



Whitley Elementary School
Professional Development Day
August 8, 2016

Welcome.....Ms. Holcombe

- 📁 **AdvancED Accreditation Information**
- 📁 **ACT Aspire Dashboard**
- 📁 **Curriculum Updates**

Lunch

SAFETY and SECURITY Information.....Mr. Andy Howard,
School Resource Officer

ADMINISTRATIVE ORGANIZATION Session.....Ms. Holcombe

- ❖ **Update EdDir Roster online**
- ❖ **Whitley Elementary Staff Notebook - OneNote**
 - **Emergency Drill Information and procedures**
 - **Child Abuse or Neglect Reporting**



"Investing Jointly for Well Educated Students"

Whitley Elementary School
 Professional Development Day - 1/2 Day
 August 8, 2016

Presenter: JaaDaa S. Holcombe, Principal

Typed Name	Signature	Grade Level
Jacquelyn Johnson-Scott	Jacquelyn Scott	Pre-K
Sharon Randelson	Sharon Randelson	Pre-K
Alana Dailey	Alana Dailey	Kindergarten
Sherene Mason	Sherene Mason	Kindergarten
Emlyn Wilson-Hall	Emlyn Wilson-Hall	Kindergarten
Tegra Colston	Tegra Colston	First Grade
Ariel Dennis	Ariel Dennis	First Grade
Virginia Milling	Virginia Milling	First Grade
Quantrel Shipman	Shipman	First Grade
Neola DeAndrade	Neola DeAndrade	Second Grade
Mary Fowlkes	Mary Fowlkes	Second Grade
Melissa Henry	Melissa Henry	Second Grade
Mary Hoffman	Mary Hoffman	Third Grade
Donna Robinson	Donna Robinson	Third Grade
Pauline Ransom	Pauline Ransom	Fourth Grade
Sheronica Williams	Sheronica Williams	Fourth Grade
Jacinta Coleman	Jacinta Coleman	Fifth Grade
Audrey Streeter	Audrey Streeter	Fifth Grade
John Hollins	John Hollins	SPE
Mindy Jean Baez	Mindy Jean Baez	SPE
Mary Beam	Mary Full Beam	Speech
Cassandra Prather	Cassandra Prather	Reading Intervention
Latangula Bell	Latangula Bell	Math Intervention
Terry Bendolph	Terry Bendolph	Physical Education
Ashley Strickland	Ashley Strickland	Media Specialist
Deborah Smith	Deborah Smith	Technology/Title I
Karen Williams	Alba	Counselor
		ARI Coach
Karley Gunn	workshop	Itinerant Speech
JaaDaa S. Holcombe	J. Holcombe	Principal

Whitley Elementary School
 Professional Development Day - 1/2 Day
 August 8, 2016

Presenter: JaaDaa S. Holcombe, Principal

Typed Name	Signature	Grade Level
Vicky Hughes	<i>Vicky R. Hughes</i>	Pre-K Paraprofessional
Linda Ward	<i>Linda Ward</i>	Pre-K Paraprofessional
Mary Ann Williams	<i>Mary Ann Williams</i>	PE Aide
Paula Showers	<i>Paula Showers</i>	Retract
Barbara Wilson	<i>Barbara M. Wilson</i>	SPE Aide
Benita Jones	<i>Benita Jones</i>	SPE Aide
Cheryln Harris	<i>Workshop</i>	SPE Aide
Natosiha Jones	<i>Natosha Jones</i>	Parent Organizer
Elizabeth Cannon		Bookkeeper
Carmelita Robinson		Registrar

Mindi Baez

JaaDaa S.

Sp. Ed.

Accelerated Reader Implementation Plan

Whitley Elementary School

- I. Setting the Stage** **August 31, 2016**
 - A. Why is AR beneficial?
 - B. Goal setting procedures
 - C. Understanding the ZPD
 - D. Library folders, schedules, and procedures

- II. Accelerated Reader Best Practices** **Week of September 5, 2016**
 - A. Classroom expectations
 - B. Diagnostics and monitoring
 - C. ZPD manipulation

- III. Reports and Data Analysis** **Week of September 12, 2016**
 - A. Annual progress chart
 - B. STAR testing reports
 - C. Intervention tools

- IV. Development of Incentives and Support** **Week of September 19, 2016**
 - A. School-wide incentives
 - B. Grade level incentives
 - C. Classroom incentives
 - D. Community involvement

- V. Full Implementation and Accountability** **Week of September 26, 2016**
 - A. Encouraging faculty participation
 - B. Measuring school-wide progress
 - C. Monitoring student achievement

