

# FLOWING WELLS

School District



Teacher  
Induction  
Program for  
Success

# VISION

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*Setting the Pace for  
EXCELLENCE*

# MISSION

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The Flowing Wells School District consistently  
strives for educational excellence  
in preparing students for life after graduation.

## ***STUDENT CENTERED***

We will make all decisions in  
the best interest of students.

## ***INTEGRITY***

We will be fair, ethical, and honest.  
We will do what we say and say what we do.

## ***QUALITY FOCUSED***

If it is worth doing, it is worth doing well.  
Everything we do, we will strive to do it well.

## ***BALANCED***

We will encourage students, families, and  
employees to strive for balance in their lives.



# Flowing Wells School District

## District Goals 2017-2018

1. The District will outperform the state and national averages in all standardized assessments including early literacy, Arizona's State Assessment, Advanced Placement, and college entrance exams.
  2. The District will provide and prepare safe and engaging learning environments which promote students' physical, mental and emotional well being evidenced by a multi-year analysis of suspensions for drugs, assaults, fighting, and defiance, an analysis of the district attendance rate, and an analysis of strongly agree/agree responses to the safe and healthy environment student academic optimism/climate survey.
  3. The District will promote and encourage parent engagement and community/business involvement in schools evidenced by an analysis in parent attendance at school events, an analysis in strongly agree/agree responses on the Parent Academic Optimism/Climate Survey, and an analysis in community/business partnerships.
  4. The District will make and communicate appropriate and responsible budgetary decisions as evidenced by reports from the District external auditors.
  5. The District will promote and support the 24/7 school house by providing exceptional opportunities for fitness and sports, fine arts, before/after-school, and summer school academic support as evidenced by various end of year reports and the District Goal Action Report.
  6. The District will prepare all students to be college and career ready as evidenced by 100% Initiative indicators, including progress interviews, Career and Technical performance assessment results, scholarships utilized and Gold Diplomas earned.
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Flowing Wells School District

# *Board of Education*

*Kevin Daily, President*

*Gerald Long, Clerk*

*Wendy Effing*

*Thomas Jacobs*

*James Love*

David R. Baker, Ed.D.  
Superintendent

Tricia Gutierrez, M.Ed.  
Director of Professional Development

# WELCOME!

Welcome to Flowing Wells Unified School District. We're excited to have you join us in providing outstanding opportunities for our students.

As a new member of our professional learning community, you will be part of the Flowing Wells School District's Induction Program for newly hired teachers. The purpose of our Induction Program is to provide you with information and support during your first year. The program is designed to introduce you to the philosophy and mission of our District, as well as the District's people, resources, and culture.

The two major emphases of Induction are instructional practices and classroom management, through the establishment of procedures and the development of positive relationships.

The Induction Program includes a four-day orientation prior to the start of the school year and four workshops throughout the year. Coaching from our Professional Development team and site-level support provide individual assistance through the year.

On behalf of the Governing Board, administration and teaching staff, I wish once again to express our pleasure in having you join our team. We are committed to assisting you in your continued professional growth as an educator.

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Baker', with a long horizontal line extending to the right.

Dr. David Baker  
Superintendent

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Where I'm  
Teaching



# School Attendance Areas Flowing Wells Schools

District #8

1556 West Prince Road  
Tucson, Arizona 85705

Telephone (520) 696-8800 Fax (520) 690-2400

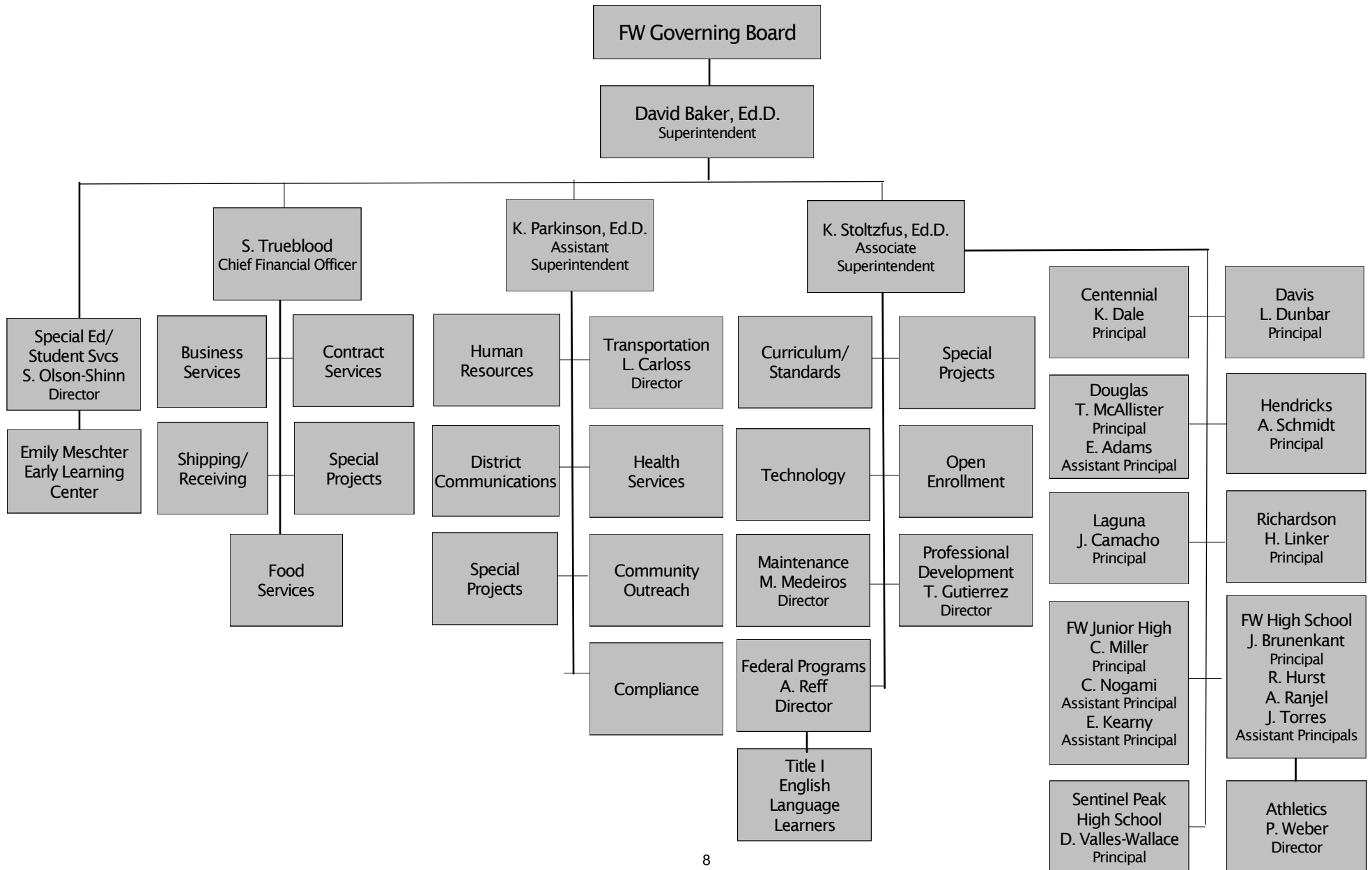
Marana School District #6

Ina Road / 7200 N.





