* repetitive/major behaviors
- Introduce and review the TEAM Flag process at the beginning of the year using prepared slides with students

## PBIS System

### Tier 1 & 2 Classroom Management Preventions and Interventions

- Minor Behavior (grade level teams take lead role)
- If 80% **do not** meet benchmark then evaluate classroom management and reteach schoolwide expectations (Matrix)
- If 80% meet benchmark then analyze for specific student needs
  - Start Flag if...
    - Behavior is affecting their learning or the learning of others
    - 80% of your class can follow expectation
      - First Intervention - start T.E.A.M Flag
        - Increase the Big 8 strategies
      - Second Intervention - add to T.E.A.M Flag and talk with grade level team
        - Reteach expected behavior with guided practice
      - Third Intervention- add to T.E.A.M Flag
        - Reteach expected behavior with guided practice
        - Seek support from Jackie, Coaches and Intervention Team
      - Fourth Intervention - turns into a Major Behavior

## Due Dates

✓ Schoolwide expectations (Matrix) taught within the first two weeks of school & schedule for reviewing the rest of the year

✓ Classroom expectations and Matrix posted within the first two weeks of school

✓ Turn in Flags the last PLC meeting of the month

✓ Student tags used by the end of December

✓ Data is shared monthly at faculty meetings

- ☐ Student is sent with completed flag to Matt and/or Jackie
- ☐ Students start with a clean slate after two weeks of intervention

✓ [Big 8 strategies](#)

### Tier 3 Behavior Management Remediation

- ☐ Major Behavior (Matt and Jackie take lead role)
  - ☐ First Step - student is in a appropriate area and situation is settled
    - ☐ Jackie starts a refocus referral form
  - ☐ Second Step - student conference, complete major referral form with teacher, and contact parent(s)
  - ☐ Third Step - conference by next school day with necessary adults, copy Major referral form for necessary adults and follow through with consequences and preventions
  - ☐ New major begins at first step to adjust team intervention
  - ☐ Fourth Step - celebration follow-up meeting
- ☐ Team Tags
  - ☐ Faculty and staff hand out tags daily
  - ☐ Students collect tags to spend during grade level school store time

### Resources

✓ [Data Protocol](#)

✓ [PBIS Flag](#)

✓ [Slides](#)

✓ [Minor vs Major Response](#)

### PBIS Success Criteria

- Flags and tags are collected and recorded
  - ◆ Data analyzed monthly by PBIS team and shared at faculty meetings
    - Schoolwide practices are adjusted according to data trends
- Teachers reflect on their behavior management through survey data
  - ◆ Behavior management practices are adjusted according to student needs
- Students feel safe and supported
- Teachers feel supported and confident in behavior management