Accelerated Reader - Phase I

Whitley Elementary

August 31, 2016

Name (print)	Grade Level/Position	Signature	
1. Jacinta Coleman	5 th / Teacher	<i>Jacinta Coleman</i>	
2. Mindi Baez	3-5 th / Sp. Ed.	<i>Mindi Baez</i>	1 week
3. JaaDaa Holcombe	Principal	<i>J. Holcombe</i>	
4. Deborah B. Smith	Title I / TST	<i>Deborah B. Smith</i>	
5. Audrey Sbreeter	5 th grade	<i>Audrey Sbreeter</i>	
6. Sheronica Williams	4 th grade	<i>Sheronica Williams</i>	
7. PAULINE RANSOM	4 th grade	<i>Pauline Ransom</i>	
8. Arlel Dennis	1 st grade	<i>Arlel Dennis</i>	3 day
9. Quantrel Shipman	1 st grade	<i>Quantrel Shipman</i>	3 day
10. Virginia Milling	1 st grade	<i>Virginia Milling</i>	3 day
11. Tegra L. Colston	1 st grade	<i>Tegra L. Colston</i>	3 day
12. Sherene MASW	K-5	<i>Sherene Masw</i>	3 day
13. Steph D. Wilson	K.	<i>Steph D. Wilson</i>	3 day
14. Alana C. Dailey	K	<i>Alana C. Dailey</i>	3 day
15. Mary Fowlkes	2 nd	<i>Mary Fowlkes</i>	2 week

16.	Neola DeAndrade	2 nd	N. De. Andrade
17.	Melissa Henry	2 nd	Melissa Henry
18.	Donna Polmon		
19.	Ms Hoffman	3 rd	Ms Hoffman
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2 weeks

3 days

2 weeks

Reading Volume: Why does it matter?

“If our goal is for children to grow as readers, the one single thing they most need is time to read.” Dr. Lucy Calkins, director of Teachers College Reading and Writing Project, (one of the largest reading/writing research institute in the world).

Research on reading volume

- Krashen (2004) found that students who read more, do better on comprehension tests.
- Guthrie, et. Al. (2004) found that reading volume predicted reading comprehension scores.
- The NAEP Reading Report Card for the Nation (US Dept. of Education, 1999) showed that at every level, reading more pages at home and school was associated with higher reading scores.
- Allington and Johnston (2002) in their study of effective classrooms, found that sheer volume of reading was a distinguishing feature of more effective classrooms. Students in more effective classrooms read 10 times more than those in less effective classrooms.

Volume matters on standardized testing


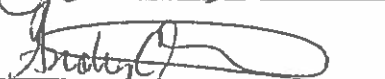









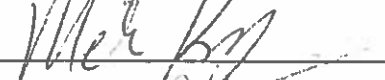

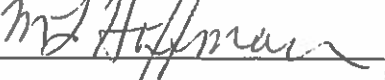
Percentile Rank	Minutes/Day (Books, Magazines, Newspapers)	Words/Year
98 th	67.3	4,733,000
90 th	33.4	2,357,000
70 th	16.9	1,168,000
50 th	9.2	601,000
30 th	4.3	251,000
10 th	1.0	51,000
2 nd	0.0	-----

Anderson, Wilson, & Fielding (1988)

Accelerated Reader - Phase II

Whitley Elementary

September 7, 2016

Name (print)	Grade Level/Position	Signature
1. Jacinta Coleman	5 th Teacher	
2. Audrey Streeter	5 th Teacher	
3. Sheronica Williams	4 th Teacher	
4. Mindi Baery	Sp. Ed. Teacher	
5. Ariel Dennis	1 st Grade Teacher	
6. Quantrel Shipman	1 st Grade Teacher	
7. Tegra L Colston	1 st Gr. Tea.	
8. Virginia Milling	1 st Grade teacher	
9. Emblyn Wilson	K.	
10. Sherene MASON	K-5	
11. Mary Fowlkes	2nd Grade	
12. Melissa Henry	2 nd	
13. Donna Peterson	3 rd	
14. MZ Hoffman	3 rd	
15. Neola De Andrade	2 nd	

Accelerated Reader – Phase III

Whitley Elementary

September 14, 2016

Name (print)	Grade Level/Position	Signature
1. Mindi Baez	Sp. Ed. 3 rd -5 th	<i>Mindi Baez</i>
2. Jacinta Coleman	5 th / Teacher	<i>Jacinta Coleman</i>
3. Audrey Greeter	5 th / Teacher	<i>Audrey Greeter</i>
4. Sherrica Williams	4 th / Teacher	<i>Sherrica Williams</i>
5. PAULINE RANSOM	4 th / Teacher	<i>Pauline Ransom</i>
6. Ariel Dennis	1 st / Teacher	<i>A. Dennis</i>
7. Quantrel Shipman	1 st / Teacher	<i>Q. Shipman</i>
8. Trecina Milling	1 st / Teacher	<i>T. Milling</i>
9. Tegra L. Colston	1 st / Teacher	<i>T. L. Colston</i>
10. Sherene Masu	K-5 Teacher	<i>Sherene Masu</i>
11. Alana C. Decker	Kindergarten	<i>Alana Decker</i>
12. Emlyn D. Wilson	K	<i>Emlyn D. Wilson</i>
13. Neola De Andrade	2 nd	<i>Neola De Andrade</i>
14. Mary Fowler	2	<i>Mary Fowler</i>
15. Melissa Henry	2	<i>Melissa Henry</i>