# Flowing Wells School District Organizational Chart 2017-2018





## **FLOWING WELLS SCHOOL DISTRICT**

**1556 W. Prince Rd.  
Tucson, AZ 85705  
(520) 696-8801**

### **DISTRICT ADDRESS:**

Flowing Wells School District  
Administrative Center  
1556 W. Prince Rd.  
Tucson, AZ 85705-3087  
Telephone: (520) 696-8801  
FAX: (520) 690-2400

### **SUPERINTENDENT:**

Dr. David R. Baker

### **NUMBER AND TYPE OF SCHOOLS:**

6 Elementary Schools  
1 Junior High School  
1 High School  
1 Alternative High School  
1 Digital Campus  
1 Preschool

### **NUMBER OF EMPLOYEES:**

328 Certified Employees (May 2017)  
283 Support Employees (May 2017)

### **CURRENT ENROLLMENT:**

5624 Students (May 2017)

### **TRANSPORTATION:**

Elementary - Services for students residing one mile or more from school  
Junior High - Services for students residing one and a half miles from school  
High School - Services for students residing more than two miles from school

# FLOWING WELLS

## DIRECTORY OF SCHOOLS



### ELEMENTARY SCHOOLS

#### **Centennial Elementary**

2200 W. Wetmore Rd., Tucson 85705  
Ms. Kristine Dale, Principal  
Phone: (520) 696-8200 FAX: (520) 690-5613  
Kristine.Dale@fwusd.org

#### **Homer Davis Elementary**

4250 N. Romero Rd., Tucson 85705  
Mr. Lyle Dunbar, Principal  
Phone: (520) 696-8250 FAX: (520) 690-5614  
Lyle.Dunbar@fwusd.org

#### **Walter Douglas Elementary**

3302 N. Flowing Wells Rd., Tucson 85705  
Ms. Tamára McAllister, Principal  
Ms. Elyse Adams, Assistant Principal  
Phone: (520) 696-8300 FAX: (520) 690-5615  
Tamara.McAllister@fwusd.org

#### **J. Robert Hendricks Elementary**

3400 W. Orange Grove Rd., Tucson 85741  
Mr. Alan Schmidt, Principal  
Phone: (520) 696-8400 FAX: (520) 690-5612  
Alan.Schmidt@fwusd.org

#### **Laguna Elementary**

5001 N. Shannon, Tucson 85705  
Ms. Jacqueline Camacho, Principal  
Phone: (520) 696-8450 FAX: (520) 690-5616  
Jacqueline.Camacho@fwusd.org

#### **Robert S. Richardson Elementary**

6901 N. Camino de la Tierra, Tucson 85741  
Mr. Henry Linker, Principal  
Phone: (520) 696-8500 FAX: (520) 690-5617  
Henry.Linker@fwusd.org

### JUNIOR HIGH SCHOOL

#### **Flowing Wells Junior High**

4545 N. La Cholla Blvd., Tucson 85705  
Mr. Chad Miller, Principal  
Ms. Erin Kearney, Assistant Principal  
Mr. Christopher Nogami, Assistant to the Principal  
Phone: (520) 696-8550 FAX: (520) 690-2420  
Chad.Miller@fwusd.org

### HIGH SCHOOLS

#### **Flowing Wells High School**

3725 N. Flowing Wells Rd., Tucson 85705  
Mr. James Brunenkant, Principal  
Ms. Rebecca Hurst, Assistant Principal  
Mr. Alberto Ranjel, Assistant Principal  
Mr. Josef Torres, Assistant Principal  
Phone: (520) 696-8001 FAX: (520) 690-2379  
James.Brunenkant@fwusd.org

#### **Flowing Wells Digital Campus**

3725 N. Flowing Wells Rd., Tucson 85705  
Mr. James Brunenkant, Administrator  
Phone: (520) 696-8002  
FAX: (520) 690-2379  
James.Brunenkant@fwusd.org

#### **Sentinel Peak High School**

4125 W. Aerie Drive., Tucson 85741  
Mr. Daxton Valles-Wallace, Principal  
Phone: (520) 696-8900 FAX: (520) 579-3773  
Daxton.Valles-Wallace@fwusd.org

### PRESCHOOL

#### **Emily Meschter Early Learning Center**

4605 N La Cholla Blvd., Tucson, Arizona 85705  
Dr. Susan Olson-Shinn, Director  
Phone: (520) 696-8909 FAX: (520) 888-1651  
Susan.Olson-Shinn@fwusd.org



**CENTENNIAL ELEMENTARY**  
**2200 West Wetmore Road**  
**Tucson, AZ 85705**

**PRINCIPAL:** Mrs. Kristine Dale  
**PHONE:** (520) 696-8200  
**FAX:** (520) 690-5613  
**E-MAIL:** Kristine.Dale@fwusd.org  
**YEAR OPENED:** 1990  
**ENROLLMENT:** 502  
**HOURS:** 8:00 a.m. - 2:10 p.m.  
**MASCOT:** Coyote

**ACHIEVEMENTS:**

- ♦ AdvancED Accreditation (2012, 2017)
- ♦ U.S. Department of Education's National "Blue Ribbon Schools" Recognition (1994)
- ♦ Arizona Educational Foundation "A+ School of Excellence" Award (1994)
- ♦ Educational Foundation #1 Elementary School (1994)
- ♦ Arizona Educational Foundation Teacher of the Year (1994)
- ♦ Arizona Educational Foundation Ambassador for Excellence (2014)
- ♦ Arizona Educational Foundation Top Ten Teacher of the Year (1992, 1995, 2015)
- ♦ Rodel Exemplary Teacher (2011, 2012, 2014)
- ♦ ASBA Golden Bell Award (2001)
- ♦ AEA Salute to Excellence Christa McAuliffe Award (2010)
- ♦ AEA ESpecially for Kids Award (2004, 2009)
- ♦ Arizona Electric League - Energy Award
- ♦ California Casualty Outstanding Special Education Teacher Award (2011)
- ♦ City of Tucson Recycling Award
- ♦ National History Recognition (2008, 2009, 2010, 2011, 2012)
- ♦ Noyce Master Teachers' Program National Science Foundation (2010)
- ♦ Phil Michelson Exxon Mobile Teacher's Academy (2010)
- ♦ Presidential Award for Excellence in Mathematics & Science Teaching (2016) Finalist (2015)
- ♦ Ronald McDonald Award (2007, 2008)

**SPECIAL PROGRAMS:**

- ♦ Full-Day Kindergarten
- ♦ S.E.I. (Structured English Immersion)
- ♦ Title I Reading Lab
- ♦ Comprehensive Special Education Services
- ♦ Computer/Technology Education/Tech Steps
- ♦ C.A.T.S. Program (Center for Academically Talented Students)
- ♦ STEM Grant
- ♦ After-School Academic Tutoring Programs (21<sup>st</sup> Century Skills Program)
- ♦ Junior High School Partnership-Cadet Program
- ♦ Student Council
- ♦ Band/Music/Orchestra/Choir
- ♦ Physical Education
- ♦ Intramural sports
- ♦ After-School Sports (5 & 6)
- ♦ Y.E.S. (Youth Enrichment Services)
- ♦ Parent/Community Volunteer Program
- ♦ Family Resource Center
- ♦ Milers Program
- ♦ Northwest Community Church Partnership
- ♦ Northwest Fire Safety Program
- ♦ Kiwanis Kids Club
- ♦ Reading Counts Program
- ♦ Tucson Optimist Partnership
- ♦ University of Arizona Nutrition Grant



## **HOMER DAVIS ELEMENTARY**

**4250 North Romero Road  
Tucson, AZ 85705**

**PRINCIPAL:** Mr. Lyle Dunbar  
**PHONE:** (520) 696-8250  
**FAX:** (520) 690-5614  
**E-MAIL:** Lyle.Dunbar@fwusd.org  
**YEAR OPENED:** 1955  
**ENROLLMENT:** 483  
**HOURS:** 8:00 a.m. - 2:10 p.m.  
**MOTTO:** "Believe, Achieve, Succeed"  
**MASCOT:** Dragon

### **ACHIEVEMENTS:**

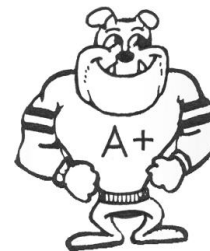
- ♦ AdvancED Accreditation (2012, 2017)
- ♦ U.S. Department of Education's National "Blue Ribbon Schools" Recognition (1999)
- ♦ Arizona Educational Foundation "A+ School of Excellence" Award (1984, 1998, 2010)
- ♦ Arizona Educational Foundation Arizona Top Ten Teacher of the Year (1996, 2000)
- ♦ Rodel Exemplary Teacher (2005, 2007, 2009, 2010, 2013)
- ♦ Rodel Exemplary Principal (2009, 2016)
- ♦ National Board Certification Recipient (2014)
- ♦ AEA ESpecially for Kids Award (2014, 2015)
- ♦ AEA Salute to Excellence Christa McAuliffe Award (2015)
- ♦ Structured Recess Grant (2012)
- ♦ Mighty Milers Program (2012)