# Guiding Coalition Team

Team Meetings	
<b>Coalition Meeting Expectations</b>	<b>Due Dates</b>  ✓ Re-evaluate Coalition Meeting Structure in January  <b>Resources</b>  ✓ <a href="#">Data Protocol</a> ✓ Agenda Template ✓ Schoolwide Data ✓ Report Card ✓ Intervention Flag ✓ PBIS Flag ✓ <a href="#">Master Schedule</a>
<ul style="list-style-type: none"> <li>◦ Have an open mind and always come back to what is best for students</li> <li>◦ Build shared understanding through hard conversations (and some easy ones)</li> <li>◦ Agenda Driven               <ul style="list-style-type: none"> <li>◦ Clear Norms</li> <li>◦ Accurate exchange of information</li> <li>◦ Tangible action steps</li> <li>◦ Conclude each meeting with consistency</li> </ul> </li> <li>◦ We are Lead Learners, Doers, and Builders</li> <li>◦ Data driven and research based</li> <li>◦ Be the voice of your grade level team</li> <li>◦ Be the positive and supportive voice of the guiding coalition</li> </ul>	
<b>Coalition Meeting Structure</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Review Norms               <ul style="list-style-type: none"> <li><input type="checkbox"/> Revise as needed</li> </ul> </li> <li><input type="checkbox"/> Start with a clear purpose - learning target</li> </ul> <p><b>Data Meeting</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> PBIS               <ul style="list-style-type: none"> <li><input type="checkbox"/> Review Data</li> </ul> </li> <li><input type="checkbox"/> Response To Intervention               <ul style="list-style-type: none"> <li><input type="checkbox"/> Review school wide essential data document                   <ul style="list-style-type: none"> <li><input type="checkbox"/> Tier 1</li> <li><input type="checkbox"/> Tier 2</li> <li><input type="checkbox"/> Tier 3 (Intervention Team)                       <ul style="list-style-type: none"> <li><input type="checkbox"/> Has the team started a Flag for each intensive student?</li> <li><input type="checkbox"/> Allocate and coordinate time and resources</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p><b>Lead Learner Meeting-Choose your own adventure</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Topics based on data meeting and topics pushed down from the district</li> <li><input type="checkbox"/> Summarize meeting discussion               <ul style="list-style-type: none"> <li><input type="checkbox"/> Clarify action plan</li> </ul> </li> </ul>	
<b>Scope and Sequence</b>	
<ul style="list-style-type: none"> <li>• T.E.A.M. Woodruff's Playbook</li> <li>• RTI</li> <li>• PBIS</li> </ul>	



## Coalition Meeting Outcomes

- Build consensus for the school's mission of collective responsibility
- Use data to create an effective support system for teachers and students
- Teachers utilize the T.E.A.M. Woodruff's Playbook
  - ◆ To create greater clarity for what is expected of teachers
  - ◆ To ensure student's success and support

# Woodruff Elementary Goals

School Improvement Plan (SIP) Goals 2022 - 2023	Due Dates
<ul style="list-style-type: none"> <li>By the end of the 2022-2023 school year, Woodruff as a school will increase the percentage of students at benchmark from BOY to EOY by 7%, and increase students above benchmark from BOY to EOY by 8% as measured by Acadience Reading. This will be supported by ensuring students are present for all tier 1 instruction by using the SWPBIS system with fidelity, to decrease refocus and office referrals from the previous year.</li> <li>By the end of the 2022-2023 school year, 100% of Woodruff students will demonstrate proficiency on grade level math essentials, as measured by grade level essential assessments.</li> <li>By the end of the 2022-2023 school year, Woodruff students' academic achievement will increase as a result of improved teacher data analysis. As measured by the results of goals one and two.</li> </ul>	<p>✓ SLO Goal</p> <ul style="list-style-type: none"> <li>Due Date: ?</li> <li>Due Date: ?</li> <li>Due Date: ?</li> <li>Due Date: ?</li> <li>Finalized: ?</li> </ul> <p>✓ Observer Tab Goals</p> <ul style="list-style-type: none"> <li>Due Date: ?</li> <li>Finalize: ?</li> </ul>
Early Literacy Goals 2022 - 2023	<p>✓ SLO form</p>
<ul style="list-style-type: none"> <li></li> </ul>	<p>✓ <a href="#">ObserverTab</a></p>
SLO	<ul style="list-style-type: none"> <li>Due Date: ?</li> <li>Finalize: ?</li> </ul>
<ul style="list-style-type: none"> <li>Goal for each grade level and each teacher needs to align with the SIP goal on reading. See goal above.</li> </ul>	
Professional Goal	
<ul style="list-style-type: none"> <li>One goal that has to do with improving your classroom assessments. (Formative, Common Formative, Common End of Unit)</li> <li>One goal that you would like to work on individually.</li> </ul>	