Whitley Elementary School

Professional Learning Session

October 11, 2016

Presenter: Brandon Clay, ARI Literacy Coach

Subject: Reading Interferences



8:30 – 9:30

Kindergarten

Kindergarten

Kindergarten

Ms. Dailey

Mrs. Mason

Ms. Wilson-Hall

Alana Dailey
[Signature]

9:30 – 10:30

1st Grade

1st Grade

1st Grade

1st Grade

Ms. Colston

~~Ms. Dennis~~ Milling

~~Ms. Dennis~~ Shipman

Ms. Dennis

JJ Colston
Ms. Dennis Milling
Shipman
H. Dennis

10:30 – 11:30

2nd Grade

2nd Grade

2nd Grade

Mrs. DeAndrade

Mrs. Fowlkes

Mrs. Henry

DeAndrade
Fowlkes
Meli H.

"Investing Jointly for Well Educated Students"



Whitley Elementary School

Professional Learning Session

October 13, 2016

Presenter: Brandon Clay, ARI Literacy Coach

Subject: Reading Interferences



8:30 – 9:30

5th Grade

5th Grade

Ms. Coleman

Ms. Streeter

Mrs. Smith

Ms. Holcombe

Gate Scan

[Signature]

Deborah Bonnette

[Signature]

9:30 – 10:30

4th Grade

4th Grade

Ms. Ransom

Ms. Williams

Ms. Baez

Pauline Ransom

Sharon Williams

Mindy Baez

11:00 – 12:00

3rd Grade

3rd Grade

Mrs. Hoffman

Ms. Robinson

Mrs. Hoffman

Donna Robinson

"Investing Jointly for Well Educated Students"

Alabama Reading Initiative



Conceptual Framework: The Foundation for Learning Module

Outcomes:

1. Participants will explain the components of the Conceptual Framework (systems of meaning, language, and print).
2. Participants will identify the interferences to comprehension and the implications for instruction.
3. Participants will explain how the three systems support the reading foundations.

The Goal of Reading Instruction: Skillful Readers

Skillful readers demonstrate . . .

Accuracy

- saying the words correctly

Automaticity

- recognizing words instantaneously

Fluency

- reading connected text with ease and minimal effort
- reading with accuracy and automaticity, as well as appropriate speed, phrasing, and expression

Active Building of Meaning

- making ongoing efforts to construct meaning from the text
- drawing on all resources (e.g., knowledge, experiences, language) to understand what they are reading
- using comprehension strategies such as predicting, questioning, and visualizing to help make sense of text