### **SPECIAL PROGRAMS:**

- ♦ Full-Day Kindergarten
- ♦ S.E.I. (Structured English Immersion)
- ♦ Title I Reading Lab
- ♦ Comprehensive Special Education Services
- ♦ Computer Lab
- ♦ C.A.T.S. Program (Center for Academically Talented Students)
- ♦ After-School Academic Tutoring Programs (21<sup>st</sup> Century Skills Program)
- ♦ Student Council
- ♦ Band/Music/Orchestra/Choir
- ♦ Physical Education
- ♦ Intramural sports
- ♦ After-School Sports (5 & 6)
- ♦ Y.E.S. (Youth Enrichment Services)
- ♦ Head Start
- ♦ U of A Immersion Partnership
- ♦ JFSA Partnership Elks and Rotary Club Partnerships
- ♦ Reading Seed and NAU Foster Grandparents Tutor Programs
- ♦ Assistance League of Tucson Operation School Bell
- ♦ Parent/Community Volunteer Program
- ♦ Desert Son Community Church Partnership
- ♦ Community Gardens of Tucson
- ♦ Art Club
- ♦ Karate
- ♦ Weekend Healthy Backpacks
- ♦ Cub Scouts
- ♦ Chess Club
- ♦ Homework Helpers
- ♦ Dragons of Character Building Life Lessons
- ♦ Upbeat Drum Program

# WALTER DOUGLAS ELEMENTARY

3302 North Flowing Wells Road  
Tucson, AZ 85705



**PRINCIPAL:** Ms. Tamára McAllister  
**PHONE:** (520) 696-8300  
**FAX:** (520) 690-5615  
**E-MAIL:** Tamara.McAllister@fwusd.org  
**YEAR OPENED:** 1963  
**ENROLLMENT:** 594  
**HOURS:** 8:00 a.m. - 2:10 p.m.  
**MOTTO:** "We are the Douglas Bulldogs and we're proud!"  
**MASCOT:** Bulldog

## ACHIEVEMENTS:

- ♦ AdvancED Accreditation (2012, 2017)
- ♦ U.S. Department of Education's National "Blue Ribbon Schools" Recognition (1990)
- ♦ Arizona Educational Foundation "A+ School of Excellence" Award (1990, 2004, 2017)
- ♦ Arizona Educational Foundation Teacher of the Year (1966, 2006)
- ♦ Rodel Exemplary Teacher (2007, 2008, 2016)
- ♦ Rodel Aspiring Principal (2010)
- ♦ Fulbright Memorial Fund Master Teacher Program (2003)
- ♦ Fulbright Memorial Fund International Teacher Program (1999, 2001)
- ♦ Raytheon Leader in Education Finalist (2017)
- ♦ Arizona Department of Education's "Five Star Award" (1999)
- ♦ City of Tucson/Pima County Good Neighbor Award (2001)
- ♦ Exchange Club Child Abuse Prevention Award (2001)
- ♦ Tucson Realty Educator Award (1998, 1999, 2000)
- ♦ Milken National Educator Award (1998)
- ♦ National Board Certification Recipient (2012 (2), 2014)
- ♦ AEA ESpecially for Kids Award (2012, 2017)
- ♦ Outstanding Mac-Ro Math Achievement Award (2008, 2009, 2010)

## SPECIAL PROGRAMS:

- ♦ Full-Day Kindergarten
- ♦ S.E.I. (Structured English Immersion)
- ♦ Title I Reading Lab
- ♦ Comprehensive Special Education Services
- ♦ Computer/Technology Education/Tech Steps
- ♦ C.A.T.S. Program (Center for Academically Talented Students)
- ♦ After-School Academic Tutoring Programs (21<sup>st</sup> Century Skills Program)
- ♦ Student Council
- ♦ Band/Music/Orchestra/Choir
- ♦ Physical Education
- ♦ Intramural Sports
- ♦ After-School Sports (5 & 6)
- ♦ Y.E.S. (Youth Enrichment Services)
- ♦ Head Start
- ♦ U of A Immersion Partnership
- ♦ Parent/Community Volunteer Program
- ♦ Summer Tutorial Program (Summer Achievement)
- ♦ Science Club
- ♦ Reading Assistant 1-3
- ♦ Homework Club
- ♦ Attendance Accountability Program
- ♦ Character Education
- ♦ Read & Eat Family Literacy Program
- ♦ Make Mealtime Family Time
- ♦ P.B.I.S (Positive Behavior Intervention and Support)
- ♦ Kiwanis Community Service Club
- ♦ Tucson Public Library Partnership
- ♦ Foster Grandparent Program
- ♦ Parenting Classes
- ♦ Adult English Classes
- ♦ Make Way for Books/Raising a Reader
- ♦ When We Graduate Program
- ♦ Be a Buddy, Not a Bully





## **J. ROBERT HENDRICKS ELEMENTARY**

**3400 West Orange Grove Road  
Tucson, AZ 85741-2828**

<b>PRINCIPAL:</b>	<b>Mr. Alan Schmidt</b>
<b>PHONE:</b>	<b>(520) 696-8400</b>
<b>FAX:</b>	<b>(520) 690-5612</b>
<b>E-MAIL:</b>	<b>Alan.Schmidt@fwusd.org</b>
<b>YEAR OPENED:</b>	<b>1996</b>
<b>ENROLLMENT:</b>	<b>469</b>
<b>HOURS:</b>	<b>8:00 a.m. - 2:10 p.m.</b>
<b>MOTTO:</b>	<b>"Hawk Spirit - Soar with Pride"</b>
<b>MASCOT:</b>	<b>Hawks</b>

### **ACHIEVEMENTS:**

- ♦ AdvancED Accreditation (2012, 2017)
- ♦ Arizona Educational Foundation "A+ School of Excellence" Award (2002, 2015)
- ♦ Arizona Educational Foundation Ambassador for Excellence (1998, 2002)
- ♦ AEA Salute to Excellence Christa McAuliffe Award (2006)
- ♦ AEA ESpecially for Kids Award (2009)
- ♦ Arizona Distinguished Administrator Award (2005)
- ♦ ISTE Project ReimaginED Exemplary Teacher (2016)
- ♦ National Education Association Foundation Horace Mann Award for Teaching Excellence (2007)
- ♦ Presidential Award for Excellence in Mathematics & Science Teaching (1998)
- ♦ Raytheon Leader in Education Teacher of the Year (2017), Finalist (2016)
- ♦ Samuel A. Kirk ACEC Teacher of the Year (2015)
- ♦ University of Arizona Outstanding Educator Award (1999)

### **SPECIAL PROGRAMS:**

- |   |   |
|---|---|
| ♦ Full-Day Kindergarten   | ♦ Band/Music/Orchestra/Choir                          |
| ♦ S.E.I. (Structured English Immersion)   | ♦ Physical Education                                  |
| ♦ Title I Reading Lab   | ♦ Intramural sports                                   |
| ♦ Comprehensive Special Education Services  | ♦ After-School Sports (5 & 6)                         |
| ♦ Computer/Technology Education/Tech Steps  | ♦ Y.E.S. (Youth Enrichment Services)                  |
| ♦ C.A.T.S. Program (Center for Academically Talented Students)                      | ♦ U of A Immersion Partnership                        |
| ♦ After-School Academic Tutoring Programs (21 <sup>st</sup> Century Skills Program) | ♦ NAU Dual Certification Bachelor of Arts Partnership |
| ♦ Student Council   | ♦ Parent/Community Volunteer Program                  |



