

Santa Fe South Schools

District Initiatives



District Administration

Chris Brewster	Superintendent
Alex Souza	Assistant Superintendent
Brooks Levonitis	Chief Financial Officer
Brian Crittenden	Director of Technology
Monica McFarlin	Director of Special Education
Lisa Souza	Director of School Counseling/Testing
Terry Payne	Director of English Language Learning
Jeff Eskew	Director of Athletics
Maritza Santiago	Business Manager
Angie Avella	Substance Abuse Coordinator
Reyna Font	Community Outreach

Site Leaders

Sue Schlosser	Principal	Santa Fe South Early Childhood Center
Kim Figueroa	Principal	Santa Fe South Penn Elementary School
Carma Barlow	Principal	Santa Fe South Hills Elementary School
Heidi Avery	Asst. Principal	Santa Fe South Hills Elementary School
Amanda Kissling	Principal	Santa Fe South Spero Elementary School
Daniel Buckmaster	Principal	Santa Fe South Middle School
Lance Seeright	Principal	Santa Fe South High School
Hartley Harper	Asst. Principal	Santa Fe South High School
Mary Mazariegos	Asst. Principal	Santa Fe South High School
Chris McAdoo	Principal	Santa Fe South Pathways Middle College
Mike Graham	Director	Santa Fe South Alpha Credit Recovery Program

Instructional Coaches

Michele Blain	Penn Elementary, ECC
Jennifer Lamb	6th Grade Center
Shirley Tucker	Middle School
Mandy Howell	Mathematics

Understanding By Design (UbD)

Santa Fe South encompasses an integrated approach to curriculum design to establish specific learning goals. Our purpose is to differentiate instruction to engage students, facilitate growth and mastery of skills, and to provide multiple opportunities for students to demonstrate a rich, authentic understanding of the world. Understanding by Design uses a “backward design” (start with the end in mind) to create meaningful units of study based on the work of Grant Wiggins and Jay McTighe.

Why UbD?

- Instruction, activities and assessments connect to other disciplines and allow deep understanding and transfer of learning.
- Learning equips students with an understanding and knowledge that is essential to real-life situations and embeds communication, collaboration, and problem solving skills.
- It requires students to consider alternatives, weigh evidence, support ideas, and justify answers.
- Stimulates ongoing rethinking of big ideas, assumptions, and prior lessons.
- Sparks meaningful connections with prior learning and personal experiences.

Key Tenets:

- It's a unit design template for beginning with the end in mind. Teachers plan assessments/performance tasks based on State Standards and learning goals and then design the learning activities centered on these three questions:
 - What do you want students to know?
 - How will you get there?
 - How will students show authentic learning and understanding?
- In order to begin, we must start with the end in mind to guide our students.
- UbD is a way of thinking more carefully about instruction through its design; it is NOT a program.
- Formative and Summative assessments are focused on Bloom's Taxonomy and are essential to the design of a unit.
- Student work needs to focus on essential questions and big idea(s).

Resources: Titles by Jay McTighe and Grant Wiggins

- [The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units](#) [The Understanding by Design Guide to Creating High-Quality Units](#)
- [Schooling by Design: Mission, Action, and Achievement](#)
- [Understanding by Design, Expanded 2nd Edition](#)

Key Personnel: Instructional Coach, Site Leader

Standard Based Grading (SBG)

Santa Fe South is raising the bar to ensure that all students are equipped to reach their individual potential in order to be academically and socially prepared to thrive in a global society. Santa Fe South uses standard based grading (SBG) to provide an accurate picture to students and parents of what a student has learned and still needs to learn.

Why SBG?

- Grading and reporting around specific standards, while using the accompanying strategy of formative assessment with feedback related to progress toward standards, has been shown to significantly boost achievement and motivation for students.
- SBG provides an accurate picture of skill mastery so grades are accurate and meaningful.
- SBG practices honor the collaboration of site leaders, instructional coaches and teachers (PK-12) to align curriculum and present a unified grading system.