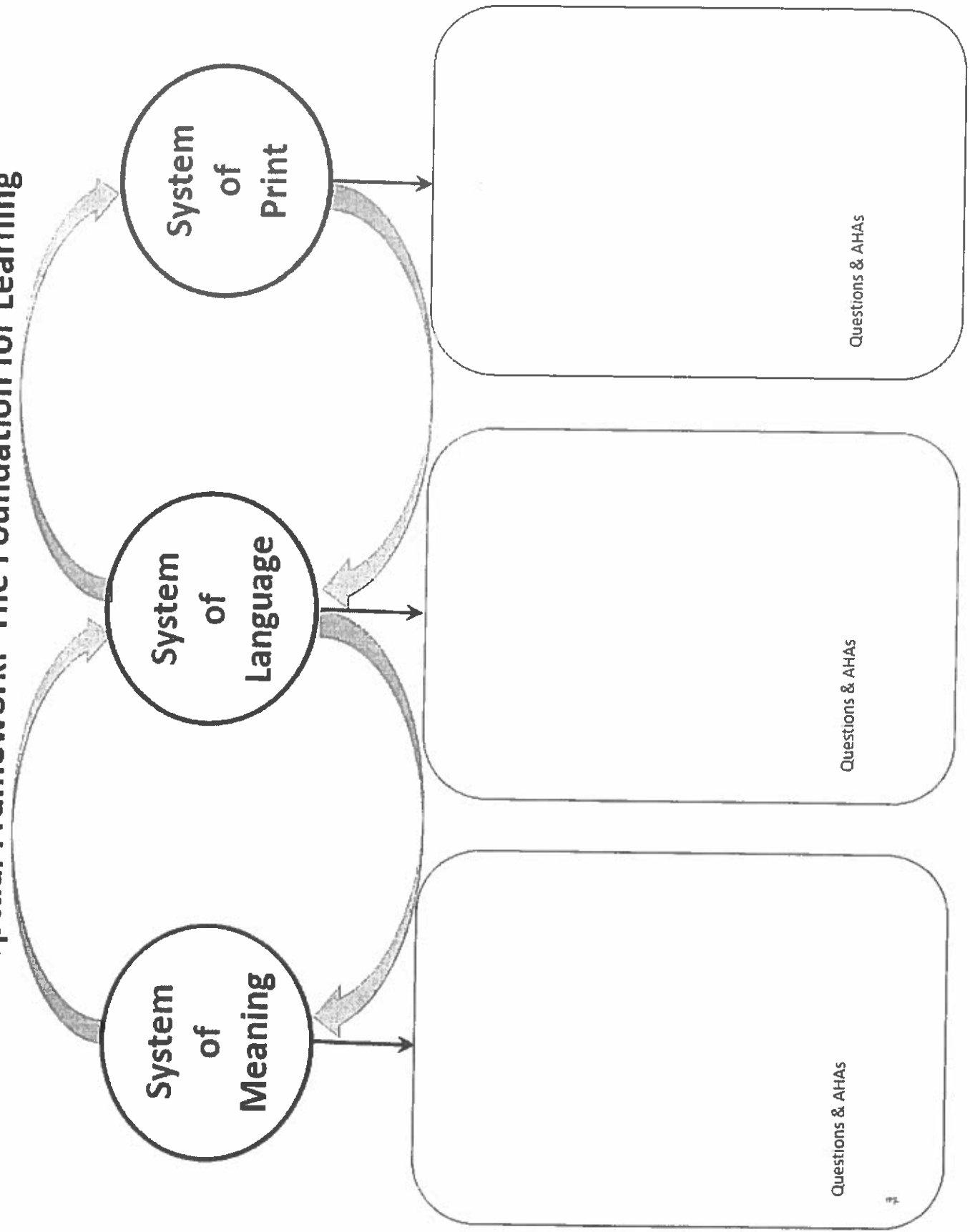
Self- Regulation

- knowing at all stages of the reading whether or not the text is “making sense”
- addressing problems as they emerge (includes problems at the word and text level)
- choosing to be actively involved before, during, and after reading

*Those who wish to teach reading well
need to understand
just what good reading is.*

Michael Pressley

Conceptual Framework: The Foundation for Learning



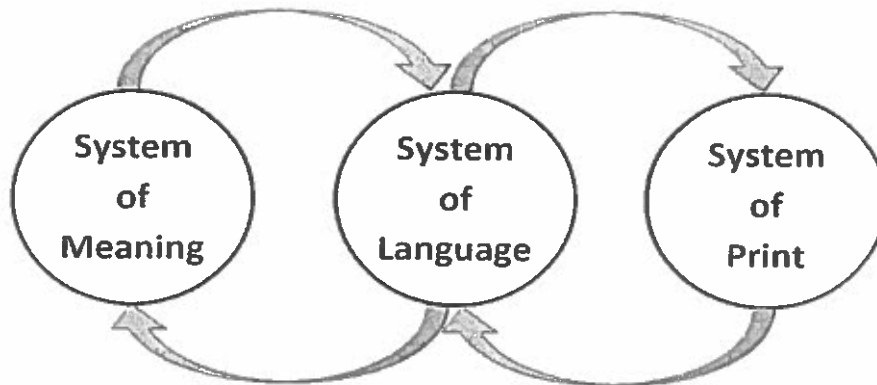
What?

1. What is the Conceptual Framework for Learning?

- The Conceptual Framework is the foundation for learning.
- It is a graphic that illustrates the processes that are required for learners at every age to make meaning from spoken or from written language.
- The intent of the framework is to help teachers better understand how to design instruction that supports each of these processes and how to identify the interferences that can cause meaning to break down.

2. What are the three systems required for skillful reading?

Skillful reading at any age requires the employment of three systems – the system of meaning, system of language, and system of print. Recent advances in medical technology allow the study of how the brain functions during reading. The research (Wren 2000) confirms the interrelationship of these three systems in the support of comprehension.