## **LAGUNA ELEMENTARY**

**5001 North Shannon  
Tucson, AZ 85705**

<b>PRINCIPAL:</b>	<b>Ms. Jacqueline Camacho</b>
<b>PHONE:</b>	<b>(520) 696-8450</b>
<b>FAX:</b>	<b>(520) 690-5616</b>
<b>E-MAIL:</b>	<b>Jacqueline.Camacho@fwusd.org</b>
<b>YEAR OPENED:</b>	<b>Established 1889, Flowing Wells District 1964</b>
<b>ENROLLMENT:</b>	<b>412</b>
<b>HOURS:</b>	<b>8:00 a.m. - 2:10 p.m.</b>
<b>MOTTO:</b>	<b>"Learners Today, Leaders Tomorrow"</b>
<b>MASCOT:</b>	<b>Longhorns</b>

### **ACHIEVEMENTS:**

- ♦ AdvancED Accreditation (2012, 2017)
- ♦ U.S. Department of Education's National "Blue Ribbon Schools" Recognition (1986)
- ♦ Arizona Educational Foundation "A+ School of Excellence" Award (1985)
- ♦ Arizona Educational Foundation Ambassador for Excellence (2006)
- ♦ Arizona Educational Foundation Top Ten Teacher of the Year (2003)
- ♦ Rodel Exemplary Teacher (2006, 2013, 2015)
- ♦ Rodel Aspiring Principal (2009)
- ♦ ASBA Golden Bell Award (2005)
- ♦ AEA Salute to Excellence Christa McAuliffe Award (2002)
- ♦ Wal-Mart Teacher of the Year (2003)
- ♦ INTEL Award for Excellence in Math Education (2003)
- ♦ STEMAZ Innovative Heroes Award (2009)
- ♦ National Board Certification Recipient (2013 (2))

### **SPECIAL PROGRAMS:**

- |   |   |
|---|---|
| ♦ Full-Day Kindergarten   | ♦ Physical Education                              |
| ♦ Title I Reading Lab   | ♦ Intramural sports                               |
| ♦ S.E.I. (Structured English Immersion)   | ♦ After-School Sports (5 & 6)                     |
| ♦ Comprehensive Special Education Services  | ♦ Y.E.S. (Youth Enrichment Services)              |
| ♦ Computer/Technology Education/Tech Steps  | ♦ Head Start                                      |
| ♦ C.A.T.S. Program (Center for Academically Talented Students)                      | ♦ U of A Immersion Partnership                    |
| ♦ After-School Academic Tutoring Programs (21 <sup>st</sup> Century Skills Program) | ♦ Parent/Community Volunteer Program              |
| ♦ Student Council   | ♦ Positive Behavioral Intervention Support (PBIS) |
| ♦ Band/Music/Orchestra/Choir  | ♦ Foster Grandparents Program                     |
|   | ♦ Safe Routes to School Program                   |

# **ROBERT S. RICHARDSON ELEMENTARY**

**6901 North Camino de la Tierra  
Tucson, AZ 85741**



<b>PRINCIPAL:</b>	<b>Mr. Henry Linker</b>
<b>PHONE:</b>	<b>(520) 696-8500</b>
<b>FAX:</b>	<b>(520) 690-5617</b>
<b>E-MAIL</b>	<b>Henry.Linker@fwusd.org</b>
<b>YEAR OPENED:</b>	<b>1980</b>
<b>ENROLLMENT:</b>	<b>395</b>
<b>HOURS:</b>	<b>8:00 a.m. - 2:10 p.m.</b>
<b>MOTTO:</b>	<b>"Dare to Dream - Work to Achieve"</b>
<b>MASCOT:</b>	<b>Roadrunner</b>

## **ACHIEVEMENTS:**

- ♦ AdvancED Accreditation (2012, 2017)
- ♦ U.S. Department of Education's National "Blue Ribbon Schools" Recognition (1988)
- ♦ Arizona Educational Foundation "A+ School of Excellence" Award (1988, 2005)
- ♦ Arizona Educational Foundation Ambassador for Excellence (1990, 2000, 2011, 2012)
- ♦ Arizona Educational Foundation Top Ten Teacher of the Year (1999)
- ♦ Arizona Department of Education Literary Site (1992)
- ♦ National Board Certification Recipient (2010, 2016)

## **SPECIAL PROGRAMS:**

- |  |   |
|--|---|
| ♦ Full-Day Kindergarten  | ♦ Intramural sports                     |
| ♦ S.E.I. (Structured English Immersion)                        | ♦ After-School Sports (5 & 6)           |
| ♦ Reading Lab Remedial Services                                | ♦ Y.E.S. (Youth Enrichment Services)    |
| ♦ Comprehensive Special Education Services                     | ♦ U of A Immersion Partnership          |
| ♦ Computer/Technology Education/Coding                         | ♦ Parent/Community Volunteer Program    |
| ♦ C.A.T.S. Program (Center for Academically Talented Students) | ♦ Science Fair                          |
| ♦ Student Council  | ♦ Reading Clubs                         |
| ♦ Sentinel Peak High School Partnership-Cadet Program          | ♦ Tucson Optimist Partnership           |
| ♦ Band/Music/Orchestra/Choir                                   | ♦ Nutrition and Wellness Program        |
| ♦ Physical Education   | ♦ Character Building Program            |
| ♦ STEM   | ♦ Reading Seed Volunteer Program        |
|  | ♦ After School Skills 4 Success Program |

# FLOWING WELLS JUNIOR HIGH

4545 North La Cholla Blvd.  
Tucson, AZ 85705



<b>PRINCIPAL:</b>	<b>Mr. Chad Miller</b>
<b>ASST. PRINCIPAL:</b>	<b>Ms. Erin Kearney</b>
<b>ASST. TO THE PRINCIPAL:</b>	<b>Mr. Christopher Nogami</b>
<b>PHONE:</b>	<b>(520) 696-8550</b>
<b>FAX:</b>	<b>(520) 690-2420</b>
<b>E-MAIL:</b>	<b>Chad.Miller@fwusd.org</b>
<b>YEAR OPENED:</b>	<b>1976</b>
<b>ENROLLMENT:</b>	<b>808</b>
<b>HOURS:</b>	<b>8:10 a.m. - 3:05 p.m.</b>
<b>MOTTO:</b>	<b>"Mustang Nation, We Got This!"</b>
<b>MASCOT:</b>	<b>Mustangs</b>

## ACHIEVEMENTS:

- ♦ AdvancED Accreditation (2012, 2017)
- ♦ U.S. Department of Education's National "Blue Ribbon Schools" Recognition (1985)
- ♦ Arizona Educational Foundation "A+ School of Excellence" (1985, 2002, 2016)
- ♦ Arizona Educational Foundation #1 Secondary School (1985)
- ♦ Arizona Educational Foundation Teacher of the Year (2005)
- ♦ Arizona Educational Foundation Ambassador for Excellence (1999, 2013, 2016)
- ♦ Arizona Educational Foundation Top Ten Teacher of the Year (2001, 2010)
- ♦ Chicanos Por La Causa (CPLC) Esperanza Award Winner (2016)
- ♦ National Council of Teachers of Mathematics Future Leaders Award (2017)
- ♦ National History Day Winners (2009, 2010, 2011)

## SPECIAL PROGRAMS:

- ♦ Title I Reading Lab, Mustang Math
- ♦ Comprehensive Special Education Services
- ♦ Computer/Technology Education
- ♦ Alternative School/Educational Program
- ♦ Extensive Elective Programs Include: Art, Band, Chorus, Orchestra, Technology, Theatre, Drama, Leisure Fitness
- ♦ Broad Academic Programs including Accelerated Math, English and Science classes and Hands-on Science Trips, High School Algebra and Spanish, MESA
- ♦ Student Council
- ♦ After-School Academic Study Halls
- ♦ National Junior Honor Society
- ♦ After-School Programs including Sports, Clubs
- ♦ Community Service Clubs
- ♦ Numerous Student Incentive Programs
- ♦ Family Resource Center
- ♦ Parent Community Liaison
- ♦ IBM EXITE Camp – Partnering Students with Engineers