# Specific Roles at Woodruff

## Principal

- Ensures a productive learning environment through continual collaboration with teachers, students, and parents.
- Facilitates opportunities to connect with students by being present and available during arrival and dismissal, by appearing at school functions, and by meeting with students.
- Enforces disciplinary policies and procedures with students.
- Participates in parent meetings and conferences and acts as intermediary between parents, teachers, and students to deal with a variety of needs or issues.
- Maintains competency and student academic achievement as prescribed by the school board.
- Presides over staff meetings.
- Ensures completion of routine and required paperwork including attendance reports, test results, and licensing information for students, educators, staff, and school management.
- Ensures that necessary maintenance and repairs to the school property are performed.
- Coordinates staff development for faculty and staff; provides instruction if needed.
- Oversees the allocation of supplies and equipment.
- Oversees and implements the school budget, approving new programs and expenditures as appropriate.
- Represents the school in community activities and meetings.
- Interacts with various stakeholders to foster a positive relationship between the school and community including the PTA, community organizations, and leaders.
- Acts as liaison between the district and the school; communicates needs and information to both sides.
- Collaborates with other principals and educators throughout the district to choose and develop curriculum and textbooks that align with local, state, and national standards.
- Performs other related duties as assigned.

## Coaches

- Support the philosophy, mission and vision of the Elementary School.
- Works in conjunction with the building principal and the district instructional team (e.g. instructional coaches, teacher specialists, principals, and district directors) to improve instructional practices and student learning.
- Works with the district instructional team to provide and/or arrange for professional development for all teachers.
- Creates a positive, professional environment conducive with district and school initiatives.
- Collaborates with teachers and other school leaders to bring effective, evidence based instructional practices to the classroom.
- Facilitate the intellectual and professional development of teachers with a focus on improving student achievement.
- Communicate and demonstrate researched-based instructional practices that result in increased student performance.
- React to change productively and handle other tasks as assigned.
- Utilizes the instructional coaching process in one-on-one and small group settings to provide support to teachers and school leaders in implementing evidence-based instructional strategies for the purpose of increasing student engagement, improving student achievement, and building teacher capacity.
- Build relationships with teachers by working in a confidential, non-evaluative, and supportive manner.

## Teachers

- Adapts classroom work for the purpose of providing students with instructional materials that address individualized learning plans within established lesson plans.
- Administers developmental testing programs, subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment.
- Assesses student progress towards objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.
- Collaborates with instructional staff, other school personnel, parents, and a variety of community resources for the purpose of improving the overall quality of student outcomes and achieving established classroom objectives in support of the school improvement plan.
- Counsels students for the purpose of improving performance.
- Demonstrates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that

addresses individual student requirements.

- Directs assistant teachers, student teachers, instructional assistants, volunteers, and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- Instructs students for the purpose of improving their success in academic and interpersonal skills through a defined course of study.
- Manages student behavior for the purpose of providing a safe and optimal learning environment.
- Monitors students in a variety of educational environments (e.g. classroom, field trips, etc.) for the purpose of providing a safe and positive learning environment.
- Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform functions.
- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.
- Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- Reports incidents, as needed, for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to Education Code and school policies.
- Responds to emergency situations for the purpose of resolving immediate safety concerns and/or directing to the appropriate personnel for resolution.
- Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, etc.) for the purpose of resolving issues, providing information and/or direction.
- Supports classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans.

### **Education Support Professionals**

- Administers classroom assignments, tests, homework assignments, make-up work, etc. for the purpose of supporting teachers in the instructional process.
- Assists in delivering classroom activities, assignments and/or materials under the direction of the supervising teacher for the purpose of supporting and reinforcing classroom objectives.
- Assists students, individually or in small groups, with lesson assignments (e.g. read stories, listen to students read, providing writing assistance, reinforce English lessons, provide spelling practice, facilitate activities, computer learning programs, etc.) for the purpose of practicing and/or reinforcing learning concepts and assisting students in reaching academic goals and grade level standards.
- Attends meetings and in-service presentations for the purpose of acquiring and/or conveying information relative to job functions.
- Communicates with teachers and/or parents for the purpose of assisting in evaluating progress and/or implementing IEP objectives.
- Implements, under the supervision of assigned teacher, instructional

programs and lesson plans for the purpose of presenting and/or reinforcing learning concepts.