3. What is the System of Meaning?

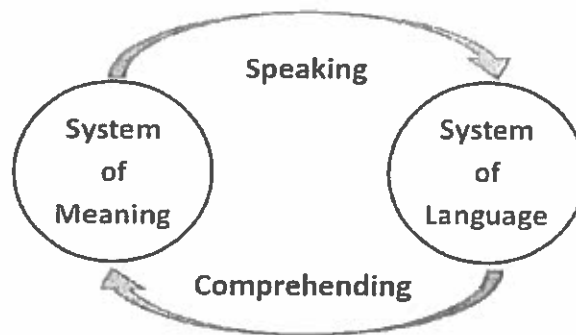
- The system of meaning is conceptual knowledge. It comes first in development.
- It drives all language activity.
- The system of meaning begins to develop within minutes of birth.
- The system of meaning is sometimes referred to as background knowledge, prior knowledge, or schema.
- It is the sum total of one's unique cultural/background knowledge and experiences.
- The system of meaning includes knowledge, experiences, emotions, understanding, and opinions.
- Everything in a person's system of meaning is constructed.
- We are constantly expanding and refining our meaning based on our life experiences. This is a life-long endeavor!

4. What is the System of Language?

- As our system of meaning grows, there is a human need to express that meaning.
- There are thousands of spoken languages. Each spoken language has an arbitrary system of sounds, words, and syntax.
- Like meaning, our language is constantly growing. Expanding and refining our language is a life-long endeavor.
- The system of language consists of signs, symbols, and gestures used for expression.

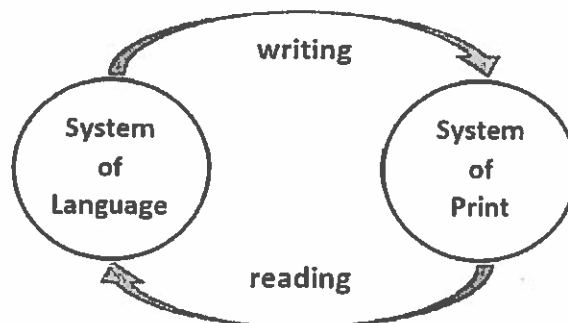
meaning
then
language

- English Language Learners come to us with background experiences and concepts, but they do not have “our” words for those experiences or concepts. To help these students make connections to **their** system of meaning, we have to use the appropriate words and lots of concrete examples.
- People of the world learn to link their system of meaning with the spoken language(s) of their environment. The System of Language is used to express something and is then changed to meaning.
- When we take the system of meaning and change it to language, it is called speaking.
- When the system of language is changed to meaning, it is called comprehending. Children can comprehend long before they are able to read text; therefore, comprehension does not belong primarily to reading.



5. What is the System of Print?

- The system of print is different from the systems of meaning and language in that it is a finite system.
- Written languages are arbitrary systems using arbitrary symbols and arbitrary directionality (right to left or left to right).
- Generally, linguists agree that there are 26 letters, 44 sounds and about 70 ways to write those sounds in the English language.
- The reader develops the ability to change spoken language into print (writing) and to change printed symbols into spoken language (reading). The system of print allows us to exchange meaning with people to whom we are not speaking directly.



Why?

Why do teachers need to know and understand the Conceptual Framework: The Foundation for Learning?

- Teachers need to understand how learning develops.
- Teachers need to understand that all learners follow the same path for learning, though at different rates.
- If teachers understand how students learn, when and why learning begins to break down can be recognized no matter what content is being taught.
- An awareness of the interferences to comprehension allows teachers to provide effective instruction to all students.

Note: Teachers should understand and consider all interferences to learning instead of assuming that the problem is a student's lack of attention, lack of motivation, or negative disposition.

When?

When do teachers use knowledge of the Conceptual Framework: The Foundation for Learning?

- Teachers need to emphasize expanding students' system of meaning and system of language in all classrooms every day.
- Teachers need to expect students to use standard English language in all classrooms daily.
- Teachers need to provide a variety of experiences and opportunities to read, write, talk, and listen throughout the day.

TWIRL
listening
reading
writing
talking

How?