# FLOWING WELLS HIGH SCHOOL

3725 North Flowing Wells Road  
Tucson, AZ 85705

<b>PRINCIPAL:</b>	<b>Mr. James Brunenkant</b>
<b>ASST. PRINCIPAL:</b>	<b>Ms. Rebecca Hurst</b>
<b>ASST. PRINCIPAL:</b>	<b>Mr. Alberto Ranjel</b>
<b>ASST. PRINCIPAL:</b>	<b>Mr. Josef Torres</b>
<b>PHONE:</b>	<b>(520) 696-8001</b>
<b>FAX:</b>	<b>(520) 690-2379</b>
<b>E-MAIL:</b>	<b>James.Brunenkant@fwusd.org</b>
<b>YEAR OPENED:</b>	<b>1953</b>
<b>ENROLLMENT:</b>	<b>1618</b>
<b>HOURS:</b>	<b>8:45 a.m. - 3:30 p.m.</b>
<b>MOTTO:</b>	<b>Cabs<sup>3</sup> ~ Commitment. Confidence. Community.</b>
<b>MASCOT:</b>	<b>Caballeros</b>

## ACHIEVEMENTS:

- ♦ AdvancED Accreditation (2012, 2017)
- ♦ U.S. Department of Education's National "Blue Ribbon Schools" Recognition (1986 & 1991)
- ♦ Arizona Educational Foundation "A+ School of Excellence" Award (1986, 1991, 2004, 2010, 2013, 2017)
- ♦ Arizona Educational Foundation #1 Secondary School (1986)
- ♦ Arizona Educational Foundation Teacher of the Year (1990, 1997, 2002)
- ♦ Arizona Educational Foundation Ambassador for Excellence (1986, 1988, 1992)
- ♦ Arizona Educational Foundation Top Ten Teacher of the Year (1993, 2001, 2003, 2005, 2008, 2014)
- ♦ Rodel Exemplary Teacher (2008)
- ♦ Rodel Exemplary Principal (2012), Rodel Aspiring Principal (2016)
- ♦ ASA Distinguished Secondary Principal (2002, 2017)
- ♦ Milken Family Foundation National Educator Award (2001)
- ♦ "National Drug Free Recognition" Award (1987)
- ♦ Raytheon Leader in Education Finalist (2017)
- ♦ HSAEP Administrator of the Year
- ♦ FACS-ED New Teacher of the Year (2009)
- ♦ FACS-ED Administrator of the Year (2009)
- ♦ NASSP/Virco National Assistant Principal of the Year
- ♦ Claes Nobel Educator of Distinction
- ♦ Arizona Music Educators Association George C. Wilson Leadership/Service Award (2011)
- ♦ Arizona Interscholastic Association Arizona Administrator of the Year (2016)
- ♦ UA/Circle K High School Teacher of the Year (1996, 2007, 2008, 2014) and Finalist (1995, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2009, 2010, 2012, 2013, 2015)
- ♦ UA Choral Director's Association Outstanding New Educator's Award (2011)

## SPECIAL PROGRAMS:

- |   |   |
|---|---|
| ♦ Advanced Placement/Pre-AP   | ♦ Theatre Technology – Intro and Advanced Theatre Tech  |
| ♦ Agriculture – Marketing, Finance Math Intro to Agriculture, Agriscience, FFA Leadership Development | ♦ Science & Engineering – Engineering Math, Bio-technology, Adv. Engineering, Adv. Bio-technology   |
| ♦ Education Professions – Teachers of Tomorrow  | ♦ Central JTED Programs – Healthcare Fundamentals, Nursing Services, Fundamentals to Cosmetology, Construction Tech, Fundamentals of Law, Public Safety, Security, Aviation |
| ♦ Family & Consumer Science – Culinary Arts, Fashion Design, Merchandising, Costume Design            | ♦ Comprehensive Fine Arts Program   |
| ♦ Graphic Design –Graphic Design, Filmmaking, Photography   | ♦ Student Council   |
| ♦ Industrial Technology – Drafting, Intro to Automotive, Auto Block, Web Design                       | ♦ JROTC   |
| ♦ After-School Academic Tutoring Programs   | ♦ Link Crew   |



## **SENTINEL PEAK HIGH SCHOOL**

**4125 W. Aerie Drive  
Tucson, AZ 85741**

**Principal:** Mr. Daxton Valles-Wallace  
**PHONE:** (520) 696-8900  
**FAX:** (520) 579-3773  
**E-MAIL:** Daxton.Valles-Wallace@fwusd.org  
**YEAR OPENED:** Inscape-1975, Opportunity School-1996  
**ENROLLMENT:** 118  
**HOURS:** 9:00 a.m. - 2:45 p.m.  
**MASCOT:** Scorpions

### **ACHIEVEMENTS:**

- ♦ AdvancED Accreditation (2012, 2017)

### **SPECIAL PROGRAMS:**

- ♦ Small Learning Community with Personalized Academic Support
- ♦ Direct Instruction in Math and English
- ♦ Online Curriculum in Science, Social Studies and electives with Teacher Support
- ♦ CTE Classes On-Campus
- ♦ Credit Recovery Opportunities
- ♦ Cadet Teaching Placement
- ♦ After-School Math and Reading Study Hall
- ♦ After-School Academic Tutoring Programs (21<sup>st</sup> Century Skills Program)
- ♦ After-School Fitness Program
- ♦ Community Service Projects
- ♦ Career and College Coaching





## **FLOWING WELLS DIGITAL CAMPUS**

**3725 North Flowing Wells Road  
Tucson, AZ 85705**

<b>ADMINISTRATOR:</b>	<b>Mr. James Brunenkant</b>
<b>PHONE:</b>	<b>(520) 696-8001</b>
<b>FAX:</b>	<b>(520) 690-2379</b>
<b>E-MAIL:</b>	<b>james.brunenkant@fwusd.org</b>
<b>YEAR OPENED:</b>	<b>2012</b>
<b>ENROLLMENT:</b>	<b>74</b>
<b>COMPUTER LAB HOURS:</b>	<b>1:00 p.m. – 6:00 p.m.</b>
<b>ONLINE HOURS:</b>	<b>Self-Paced</b>
<b>MASCOT:</b>	<b>Cobras</b>

### **ACHIEVEMENTS:**

- ♦ AdvancED Accreditation (2012, 2017)

### **UNIQUE FACTORS:**

- ♦ Alternative educational opportunity for students who benefit from an online curriculum or require a temporary, online curriculum for individual needs
- ♦ Online curriculum that is accessible from both a home computer and from an assigned computer lab on the Flowing Wells High School campus
- ♦ Individual support for students both in-person and online
- ♦ Academic and career coaching
- ♦ Credit recovery opportunities
- ♦ Certified teachers available for academic support
- ♦ Students in good standing with the Flowing Wells School District are eligible to participate in athletics at Flowing Wells High School



**Emily Meschter  
EARLY LEARNING CENTER**

**4605 N. La Cholla Boulevard  
Tucson, AZ 85705**

<b>DIRECTOR:</b>	<b>Dr. Susan Olson-Shinn</b>
<b>PHONE:</b>	<b>(520) 696-8909</b>
<b>FAX:</b>	<b>(520) 888-1651</b>
<b>E-MAIL:</b>	<b>Susan.Olson-Shinn@fwusd.org</b>
<b>YEAR OPENED:</b>	<b>2010</b>
<b>ENROLLMENT:</b>	<b>160</b>
<b>HOURS:</b>	<b>Hours based on specific program</b>
<b>MASCOT:</b>	<b>Teddy Bears</b>

**ACHIEVEMENTS:**

- ♦ AdvancED Accreditation (2012, 2017)
- ♦ National Accreditation for the Education of Young Children (NAEYC)(2013)
- ♦ Arizona Early Childhood Educator Award (2007)
- ♦ National Board Certified Teacher (2015)
- ♦ Quality First Rating System-5 stars

**SPECIAL PROGRAMS:**

- ♦ PIP (Preschool Income-Based Program) for children who reside in the Flowing Wells School District and meet income eligibility requirements.
- ♦ LINKS (Learning, Intervention and Kid Supports) Program for children who have been assessed with a special education need.
- ♦ STEP (Student Enrichment Program) for district employees.
- ♦ Classroom Wireless Internet - Access with computer and iPads
- ♦ Parent/Community volunteer Program
- ♦ Parenting Workshops and Family Events
- ♦ University or Arizona College of Education Partnership
- ♦ First Things First and the Arizona Department of Education Partnership



# **FLOWING WELLS SCHOOL DISTRICT**

## **SPECIAL SERVICES**

Flowing Wells Schools offers a number of services and programs to meet the exceptional needs of our students. All students receive a quality education to help them advance personally and academically.