Key Tenets

- Teachers will adhere to the Oklahoma Academic Standards as implemented through the careful development of student and family friendly 'I Can' Statements.
- Teachers will utilize quality assessments and the district standards based grading rubric for a given grade level and determining the level of proficiency.
- Grades will reflect what students know and are able to do and will utilize a student's most consistent and recent demonstration or performance.
- Teachers will modify standards and curriculum for those students who meet the criteria to receive a modified instructional program.
- Teachers will provide multiple opportunities for students to demonstrate proficiency and use multiple data points to provide evidence of the final grade for the semester. Students are allowed a pathway to redo any assessment to show growth within a standard.
- The use of formative and summative assessments should be an on-going process, and not a "one shot at success" event. Feedback is provided to student continuously.
- The purpose of homework is to provide feedback to the teacher and student regarding his/her growth toward the course or grade level standards taught during the grading period, not as a way to determine proficiency of a standard. Homework or classwork is an opportunity for the student to independently practice a skill or develop his/her understanding of a concept. All homework should include explicit feedback to the student.
- Attendance, tardiness, behavior, extra-credit, completion of homework are factors that are not to be included in the calculation of the final grade.
- Evidence determines each student's mastery of content standards, and as such a typical letter grade, such as an "A" or a "B," is unnecessary; however, due to state reporting needs and transcript formats for college, we provide a correlation between standard mastery and letter grade at the secondary level.

Resources:

Titles by Rick Wormeli:

[Fair Isn't Always Equal: Assessing & Grading in the Differentiated Classroom](#)

Key Personnel: Site Leader, Instructional Coach

Professional Learning Community (PLC)

A PLC is an extended learning opportunity to foster collaborative learning among colleagues within a particular work environment or field. While the term "organization" suggests a partnership enhanced by efficiency, expediency, and mutual interests, "community" places greater emphasis on relationships, shared ideals, and a strong culture—all factors that are critical to school improvement. The challenge for educators is to create a community of commitment—a professional learning community

Why PLCs?

- Requires the school staff to focus on learning rather than teaching, work collaboratively on matters related to learning, and hold itself accountable for the kind of results that fuel continual improvement.
- A shared vision and value lead to a collective commitment of school staff, which is expressed in daily practices.
- Encourages participation with peers as a team of learners.

Key Tenets:

- As a team, conversation will center around four essential questions
 1. What do we expect our students to learn? (Goals/Expectations)
 2. How will we know they are learning? (Assessment)
 3. How will we respond when they don't learn? (Differentiated Instruction and Intervention)
 4. How will we respond if they already know it? (Gifted)
- Solutions actively sought, openness to new ideas.
- Working teams cooperate to achieve common goals.
- Encouragement of experimentation as an opportunity to learn.
- Questioning of the status quo, leading to an ongoing quest for improvement and professional learning.
- Continuous improvement based on evaluation of outcomes rather than on the intentions expressed.
- Reflection in order to study the operation and impacts of actions taken.

Resources: Titles by Richard DuFour

Professional learning communities at work: best practices for enhancing student achievement. [Jump up ^ DuFour, Richard](#) (May 2004). "[What is a 'professional learning community'?](#)". *Educational Leadership*. 61 (8): 6–11.

Key Personnel: Site Leader, Instructional Coach

Special Education- Individualized Education Program (IEP)

At Santa Fe South, special education is not a place. We believe it is specially designed instruction that takes place in the general education classroom. We strive to be a full inclusion school while keeping the student's Least Restrictive Environment (LRE) as the priority. In order to achieve this, our special education teachers are a constant resource and trainer to general education classroom teachers in order for them to more appropriately educate students with disabilities in the general education curriculum and activities. There should be constant collaboration between special education and general education teachers. This is accomplished with our district and school-wide professional development and training activities, consultation, monitoring, and co-teaching with the general education teacher.

Why Inclusion?

- Reduced stigma- Inclusive classrooms are filled with diverse learners. They will find that everyone learns differently and that's okay.
- High expectations for all students- Our students' IEP goals are based on Oklahoma Academic Standards. They are taught the same material as non-IEP students because they will take the same State test as their non-disabled peers.
- Better prepared for life after high school- Students who are included are almost twice as likely to go on to post-secondary education than if they had been segregated.