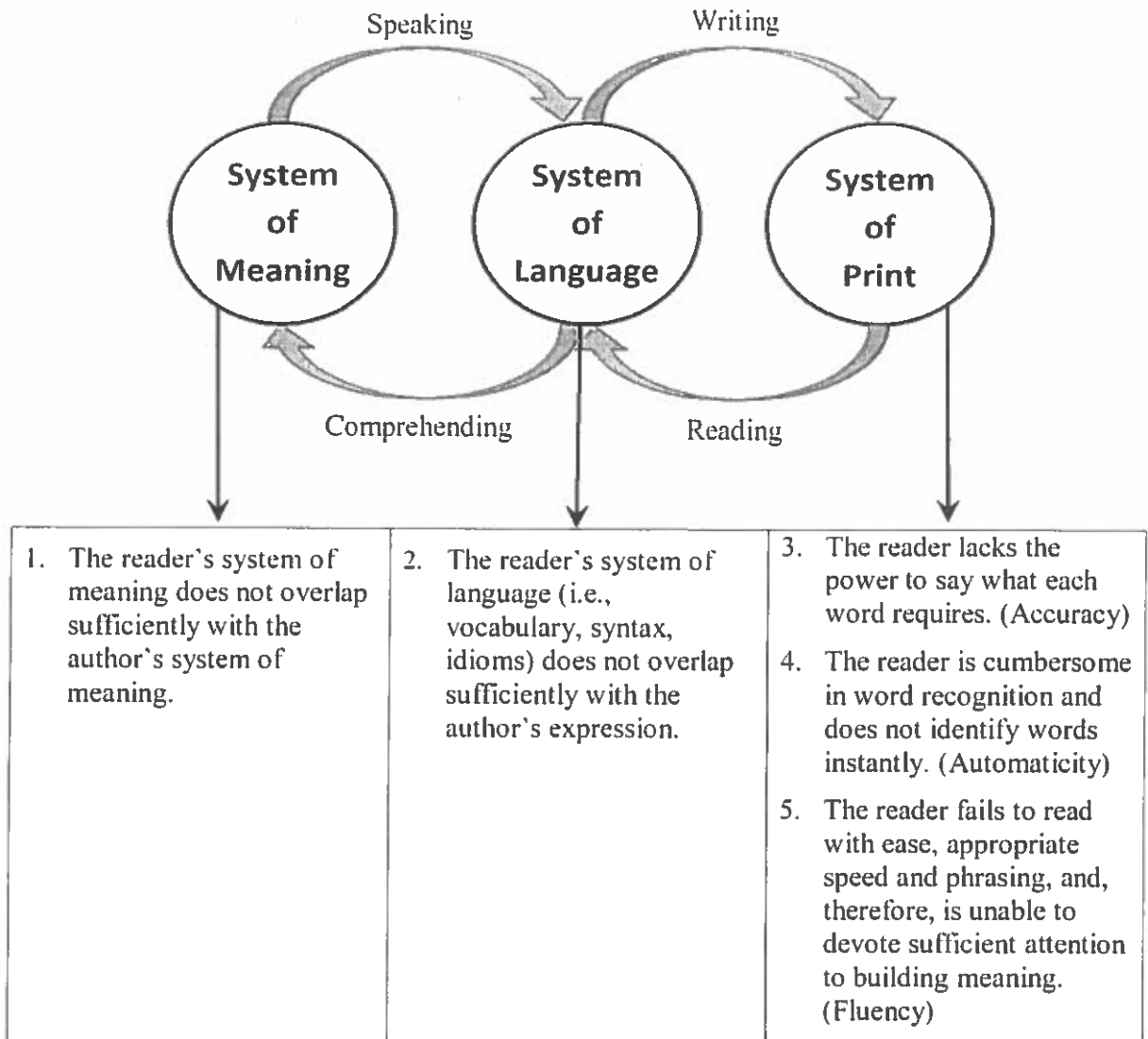
How does knowledge of the Conceptual Framework: The Foundation for Learning impact student learning?

- Teachers should model the systems of language and print by using standard English in speaking and writing.
- Teachers should provide opportunities for students to build system of meaning through a variety of activities (e.g., reading a wide variety of texts, activating and/or building background knowledge, providing hands-on experiences).
- Teachers will assess students to identify interferences for the purpose of differentiating instruction.
- Teachers need to understand how the Conceptual Framework: The Foundation for Learning is reflected in the College- and Career-Ready Standards (CCRS).

Factors that Influence Reading Comprehension

- The reader's system of meaning overlaps sufficiently with the author's system of meaning.
- The reader's system of language overlaps sufficiently with the author's system of language.
- The reader reads words accurately.
- The reader automatically recognizes words.
- The reader reads fluently.
- The reader engages with the printed material.

Summary of Interferences to Reading Comprehension



6. The reader does not attend to the degree needed to build meaning. (Attention/Motivation/Disposition)

Reading Interferences
Professional Learning Session 3-5

Before

1. How many of your student can't read? How many have reading difficulties?
2. Why can't your students read?

During

1. Jigsaw Activity
2. Notes:

After

1. What can we do to close the gap?
2. What do you need to close the gap?

CFA 2.0 – 1 Day Overview
Whitley Elementary School
October 18, 2016

AGENDA

Facilitator: Brandon Clay – ARI Reading Specialist

Outcome: Teachers will increase their understanding of the Common Formative Assessment 2.0 process.