- Maintains classroom equipment, work area, and manual and electronic files and records for the purpose of ensuring availability of items; providing written reference; providing a safe learning environment; and/or meeting mandated requirements.
- Reports observations and incidents relating to specific students (e.g. accidents, fights, inappropriate social behavior, violations of rules, safety conditions, etc.) for the purpose of communicating information to appropriate instructional and/or administrative personnel.
- Responds to emergency situations (e.g. injured student, fights, etc.) for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution.
- Supports classroom teachers and other school personnel for the purpose of assisting them in the implementation of curriculum and teaching methodologies.

# New Teacher Expectations Cheat Sheet

## Unwritten Teacher Expectations (now written)

- Follow [District Flagship Plan](#)
- Taking timely attendance
- [Progress Monitor](#) at prescribed rate
- Follow grade level scope and sequences
- Plan together weekly instruction
- Send home a [grade level essentials based report card](#) three times during the year
- Use/Fill out [Intervention flags](#)
- Use/Fill out [PBIS flags](#)
- Use [Gradual Release of responsibility](#) in your daily instruction
- Use EL strategies throughout daily lessons
- Learning and Language Targets posted daily “I can....”
- Use thinking maps in your instruction
- [Follow district homework policy](#)
- Use Schoolwide google folder to save team documents that Matt needs to monitor
- Attend Weekly ITM meetings
- Mentoring
- Referral Processes
  - For school counselor
  - For Ian
  - For SPED services
- Have these things posted in your classroom:
  - Thinking Maps posters
  - T.E.A.M. Matrix
  - 3-5 classroom expectations tied to T.E.A.M. Woodruff expectations
  - DIR-S Flier next to the door
  - Daily learning and language targets
- Here is the point of contact for the following things:
- Participate in monthly STEM activities
- Printer etiquette
- Stay with your class in the lunch line until they all sit down at their table
- Arrival: meet class outside at 7:45am in their assigned spot on the black top
- Dismissal: walk class out to black top at the end of the day and dismiss from designated spot at 2:05pm
- Notify Matt when a DCFS/CPS needs to be called, send Jackie the case/reference # that they give you at the end of the call
- Out of contract duties:
  - Action Team participation
  - Literacy and STEM related night
  - IEP attendance of the students assigned to your class



**2022-2023**

**Woodruff**

**Action Teams**



## Guiding Coalition

Kristine Lowder	Kindergarten
Kate Clayton	1st Grade
Jen Johnson	2nd Grade
Jen Green	3rd Grade
Cassie Tollefson	4th Grade
Breanna Parker	5th Grade
Sam Parker	Instructional Coach
Kacee Murray	Instructional Coach
Matt Bennett	Principal
McCall Holmes	SPED Resource

- Meet regularly (twice a month)
- Lead Learners
- Determines next steps for our school
- Build consensus for the school's mission of collective responsibility
- Create a master schedule that provides sufficient time for team collaboration, core instruction, supplemental interventions, and intensive interventions
- Assist with articulating essential learning outcomes across grade levels and subjects
- Lead the school's efforts at Tier 1 for schoolwide behavior expectations, including attendance policies and awards and recognitions (SWPBIS)
- Ensure that all students have access to grade-level core instruction
- Ensure that sufficient, effective resources are available to provide Tier 2 interventions for students in need of supplemental support in motivation, attendance, and behavior
- Lead the school's universal screening efforts to identify students in need of Tier 3 intensive interventions before they fail
- Identify students needing intensive support, Create a dynamic, problem-solving site intervention team, Prioritize resources based on greatest needs, Create a systematic and timely process to refer students to the site intervention team, Assess intervention effectiveness.
- Ensure that sufficient, effective resources are available to provide Tier 3 interventions for students in need of intensive support in the universal skills of reading, writing, number sense, English language, motivation, attendance, and behavior
- Continually monitor schoolwide evidence of student learning
- Candidly discuss current reality
- Assist in creating a doable plan that defines specific responsibilities and includes the resources needed to meet these expectation
- Assist in developing school wide forms when needed
- Attend to SAC responsibilities