Key Tenets:

- Per federal law, general education teachers *must* review and follow all accommodations and modifications set forth in the student's current IEP.
- Report cards must reflect that modifications and/or accommodations were made.
- Students are identified through a specific process. Please follow [these](#) procedures.
- Santa Fe South Schools' special education students will know, and be self-advocates for the strategies and accommodations they need to be successful in school and life. When they are ready, we want for them to know:
 - What is my disability and what does that mean for me?
 - What strategies and accommodations do I need in order to be successful in class?
 - Do I have an active role in my IEP meetings?
 - Am I comfortable self-advocating with a teacher?

Resources:

Oklahoma Special Education Handbook: <http://sde.ok.gov/sde/documents/2013-11-18/special-education-handbook>

Inclusive Practices: <http://www.swiftschools.org/>

Key Personnel: Site Special Education Teacher, Instructional Coach, Special Education Director

Student 504 Plan

504 Plans- This type of plan falls under Section 504 of the Rehabilitation Act of 1973. This is the part of the federal civil rights law that prohibits discrimination against public school students with disabilities. Much like an IEP, a 504 plan can help students with a physical or mental impairment learn and participate in the general education curriculum. A 504 plan outlines how a child's specific needs are met with accommodations and other services. These measures remove barriers to learning. Keep in mind that a student with a 504 plan usually spends the entire school day in a general education classroom. And typically, children who need modifications would have an IEP, not a 504 plan.

Why a 504 Plan?

- The student needs accommodations in order to be successful due to a mental or physical impairment that substantially limits one or more major life activities. (E.g., ADHD, Bipolar Disorder, Anxiety, mild visual impairment, etc.)
- The student's disability does not *adversely* affect their educational performance.
- Often, students who have been on an IEP under a "monitor only" service model for more than two years, no longer require modifications, and are averaging standards based grades of 3s and 4s, but are still in need of accommodations, will be moved to a 504 plan.

Key Tenets:

- It is as legally binding as an IEP. It *must* be followed.
- The student is protected under the federal Office of Civil Rights
- Accommodations "level the playing field" so the student can be successful

Resources:

FAQs Regarding 504 Plans: <https://www2.ed.gov/about/offices/list/ocr/504faq.html>

IEPs and 504s:

<https://www.understood.org/en/school-learning/special-services/504-plan/the-difference-between-ieps-and-504-plans>

Key Personnel: District 504 Coordinator, Instructional Coach

Professional Development

Santa Fe South knows that continuous learning for teachers translates into continuous learning for our students. The calendar is designed to allow time for teachers to receive, present, and collaborate to increase their own knowledge of subject matter, pedagogical skills, and best practices of assessments, and how to address the specific needs of our students.

Why PD?

C.D. Jerald's analysis of high flying schools where students succeeded despite socioeconomic differences showed that appropriate professional development was key. Teachers who grow inspire students to grow.

Key Tenets:

- Late start Monday mornings- Professional Development meetings begin promptly at 7:30 am. Students have a late start to allow educators a designated time each week to collaborate.
- PLCs- Teachers meet regularly during the week to discuss and create curriculum, student needs, etc. This becomes a close, supportive group that should be your safe space to grow and learn together. This group is where discussions happen about how to apply all we are learning to their individual classrooms.
- Site Professional Development days are built in throughout the year to allow time for teachers to work together on curriculum. Time is precious and much is asked of our teachers. To provide time and collaboration ensures high quality outcomes.
- District Professional Days- The district assembles at the beginning of both semesters. The district vision is refreshed and teachers are once again inspired and excited to serve the unique and meaningful work that is Santa Fe South Schools.
- New Teacher Support Training- Teachers new to the district receive training before school begins in order to learn the basics of Santa Fe South curriculum and SBG practices, gain a few tools to help their year start strong, and meet their PLC team members.
- Curriculum Development- A variety of opportunities are built in to address subject areas such as Math Institute and lesson studies, Forming Lives Character Development, ELL, and Language Arts Saturdays, etc.
- Federal funds are budgeted to provide opportunities for staff development.
- Sites choose topics related to the mission and development of their students and teachers to provide meaningful learning.

Key Personnel: Instructional Coach

Centers/Group Work

Learning centers are student centered, with engaging activities that teachers can design to be self-checking and self-selecting. The activities are used to focus on a set of skills and deepen a student's knowledge and abilities in that area. Students can work alone, in pairs, or in small groups. Different centers are set up around the classroom and students move from one center to another.