Activities:

- Identify the Unit's Priority and Supporting Standards
- Unwrap the Priority Standards and Determine the Standards' Level of Rigor
- Determine the Unit's Big Ideas and Essential Questions
- Write the Student Success Criteria
 - Lunch
- Write the Post-Assessment Questions
- Construct the Scoring Guides
- Create the Unit Pre-Assessment Questions and Scoring Guides
- Evaluate and Revise the Assessments
- Determine the Unit's Learning Progressions and Instructional Sequence
- Plan Quick Progress Checks

8:50 Start Time

CFA 2.0 - 1 Day Overview

Whitley Elementary

October 18, 2016

Name (print)	Grade Level/Position	Signature
1. Sheronica Williams	4/Teacher	Sheronica Williams
2. ML Hoffman	3/Teacher	ML Hoffman
3. Audrey Streete	5/Teacher	Audrey Streete
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CFA 2.0 – 1 Day Overview
Whitley Elementary School
October 20, 2016

AGENDA

Facilitator: Brandon Clay – ARI Reading Specialist

Outcome: Teachers will increase their understanding of the Common Formative Assessment 2.0 process.

Activities:

- Identify the Unit’s Priority and Supporting Standards
- Unwrap the Priority Standards and Determine the Standards’ Level of Rigor
- Determine the Unit’s Big Ideas and Essential Questions
- Write the Student Success Criteria
 - Lunch
- Write the Post-Assessment Questions
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- Evaluate and Revise the Assessments
- Determine the Unit’s Learning Progressions and Instructional Sequence
- Plan Quick Progress Checks

CFA 2.0 – 1 Day Overview

Whitley Elementary

October 20, 2016

Name (print)	Grade Level/Position	Signature
1. Tegra Colston	1	T. Colston
2. Alana C. Dailey	K	Alana C. Dailey
3. Melissa Henry	2	M. Henry
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Site Visit Agenda and Report
BBB Educational Enterprises, Inc.

School: Whitley/Mobile County
Date: 11-14-16
Team Member: Eleanor Brannon

Time In: 7:30
Time Out: 4:00

Site Visit: 2

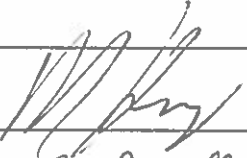
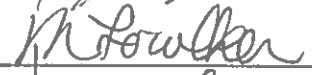



AGENDA	Notes	Handouts	Next Steps
<p>Be A Reading Star Lesson Studies</p>	<ul style="list-style-type: none"> • Preview lesson study objectives with Principal and Coach. • Collaborative Planning and Problem Solving with 9 teachers and coach. Principal came into training for portion of this planning session. • Lesson Implementation • Lesson Analysis and debrief with teachers. • Met with Principal and coach to debrief and plan next steps. 	<p>Gradual Release of Responsibility, Active Engagement Strategies, Prompting for More Effective Processing, Unit Planning Template</p>	
<p>Classroom Visits 2nd grade-1 5th grade-1</p>	<ul style="list-style-type: none"> • Provided model lesson introducing features of folktales in 2nd grade and features of memoirs in 5th grade. • Modeled how to provide focus of instruction with Essential Question and students' understanding of the following questions: What am I learning? Why am I learning this? How will I know I learned this? 		

	<ul style="list-style-type: none"> Modeled active engagement strategies so that 100% of the students were engaged throughout the lesson. Demonstrated use of engagement strategies such as choral responses, turn and talks, and signals for opportunities for progress monitoring. Modeled closing that emphasized focus of instruction. 		
Interventions	<p>Discussions of how BARS can be used as the focus of Tier II interventions? Reminder of pacing chart with focus on priority standards.</p>		<p>Collaborative planning after new Tier I resource is provided.</p>
Admin/Leadership Team Ms. Holcombe-principal	<p>Met with principal and coach before meeting with teachers to preview the objectives of the day and after school to debrief discussing the positive evaluations and the commitment statements of the teachers. Teachers committed to providing more active engagement opportunities to increase student engagement and promote more student talk and less teacher talk. They committed to helping students know what they are learning, why they are learning, and how they are going to show that they have learned by providing</p>		<p>Recommended next step:</p> <p>Provide embedded coaching with specific teachers. Principal and coach will recommend specific focus for the coaching with each teacher.</p> <ul style="list-style-type: none">

<p>Coaches Brandon Clay- coach</p>	<p>an Essential Question and referring to that question throughout the lesson. Met with consultant and admin.</p>		<p>Coach will continue supporting teachers in:</p> <ol style="list-style-type: none"> 1. Planning that puts more emphasis on guided practice with the goal of independence. 2. Introducing units and each lesson with Essential Questions with discussion of what each student must do to show they can answer the essential question. A discussion of why they are learning the skill, strategy, or concept must be discussed or discovered. 3. Utilizing active engagement strategies to increase engagement and use as a method of progress monitoring.
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NEXT MEETING:
Confer with Ms. Baugh to plan next steps for training. Date determined by Ms. Baugh and Brian Rhodes.