- ◆ **Alternative School (Sentinel Peak High School)**
- ◆ **Digital Campus (Flowing Wells Digital Campus)**
- ◆ **At-Risk Preschool (Emily Meschter Early Learning Center)**
- ◆ **C.A.T.S. Program (Center For Academically Talented Students)**
- ◆ **Comprehensive Special Education Program**
- ◆ **Family Resource Center**
- ◆ **GED (Adult Basic Education)**
- ◆ **Health Services**
- ◆ **Homebound Instruction**
- ◆ **School Hot Lunch And Breakfast**
- ◆ **School Psychologists/Counselors**
- ◆ **Services For Disadvantaged**
- ◆ **Speech Therapists**
- ◆ **Summer School**
- ◆ **Y.E.S. (Full Day And Year-Round Child Care)**



# **FLOWING WELLS SCHOOL DISTRICT**

## **CURRICULUM**

Flowing Wells Schools curriculum includes innovative programs that accommodate the interests and abilities of our students. Several programs have received national recognition.

- ◆ Integration of Arizona's Common Core Standards in English Language Arts and Mathematics, with alignment to Essential Questions and Performance-Based Tasks
- ◆ STEM opportunities in elementary, and rigorous STEM-based courses in grades 7-12
- ◆ Balanced Literacy
- ◆ Inquiry-Based Elementary Science Program
- ◆ Problem-Solving Math Curriculum
- ◆ Career and Technical Education including Pima County JTED
- ◆ Creative Arts
- ◆ Fine Arts - Music, Band, Choir, Orchestra
- ◆ Advanced Placement
- ◆ C.A.T.S. Program (Center For Academically Talented Students – Grades 2-6)
- ◆ Title I Reading Labs (K-8)
- ◆ S.E.I. (Structured English Immersion) Classrooms
- ◆ Computer Labs With Computer Enhanced and Assisted Instruction (K-12)
- ◆ Athletics/Physical Education (K-12)
- ◆ District-Wide Student Discipline Plan
- ◆ Project Oceans And Project Catalina (Environmental Education)
- ◆ Army JROTC
- ◆ SAT (Student Assistance Teams)
- ◆ 21st Century Learning Center - Skills for Success – Centennial, Davis, Douglas, Laguna, Richardson
- ◆ Alternative School and Curriculum in grades 7-12
- ◆ UA Sky School



# **FLOWING WELLS SCHOOL DISTRICT**

## **AWARDS FOR EXCELLENCE**

Flowing Wells Schools have been recognized for educational leadership by the state and the nation. Awards include:

AdvancEd National Accreditation (2012, 2017)

U.S. Department of Education's National "Blue Ribbon Schools" Recognition Award

- ◆ Centennial Elementary (1994)
- ◆ Homer Davis Elementary (1999)
- ◆ Walter Douglas Elementary (1990)
- ◆ Laguna Elementary (1986)
- ◆ Robert S. Richardson Elementary (1988)
- ◆ Flowing Wells Junior High School (1985)
- ◆ Flowing Wells High School (1986 & 1991)

Arizona Department of Education A+ School of Excellence Award

- ◆ Centennial Elementary (1994)
- ◆ Homer Davis Elementary (1984, 1998, 2010)
- ◆ Walter Douglas Elementary (1990, 2004, 2017)
- ◆ J. Robert Hendricks Elementary (2002, 2015)
- ◆ Laguna Elementary (1985)
- ◆ Robert S. Richardson Elementary (1988, 2005)
- ◆ Flowing Wells Junior High (1985, 2002, 2016)
- ◆ Flowing Wells High School (1986, 1991, 2004, 2010, 2013, 2017)

Ranked #1 School in Arizona – (Arizona Department of Education)

- ◆ Centennial Elementary (1994)
- ◆ Flowing Wells Junior High School (1985)
- ◆ Flowing Wells High School (1986)

District Awards of Excellence

- ◆ Arizona Educational Foundation Teacher of the Year (1966, 1990, 1994, 1997, 2002, 2005, 2006)
- ◆ Arizona Educational Foundation Ambassador for Excellence (Top Five Teacher of the Year) (1986, 1988, 1990, 1992, 1998, 1999, 2000, 2002, 2006, 2011, 2012, 2013, 2014, 2016)
- ◆ Arizona Educational Foundation Top Ten Teacher of the Year (1992, 1993, 1995, 1996, 1999, 2000, 2001 (2), 2003 (2), 2005, 2008, 2011, 2014, 2015)
- ◆ Rodel – Exemplary Teacher Awards (2005, 2006, 2007 (2), 2008 (2), 2009, 2010, 2011, 2012, 2013 (2), 2014, 2015, 2016)

- ◆ Rodel – Exemplary Principal Award (2009, 2012, 2016), Aspiring Principal Award (2009, 2010, 2016)
- ◆ UA/Circle K Teacher of the Year Hall of Fame (1996, 2007, 2008 2014) Finalists (1995, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2009, 2010, 2012, 2013, 2015)
- ◆ ASA – Distinguished Administrator, Superintendent Division (1990, 2002, 2009, 2010), Secondary Principal Division (2002, 2017), Middle School Principal Division (2013), Elementary Principal Division (2005), Outstanding Doctoral Student (2003, 2011)
- ◆ AdvancEd Excellence in Education Award (2012, 2017)
- ◆ American Association of School Administrator's "Excellence in Staff Development" Award
- ◆ ASBA – Advocate of the Year (2011, 2016), All Arizona School Board Award (2002, 2010), Masters of Boardmanship (2006, 2016), Total Board Award (2007) 4 cluster Award (2016)
- ◆ ASBA Golden Bell Award – Cadet Teacher Program (1998), Centennial Coyote Paws for Reading Program (2001), Diamondback Crew (2004), Superintendent's Science Challenge (2006), Laguna Elementary School Plant Explorers Club (2005), FWJH/IBM E.X.I.T.E. (2007), 24/7 School House Initiative (2011), District Inquiry Science Initiative (2013)
- ◆ ASBO – Certificate of Excellence in Financial Reporting Award (2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016), Meritorious Budget Award (2009)
- ◆ Council for Exceptional Children Teacher of the Year (2012, 2016)
- ◆ National Accreditation for the Education of Young Children (2013)
- ◆ National Board Certified Teacher (2010, 2012(2), 2013(2), 2014(2), 2016)
- ◆ California Casualty Outstanding Teacher Award (2011, 2015)

Various other awards and recognitions including:

AASP School Psychologist of the Year; AEA ESpecially for Kids Award (2004, 2009, 2012, 2014, 2015, 2017), AEA Christa McAuliffe Salute to Excellence Award (2002, 2006, 2010, 2015); AMEA – George C. Wilson Leadership/Service Award, Raymond G Van Diest Advocacy Award (2004, 2010), and O. M. Hartsell Excellence in Music Teaching Award; AEF A+ Award – SKILLS for Success Program; AIA Arizona Administrator of the Year; Arizona Electric League Energy Award, Governor's Energy Management Award, TEP BrightEE Award for Energy Savings; Choral Director's Association Outstanding New Educator's Award; California Casualty Outstanding Teacher Award (2011, 2015), Claes Nobel Educator of Distinction; Community Partners Putting Prevention to Work; CPLC Esperanza Award Winner (2017); Fulbright Memorial Fund Master Teacher Program and International Teacher Program, FACS-ED – New Teacher of the Year and Administrator of the Year; IBM's Best Practices in Business – Education Partnerships; INTEL Excellence in Math Education Award; Milken Foundation National Educator Award (1998, 2001); NCTM Future Leaders Award (2017); National Financial Literacy and Economic Education Teacher of the Year; NSPRA Golden Achievement Award-Flowing Wells "Building Blocks of Character"; NEA Foundation Horace Mann Award for Teaching Excellence; National Safety Council's Prestigious Million Mile Award; National Science Foundation and American Association of School Administrators' PAEMST "Presidential Award for Excellence in Mathematics and Science Teaching"; Raytheon Teacher of the Year (2017) Finalist (2016, 2017(2)), STEMMAZ Innovative Heroes Award; US Government Finance Affairs' Association Award for Excellence in Financial Reporting



# Flowing Wells School District

## 2017-2018 School Year Calendar

### July

- 4 Independence Day (observed)
- 3 District Offices Closed  
(7/7, 14, 21, 28)
- 31 New Teachers Report

### July 2017

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### August 2017

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

### August

- 7 All Teachers Report
- 10 Classes Begin

School Days: 16

### September

- 4 Labor Day  
All Students – No School
- 7 Early Release Day  
All Students – ½ day

### September 2017

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

School Days: 20

### October 2017

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### October

- 13 End of First Quarter  
Student Records Day  
PreK-6 - No School;  
JH/HS - ½ day
  - 16 Conferences – PreK-6 - ½ day
  - 17 Conferences – PreK-6/JH - ½ day
  - 18 Conferences – PreK-6/JH - ½ day
  - 19 Fall Break – Pupils/Teachers  
10/19 - 10/20/2017
- School Days: PreK-6 – 19; JH/HS - 20

### November

- 10 Veterans Day (Observed)  
All Students – No School
- 23 Thanksgiving Holiday  
11/23 - 11/24/2017

### November 2017

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

School Days: 19

### December 2017

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### December

- 1 Early Release Day  
All Students – ½ day
- 22 First Semester Ends  
Student Records Day  
PreK-6 – ½ day  
JH/HS – No School
- 26 Winter Vacation Begins  
12/25/2017-1/5/2018

School Days: PreK-6 – 16; JH/HS - 15

### January

- 5 Winter Break Ends
- 8 Second Semester Begins
- 15 Civil Rights Day  
All Students – No School

### January 2018

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

School Days: 17

### February 2018

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

### February

- 1 Early Release Day  
All Students – ½ day
- 22 Rodeo Break  
2/22-2/23/2018

School Days: 18

### March

- 9 End of Third Quarter  
Student Records Day  
All Students - No School
- 15 Conferences – PreK-6/JH - ½ day
- 16 Conferences – PreK-6/JH - ½ day
- 26 Spring Break Begins  
3/26-3/30/2018

### March 2018

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

School Days: 16

### April 2018

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

### April

School Days: 21

### May

- 23 High School Graduation
- 24 Second Semester Ends  
All Students – ½ day
- 25 Teachers' Last Day

- 28 Memorial Day

School Days: 18

### May 2018

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

### June 2018

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

### June

- 1 District Offices Closed (6/1, 8, 15, 22, 29)

School Days 180  
First Semester 90  
Second Semester 90  
Teacher Work Days 186  
Contract Days 209  
40<sup>th</sup> Day – October 5, 2017  
100<sup>th</sup> Day – January 22, 2018

# New Teacher Induction Program

## **FLOWING WELLS SCHOOL DISTRICT**

### **Formative Coaching and Support**

#### **Year 1**

- Coach – District PD Director or Specialist
  - 4 rounds of coaching
- New Teacher Support Seminars
  - Regular meetings with site principal
- Mentor
  - 1 round of observation
  - Site-based support

#### **Year 2**

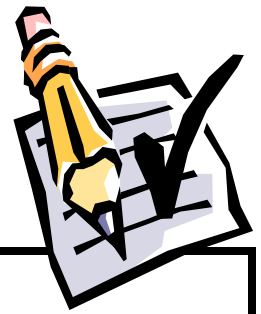
- Coach – Site-based Instructional Coach (I.C.)
  - 3 rounds of coaching
- Informational Advisory Support Team
  - Principal, I.C., and Mentor available as needed

#### **Year 3**

- Coach – Site-based Instructional Coach (I.C.)
  - 2 rounds of coaching



# FLOWING WELLS SCHOOL DISTRICT First Year Teacher Professional Expectations



## YEAR 1 CHECKLIST

Name \_\_\_\_\_

School \_\_\_\_\_

Year \_\_\_\_\_

### A. PROFESSIONAL DEVELOPMENT COACHING OBSERVATIONS (indicate dates)

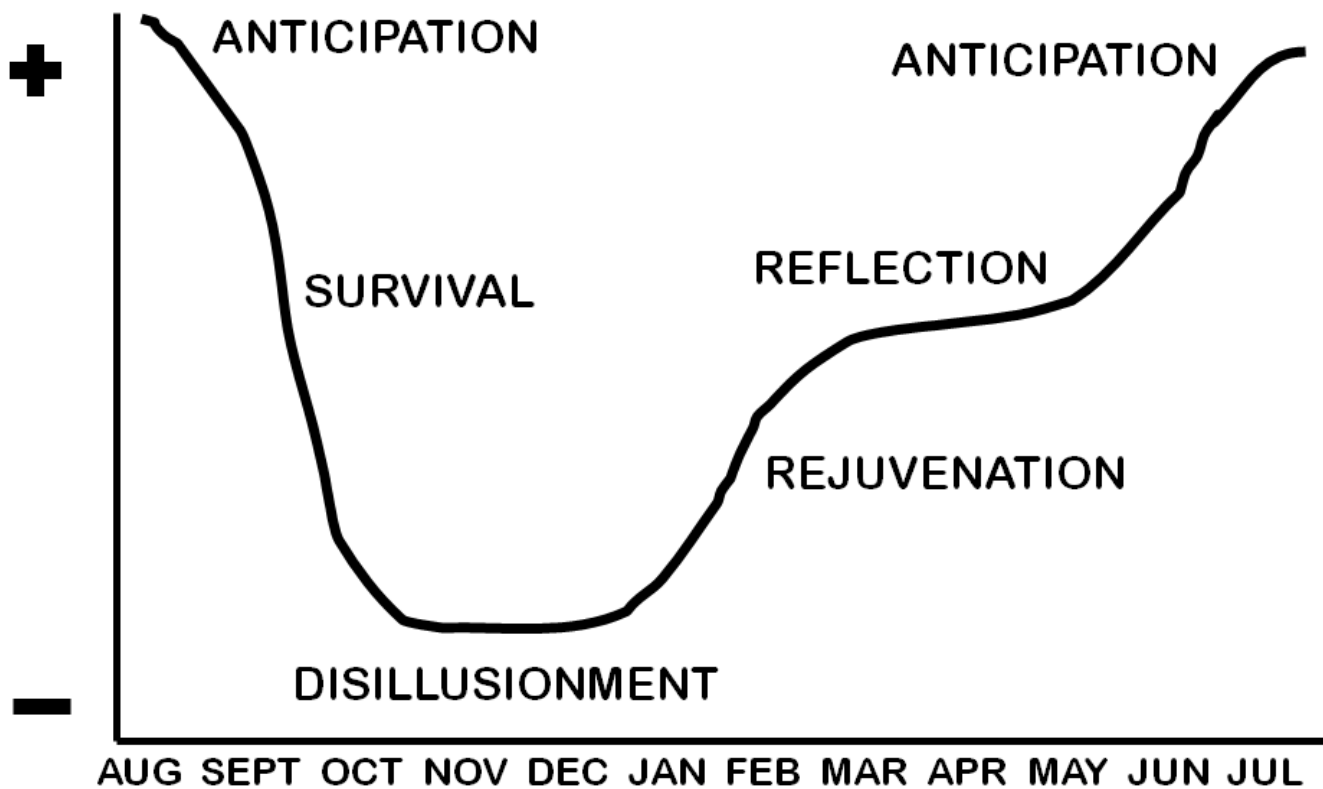
	Date		Date		Date	Comments by PD Coach					
1) Pre-Conf. w/FW lesson plan		Observation		Post-Conf.							
2) Pre-Conf. w/FW lesson plan		Observation		Post-Conf.							
3) Pre-Conf. w/FW lesson plan (optional)		Observation		Post-Conf.							
4) Pre-Conf. w/FW lesson plan (optional)		Observation		Post-Conf.							
B. COMPLETED NEW TEACHER INDUCTION (8 Days)				Completion Date ⇨							
C. MASTER TEACHER OBSERVATIONS				Met Deadline <input checked="" type="checkbox"/>	Date						
D. End-of-Year Conference and Reflection Paper				Met Deadline <input checked="" type="checkbox"/>	Date						
E. New Teacher Support Seminars (held by administrator at school site)				Met Deadline <input checked="" type="checkbox"/>							
				S	O	N	D	J	F	M	A