Why Centers/Group Work?

- Community—Productivity is enhanced when students are part of a team working together toward a common goal. Center-based classrooms are examples of management systems that produce a positive sense of community.
- Trust and Respect— Using a group management model requires teachers to trust students as the teachers confer and work with students in small groups. Teachers trust students to complete necessary independent work. Students believe they can be independent and productive, and it raises accountability to a much higher level.
- Choice—Students are more intrinsically motivated to persist at a task when personal choice is involved. Students need time to think and to manipulate materials for deep learning to occur.
- Stamina Building— Teachers use a system to slowly build student stamina to develop independence. Students understand and experience expected behaviors, discuss and model expectations, and practice in successful gradual increments until the behaviors are stored in their muscle memory.
- Differentiation—Active learning and engagement promote development in all learning domains. When teachers scaffold learning experiences to fit individual developmental levels, children's learning improves (Berk & Winsler 1995; Copple & Bredekamp 2006; Epstein 2007).

Key Tenets:

- Hands on activities provide multiple ways for learning engagement and often involve manipulatives.
- Centers/group work should not rely on the use of pre populated worksheets; however, written responses are encouraged. There is a difference.
- Activities must provide practice and differentiation of materials and use some type of assessment, i.e. rubrics, exit tickets, informal/formal observation, checklist, etc.
- Classroom management needs to support center/group work system.
- Teachers use this time to pull small groups for instruction or to individually conference with a student.
- Develop multiple opportunities for students to problem solve, expand vocabulary and social skills, and to further develop mastery of reading and writing..

Resources:

The Daily 5 by Gail Boushey

The CAFE Book by Gail Boushey and Joan Moser

Guiding Readers and Writers by Irene Fountas and Gay Su Pinnell

Literacy Work Stations by Debbie Diller

Differentiated Instruction by Pat Pavelka

[Secondary Centers Resource](#)

Key Personnel: Instructional Coach

Learning Plans

A learning plan is created by a teacher to define the process and content of student learning. It will include learning objectives, specific learning strategies, differentiated activities, and methods of evaluation. It may also include roles and responsibilities of all people involved in the teaching and learning experience.

Why Learning Plans?

Excellence in teaching does not occur in and of itself. Plans must be written and modified to become a living, working document to ensure high quality of instruction, differentiation of skill levels and track progress towards mastery of Oklahoma Academic Standards (OAS) using the SBG scale.

Key Tenets:

- To best serve the needs of our learners (97% ELL) and to prepare them to be good citizens and college/career ready, learning plans must frequently include a content and language objective in all subject areas.
- Site leaders/instructional coaches will monitor to ensure plans follow UbD and State Standards
- Instruction and plans are developed around student data including SBG progress towards mastery of a standard.
- Learning plans should include accommodations and modifications necessary for student subpopulations. (e.g., IEP and ELL)
- State a clear content objective: What are kids supposed to gain from this lesson or unit?
- Create purpose and interest: What is the relevant daily lesson? No one enjoys reading or discussing topics we are not interested in.
- Provide background knowledge: Make sure students are equipped to understand what you're about to guide them through.
- Include strategy and resources: A learning strategy is a plan to meet a specific learning objective and the skill levels of all students. It can be a lecture, mini lesson, or another form of direct teaching. Every few minutes take a break and have students DO something- think-pair-share, write what they know, ask questions, etc. Refer to MAX strategies.
- Guide student practice: Lecture and direct teaching are not inherently bad, they will not be successful without this step. Students absolutely MUST practice with the help or guidance of the teacher or peers.
- Allow time for independent practice and assessment: Create activities that allow students to show what they know from the lesson. Use discussion and debate, writing responses, formal/informal teacher observation.

Resources:

- [Solving 25 Problems in Unit Design: How do I refine my units to enhance](#)
- [Essential Questions: Opening Doors to Student Understanding](#)

Key Personnel: Site Leader, Instructional Coach

Advisory Groups (Teams/Houses)

The secondary schools at Santa Fe South have advisory groups called Teams and/or Houses that perform as a smaller family unit inside of our larger school family. The group has a lead teacher that is the student's first advocate throughout their time in the building. They meet each day and work together to build a unit of support and encouragement for each other. The lead teacher keeps in regular contact with the parents of their team members.