## Intervention Team

Kristine Lowder	Kindergarten
Ryann Thompson	1st Grade
Alicia Danyew	2nd Grade
Tyanna Sanchez	3rd Grade
Crystal Duce	4th Grade
Heather Goodwin	5th Grade
McCall Holmes	SPED Resource
Kacee Murray	Instructional Coach

- Regularly meet (at least twice a month)
- Establish norms
- Agenda
- Note taking
- Analyze data that is put into the tier 3 intervention database
- Groups of students: analyze to support, develop, select, and evaluate tier 3 interventions
- Individual: address the needs of the individual students who are brought to the team
- Utilize Inquiry Cycle (analyze evidence, determine focus, implement and support, analyze impact) to improve school-wide system (at least 2 times a school year)
- Provide training when needed

## PBIS Team

Nicole Cherry	Kindergarten
Kiersten Shelton	1st Grade
Haily Panter	1st Grade
Jordyn Crandall	2nd Grade
Bethany Peterson	3rd Grade
Cassie Tollefson	4th Grade
Breanna Parker	5th Grade - Team Lead
Aubrey Keaukoa	SPED Resource
Jackie Peterson	Refocus Specialist
Nate Drake	Specialist

- Regularly meet (twice a month)

- Establish norms
- Agenda
- Note taking
- Collect data from TEAM Flags every other week on a staggered basis (Kinder, 1st, & 2nd -end of the 1st and 3rd weeks, 3rd, 4th, & 5th - end of the 2nd and 4th weeks)
- Collect data from Team Tags that are used at the Woodruff store weekly
- Groups of students: analyze to support, develop, select, and evaluate tier 3 interventions
- Individual: address the needs of the individual students who are brought to the team
- Utilize Inquiry Cycle (analyze evidence, determine focus, implement and support, analyze impact) to improve school-wide system (at least 2 times a school year)
- Provide training when needed

### STEM Team

Jen Roos	Kindergarten
Whitley Clayton	1st Grade
Amy Smart	SPED Speech
Jen Green	3rd Grade Co-chair
Whitney Nafus	4th Grade
Austin Humphries	5th Grade Co-Chair
Clarissa Thompson	SPED Life Skills
Thomas Hawes	Specialist

- Regularly meet (at least once a month)
- Establish norms
- Agenda
- Note taking
- Organize monthly school-wide STEM activities
- Organize in conjunction with PTA the STEM at Work Night and STEM Fair
- Gather evidence from STEM related activities for reauthorization process

### Community Council

Jen Johnson	2nd grade
Leslie Rigby	3rd Grade

- Attend monthly meetings
- Actively participate
- Be the voice of the teachers while in the meetings

## PTA

Kate Clayton	1st Grade
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- Attend monthly meetings
- Actively participate
- Be the voice of the teachers while in the meetings

## Social/Sunshine, Safety, Student Wellness (SSS)

Lindsey Johnson	Kindergarten
Laura Sawyer	1st Grade      Chair
Angie Campos	2nd Grade
Erin Weis	4th Grade
Brianne Hess	5th grade
Sam Parker	Instructional Coach      Chair
Chay DeCamp	SLP
Melinda Garren	Media Specialist
Kristy Jackman	Computer Specialist
Anna Anawalt	Music Specialist
Kristi Majumdar	ELL Teacher

- Regularly meet (at least once a month)
- Establish norms
- Agenda
- Note taking
- Be aware of birthdays, expecting teachers, deaths, leaving staff members, retiring staff members
- Organize staff socials
- Attend a monthly meeting with district safety team
- Organize efforts to improve safety here at Woodruff, including safety drills
- Organize Christmas celebration for students
- Organize Wellness Celebrations (i.e. what we used to call AR parties) - 3 times a year
- Organize end of year activities (talent show, etc)
- Organize reading movement (introduction assembly, rewards, etc)
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