Be a Reading Star
Lesson Study and Modeling
Whitley Elementary
November 14, 2016

Name (print)	Grade Level/Position	Signature
1. Melissa Henry	2 nd	
2. Mary Fowlkes	2	
3. Audrey Stoecker	5	
4. Jacinta Coleman	5 th / Teacher	
5. Neola DiAudreda	2 nd / Teacher	
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CFA Planning for 3rd Quarter
Whitley Elementary School
November 15, 2016

AGENDA

Facilitator: Brandon Clay – ARI Reading Specialist

Outcome: Teachers will develop common formative assessments for 3rd quarter.

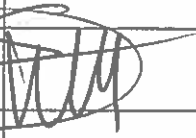


Activities:

- Identify the Unit's Priority and Supporting Standards
- Unwrap the Priority Standards and Determine the Standards' Level of Rigor
- Determine the Unit's Big Ideas and Essential Questions
- Write the Student Success Criteria
- Write the Post-Assessment Questions
- Construct the Scoring Guides
- Create the Unit Pre-Assessment Questions and Scoring Guides
- Evaluate and Revise the Assessments
- Determine the Unit's Learning Progressions and Instructional Sequence
- Plan Quick Progress Checks

CFA - Planning for 3rd Quarter

Whitley Elementary

November 15, 2016

Name (print)	Grade Level/Position	Signature
1. Emily D. Wilson	K	
2. Sherene Mason	M	
3. Alana C. Dailey	Alana C. Dailey	
4. M Fowlkes	2	M Fowlkes
5. Melissa Henry	2	M Henry
6. Neole Delandse	2	
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CFA Planning for 3rd Quarter

Whitley Elementary School

November 16, 2016

AGENDA

Facilitator: Brandon Clay – ARI Reading Specialist

Outcome: Teachers will develop common formative assessments for 3rd quarter.

Activities:

- Identify the Unit's Priority and Supporting Standards
- Unwrap the Priority Standards and Determine the Standards' Level of Rigor
- Determine the Unit's Big Ideas and Essential Questions
- Write the Student Success Criteria
- Write the Post-Assessment Questions
- Construct the Scoring Guides
- Create the Unit Pre-Assessment Questions and Scoring Guides
- Evaluate and Revise the Assessments
- Determine the Unit's Learning Progressions and Instructional Sequence
- Plan Quick Progress Checks

MCPSS ARI Literacy Coaches

CFA Planning for 3rd Quarter

Whitley Elementary

November 16, 2016

Name (print)	Grade Level/Position	Signature
1. Sheronica Williams	4/Teacher	Sheronica Williams
2. PAULINE RANSOM	4/Teacher	Pauline Ransom
3. Audrey Sweets	5/teacher	Audrey Sweets
4. Jacinta Coleman	5 th /teacher	Jacinta Coleman
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Whitley Elementary School

BARS Training

February 10, 2017

Presenter: Eleanor Brannon, Consultant

8:45 a.m. – 11:30 a.m.

Grades 2 and 3

Intervention Lesson Planning

Side by Side Coaching of Lesson

Debriefing

12:00 p.m. – 2:45 p.m.

Grades 4 and 5

Intervention Lesson Planning

Side by Side Coaching of Lesson

Debriefing

BARS Training - Intervention

Whitley Elementary School

February 10, 2017

Name (print)	Grade Level/Position	Signature
1. Eleanor Brannon	Trainer	Eleanor Brannon
2. ML Hoffman	3 rd	ML Hoffman
3. Melissa Henry	2 nd	Melissa Henry
4. Mary Fowlkes	2 nd	M Fowlkes
5. Donna Robinson	3 rd	Donna Robinson
6. Neola DeAndrade	2 nd	Neola DeAndrade
7. PAULINE RANSON	4 th	Pauline Ranson
8. Sheronica Williams	4 th	Sheronica Williams
9. Jacinta Coleman	5 th	Jacinta Coleman
10. Audrey Streete	5 th	Audrey Streete
11. Brandon Clay	ARI	Brandon Clay
12.		
13.		
14.		
15.		

Whitley Elementary School

Substitute Assignments

BARS Training

February 10, 2017

Substitute	2nd/3rd grade	4th/5th grade
Ms. Harris	Mrs. Henry SPE 2	Ms. Coleman Room 12
Ms. Stratman	Mrs. Fowlkes SPE 1	Ms. Streeter Room 9
Ms. Brown	Mrs. Hoffman Room 14	Ms. Ransom SCIENCE room
Ms. Daniels	Ms. Robinson Room 13	Mrs. Williams ART/MUSIC room

2nd and 3rd Grade Teachers will meet in the Media Center from 8:45 a.m. - 11:30 a.m.

4th and 5th Grade Teachers will meet in the Media Center from 12:00 p.m. - 2:45 p.m.