Why Teams?

Santa Fe South is committed to reaching every student. Knowing our students and building relationships with them is one of the top priorities. Team/House time provides a way to ensure that every student is supported and has a safe place, and a safe adult, to turn to when life and school get difficult.

Key Tenets

- Teams/Houses meet daily to stay connected.
- Team building activities and discussions are intentionally planned by lead teacher.
- Responsibility, service projects, and other character development, is embedded and supported.
- Team/House competitions encourage school spirit and camaraderie.
- The lead teacher checks academic standing, absences, and builds relationships with the students and their parents.

Resources

[Suggested Team/House Activities](#)

[Manual Arts Curriculum](#)

Key Personnel

Middle School: Tonya Rodriguez

High School: Mary Mazariegos

Pathways: Chris McAdoo

Restorative Justice

Restorative responses help students understand how their actions have harmed others, and allowing students to “make it right” thus restoring their relationship with the community. Restorative responses do not focus on broken rules, instead facilitating reconciliation with broken relationships. Restorative responses to discipline issues include affective statements, restorative questions, and restorative conferences.

Why a Restorative Justice?

Punitive, exclusionary responses have detrimental effects on students’ future behaviors and moral formation. Many common practices in schools today have created a system in which students who need added support for behavioral issues are excluded. A cycle is created that could eventually lead to incarceration (School to Prison Pipeline). An abundant amount of research illustrates that zero tolerance policies that have become commonplace in education are not only ineffective but are harmful to the safety and wellbeing of the student. Restorative Justice offers an alternative to suspension while holding the student to high expectations for moral decision making and offering an opportunity to repair relationships. In addition, the victim of offenses is given an opportunity to be heard and validated.

Key Tenets:

- Applies to all age levels.
- Affective Statements: Statements that help students understand how their actions have affected others.
- Students would then be guided to “make it right”.
- Restorative Questions: A set of questions that help students think through their actions and how it has affected others. The restorative questions are as follows:
 - What happened?
 - What were you thinking at the time?
 - What have you thought about since?
 - Who has been affected by your actions, in what way?
 - How will you make it right?
- Restorative Conference: Administrators may bring community members together including the offender, offender advocates, victim, victim advocates, school advocate, and other community members as appropriate. During this process the group will come together to make a plan for the student to make amends. At the end of the process the facilitator will create a contract for the student that reflects the decision made by the members of the conference. If the student fails to meet the terms of the contract the discipline plan will revert back to the more punitive response. This is highly controlled situation. Facilitators of these conferences should be trained before conducting a restorative conference.

Resources:

International Institute for Restorative Practices www.iirp.edu

Key Personnel: Site Leader, Daniel Buckmaster

Sports Program

Santa Fe South proudly serves our students with a wide range of opportunities to play competitive sports. Through teamwork, students are challenged to increase their skills, and to develop sportsmanship and leadership.

Why Sports?

Santa Fe South believes in educating the whole child. Our students build both their physical health and their teamwork skills. The training and competitive experiences the students participate in help to build the life and work skills necessary to have a successful future, no matter what path they choose.

Key Tenets

- Physical Conditioning
- Sportsmanship
- Leadership
- Team Spirit and Pride
- Perseverance
- Planning and executing best strategies
- 54% of our secondary students participate in sports throughout the year (49% of high school students and 62% of middle school students)

Fall Sports: Baseball, Softball, Volleyball, Cross Country

Winter Sports: Cheer, Basketball, Wrestling

Spring Sports: Baseball, Softball, Soccer, Track

Summer: Practices and Conditioning

Resources

[Santa Fe South Schools Athletics](#)

Key Personnel: Jeff Eskew

Teacher Leader Evaluation (TLE)

Teacher and Leader Evaluation (TLE) support system and process was developed collaboratively by Oklahoma teachers and administrators to encourage continuous professional growth leading toward improved student achievement.

Why TLE?

- Creates a common framework and language for evaluation.
- Provides educators with clear expectations about what is being assessed as well as standards that should be met.
- Sends messages about what is most meaningful.
- Increases the consistency and objectivity of evaluating professional performances.
- Provides educators with information about where they are in relation to where they need to be for success.
- Identifies instructional practices that drive student achievement.
- Gives educators guidance for evaluating and improving their work.

Key Tenets:



Resources: Tulsa Model, <http://portal.battelleforkids.org/TulsaModel/overview>

Key Personnel: Site Leader, Instructional Coach

Parent Engagement

Partnering with our parents is of vital importance to creating a successful environment for our students. The district has between three and four of parent/teacher conferences a year, depending on the site, and attendance to the conference is mandatory. Many conferences are student-led, giving parents an opportunity to experience school with their student. In addition to conferences, phone calls home both for celebrations and for seeking solutions are vital and important to our success. Many bilingual staff members are available in each building to help with this communication. The district always welcomes parents as volunteers and is always looking for more parents to have in our buildings when possible.

Santa Fe South encourages parents to be more engaged in their child's education by offering Parents as Partners classes to families with elementary through high school students. The classes teach and empower parents to better assist and be more involved in their child's education.

Why Parent Engagement?

When parents are aware of struggles or celebrations, they are able to support the school in ultimately supporting the student. Parents are an invaluable resource. The feedback they can provide can be very important to our work. It is also our duty and commitment to keep them informed of their student's progress as that is a right they have.

Key Tenets:

- Parent/Teacher Conferences
- Parents as Partners classes
- Phone calls
- Parents as volunteers
- Town hall meetings
- Community circles
- Student-led conferences

Resources: <http://www.studentledconference.com/>

Key Personnel: Site Leader, District Parent Liaison, Bilingual staff

Santa Fe South Community Support

The Santa Fe South community is strong and wide. Many non-profit local groups and businesses support our district and the work we do. It is important to continue to build these connections and find new ones in order to best provide our students with opportunities to flourish and reach their full potential.

Why Community Support

Our students need to be connected with the community and have several layers of support. Families often need assistance

Key Tenets:

- Celebrating Families
- Counseling
- Mandated Parent Teacher Conferences
- Health Resources (i.e., glasses)
- Food Resources
- Housing

Resources: Latino Development Agency, FaithWorks, Community Action, Catholic Charities, Regional Food Bank

Key Personnel: Site Leader, District Parent Liaison, Bilingual staff, Substance Abuse Program Director

Math Institute

Mathematics is often taught by modeling procedures which vastly limits students from seeing the beauty of mathematics. Santa Fe South believes that there is a way to bring the beauty back in math by making understanding, relevancy, and authenticity our target. We have a phenomenal math community in which we share many hours of professional development growing together and learning from each other.

Why Math Institute?

Through this professional development, Math Institute, we model the thinking culture that we wish to create for our students. Math Institute allows teachers to experience the learning environment for themselves, before they are asked to guide students. Taking the perspective of the student permits the teacher to view the classroom through the eyes of a learner, seeing how connections are made with student discourse and teacher inquiry. Ultimately the target of Math Institute is to build teacher capacity to lead students through inquiry to grow problem solvers, who are curious, thoughtful, and reflective.

Key Tenets:

- Orchestrating positive math discussion utilizing the 5 Math Practices: anticipating, monitoring, selecting, sequencing, and connecting
- Creating a thinking culture with a strong sense of community
- Emphasizing the value of each student's contributions, thoughts, feelings, and sense of belonging
- Prompting students to hold captive every idea and question to see if it holds truth
- Seeking the development of the 8 Standards for Mathematical Practice:
 - Make sense of problems and persevere in solving them
 - Construct viable arguments and critique the reasoning of others
 - Model with mathematics
 - Use appropriate tools strategically
 - Attend to precision
 - Look for and make of structure
 - Look for and express regularity in repeated reasoning

Resources

5 Math Practices for Orchestrating Productive Math Conversations: <http://mctm.org/mespa/5Practices.pdf>

8 Standards for Mathematical Practice: <http://www.corestandards.org/Math/Practice/>

Key Personnel: Mandy Howell

Professional Conduct

The primary professional obligation of certificated teachers is to those they teach. Teachers nurture the capacities of all learners to think and act with developing independence. Teachers recognize that they work in collaboration with the families, encouraging their active involvement in the education of their children. In the belief that the quality of the services of the teaching profession influences the nation and its citizens, teachers shall exert every effort to maintain and raise professional standards, to promote a climate that encourages the exercise of professional judgement and to achieve conditions that attract persons worthy of trust to careers in education.

Key Tenets

- Commitment to Learners: Teachers will strive to
 - Develop and maintain professional relationships with learners
 - Base their professional practice on continuous professional learning of curriculum content and pedagogy
 - Cater for the varied learning needs of diverse learners
 - Promote the physical, emotional, social, intellectual and spiritual well-being of learners
- Commitment to Family and Community: Teachers will strive to
 - Involve them in decision-making about the care and education of their children
 - Establish open, honest and respectful relationships
 - Welcome them into our schools and classrooms
 - Provide connections for resources and information they may need
 - Integrate all cultures into the school to teach and model respect for all people
- Commitment to the Profession: Teachers will strive to
 - Advance the interest through responsible ethical practice
 - Regard themselves as lifelong learners and engage in continuing professional development
 - Contribute to the development and promotion of sound educational policy
 - Contribute to the development of an open and reflective professional culture
 - Treat colleagues and associates with respect, staying student centered in collaborations.
 - Assist newcomers to the profession
 - Respect confidential information, unless disclosure is required by law

Resources: Santa Fe South Faculty Handbook

Key Personnel: Site Leader

ELLs and SIOP

A student designated as an English Language Learner (ELL) is one whose first language was not English and who is still in the process of acquiring proper grade level academic English and content competency. They are learning English as their second (or third) language and therefore may have language interference or struggle to understand certain attributes of the English language that are usually learned through exposure and experience in a native environment. They are progressing towards appropriate academic language skills for their age. There are various levels of language proficiency. The WIDA “Can Do Descriptors” are grouped by grade levels and highlight what language learners can do at various stages of language development as they engage in teaching and learning in academic contexts. These will be provided to you by the ELL teachers and can be found on the WIDA web site. Reading horizons is the district curriculum to be used at each site with fidelity. The process of identifying Bilingual students and limited English proficiency (LEP) students is initiated through a Home Language Survey, followed by reading and WIDA language test scores. It is extremely important that this paperwork and testing is accurate and timely as it determines federal and state funding of services designed to help ELLs meet the same challenging state academic content and student academic achievement standards as all other children.

Sheltered Instruction Observation Protocol (SIOP) is a research based approach and framework of strategies to scaffold language skills for students that struggle with language, specifically ELLs. The SIOP model operationalizes sheltered instruction by offering teachers a model for lesson planning and implementation to instruct ELLs in a comprehensible manner. All teachers having even one ELL in a class (and our district is predominantly bilingual and ELL students) is legally bound to be trained and to implement these best practices daily.

Why SIOP? It is a research-based and validated instructional model that has proven effective in addressing the academic and language needs of English learners, and it is on the list of approved programs.

Key Tenets: The SIOP Model consists of eight interrelated components:

1. Lesson Preparation – use of peers in planning lessons including content and language objectives
2. Building Background – concepts explicitly linked to students’ background experiences and explicitly linked between past learning and new concepts
3. Comprehensible Input – use of a variety of techniques, including MAX strategies, to make content concepts clear and understandable (use of visuals, word walls, anchor charts, etc. are imperative)
4. Strategies – ample scaffold or sheltered techniques consistently used and a variety of questions or tasks that promote higher order thinking skills
5. Interaction – frequent opportunities for interaction and discussion as well as grouping configurations, wait time, and opportunities to clarify key concepts in the student’s native language
6. Practice/Application – use of visuals and hands-on materials/manipulatives with activities provided for students to apply content and language knowledge
7. Lesson Delivery – proper pacing and application of above mentioned principles as well as 90% to 100% student engagement
8. Review and Assessment – review of key vocabulary, content concepts, and language along with regular feedback and assessment of learning

Resources: *Making Content Comprehensible for English Learners* by Jana Echevarria, MaryEllen Vogt, Deborah J.Short
www.wida.us [Reading Horizons](#)

Key Personnel: Site ELL Teacher and Paraprofessional, Instructional Coach, ELL Director