Signature Verifying Completion: \_\_\_\_\_

Patricia Gutierrez, M.Ed.  
Director of Professional Development

# Phases of the First Year of Teaching

## Attitudes toward Teaching

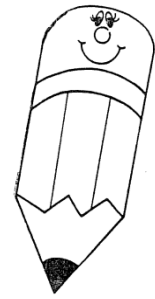




# Classroom Management TIPS

## **CLASSROOM MANAGEMENT TIPS (K-12)**

### **TEACHER BEHAVIOR THAT INFLUENCES CLASSROOM MANAGEMENT**



- ♦ Clear directions/modeling/closure on directions
- ♦ Teaching a process
- ♦ Establishing routines/structure provides security
- ♦ Monitoring/surveying all students
- ♦ Room arrangement/teacher presence and attention
- ♦ Having materials ready and organized
- ♦ Positive reinforcement and immediate feedback
- ♦ Setting expectations
- ♦ Setting purpose and meaning
- ♦ Calling on students randomly
- ♦ Making students aware of their behavior
- ♦ Sense of humor – used expertly and with experience
- ♦ Teacher self-confidence
- ♦ Genuine caring/sincerity
- ♦ Wait time
- ♦ Review, practice, success
- ♦ Accountability and credibility
- ♦ Consistency
- ♦ Using commands, giving group rewards
- ♦ Giving individual rewards and incentives
- ♦ Providing opportunities for cooperative learning and group identity
- ♦ Promoting student participation
- ♦ Providing choices/decision making
- ♦ Giving students dignity
- ♦ Dignifying student responses
- ♦ Accepting divergent thinking
- ♦ Taking time to teach and reinforce the desired behavior
- ♦ Being assertive rather than aggressive
- ♦ Paraphrasing student responses
- ♦ Asking questions
- ♦ Using a variety of techniques
- ♦ Physical proximity



# CLASSROOM MANAGEMENT (K-3)



- ♦ Teach and model every classroom behavior. (i.e., lining up, walking in line, getting drinks, putting books away, passing out papers, etc.)
- ♦ Practice classroom rules and procedures over and over. If needed, re-teach the rules and procedures over and over.
- ♦ Concentrate on teaching the positive behaviors you expect. (i.e., table and row points for appropriate behavior like sitting quietly, not tapping pencils, etc.)
- ♦ It is really important for a teacher to keep moving around the room during lessons or transitions. Many behaviors are stopped just by having the teacher cruise past.
- ♦ Use signals to regain attention during an activity or center time. (i.e., 1-2-3 eyes on me, ring a bell, or turn off lights)
- ♦ Use rewards for appropriate behavior.
- ♦ Have consequences for not behaving appropriately. (i.e., When a child misbehaves, after one or two verbal warnings, send the child to time-out, after the third time in a day, have the child write a letter home telling the behavior that was forgotten and what the correct behavior is to follow the next time.)

## TRANSITIONS

- ♦ Give a time limit. (i.e., Give two minutes on the clock for children to be cleaned up and back in their chairs.)
- ♦ Have a begin signal. (i.e., “When I say, COYOTE...” or whatever.)
- ♦ Have a consequence for the children who are not where they need to be.
- ♦ Play a song the children know well, and tell them they have until the end of the song to be cleaned up and in line for P.E. Circulate among the children during clean-up transitions. This keeps disruptive behavior to a minimum.
- ♦ Give a table star or reward to the table that has workbooks opened to the correct page first.
- ♦ Give stickers to three or four children who are getting ready quickly and quietly. This does not have to be announced. It can be used as a silent motivator.
- ♦ As the transition comes to an end, you can do a whole group activity like pattern echo clapping, singing the ABC song, or silent Simon Says.
- ♦ Dismissal transition should be very structured. Call one table or row of desks at a time to bring papers from their cubbies to their table. Then call on one table or row to get backpacks to pack up their stuff. Children can then be called to line up in line order. (i.e., children who ride the bus, get picked up, walk, or go to Y.E.S.)

## **IDEAS FOR THE FIRST DAY**

- ♦ Be prepared. Plan, plan, plan and have many activities ready. It is hard to gauge a group's abilities beforehand, so have options.
- ♦ Teach rules and procedures as the day goes along.
- ♦ Get acquainted. Play name games. Share about yourselves in pictures or in words. Let your children know that you are not only a teacher, but that you are a parent, child, student, athlete, etc.; that you have a first name, special likes and dislikes, problems, dreams, favorite foods, and dislike chores; that you live in a community just as they do.
- ♦ Read letters written by last year's class at the end of the year.
- ♦ Have children write something – tell about themselves, apply for class jobs, write in their journals, write about their summer, list questions they have about their new grade, copy names of classmates, or write about their first day of school.
- ♦ Let children thumb through texts or workbooks so they can see what they are going to learn. This is special to children to be able to handle books for their new grade.
- ♦ Have children create something they can take home to share with their families. Something they “made at school today” – a drawing, collage, model, a fun paper, freebies from the teacher, etc.

## **SUBSTITUTES**

- ♦ Put very complete procedural explanations in your sub folder that is kept in the office.
- ♦ Make up a general lesson plan with those same procedural explanations. Make copies so there are several on hand and just plug in the daily lessons. This saves you from having to write the same thing over and over.
- ♦ Familiar material works better for the children. Try not to introduce new centers or a new unit on the day you have a sub.
- ♦ Designate one or two very responsible children who are to answer the sub's questions, this will avoid the situation where they all try to tell the sub what to do.

## CLASSROOM MANAGEMENT (Grades 4-6)



- ♦ Make students responsible. Have materials out and well labeled. Have a restroom routine and designated place for completed assignments. Have a classroom assignment calendar and assign duties. (i.e. errands, door holder, calendar, etc.)
- ♦ Use humor regularly. (Laugh at yourself!)
- ♦ Admit mistakes in front of your students. (Kids love it!)
- ♦ Deal immediately with inappropriate actions and behaviors.
- ♦ Give students choices. (i.e., Let them choose in what order to do seatwork, etc.)
- ♦ Remember positive reinforcement as well as negative. (i.e., Assign half of the math problems for independent practice if the class did well during the lesson, or do it on an individual rewards basis.)
- ♦ Post procedures, practice procedures, reinforce procedures, and re-teach procedures when needed.
- ♦ Post volume levels for noise. Teach/practice/reinforce/re-teach.
- ♦ Use individual and group rewards.
- ♦ Set up a routine for different activities. (i.e., Play music while students do writing workshop, play mellow music for silent reading.)
- ♦ Use lots of body proximity and “with-it-ness” – lots of roaming. (Great exercise!)
- ♦ Give a signal and remind students what rule they are not following. Wait patiently and quietly. Comment on the students who are following the rules. (i.e., I like the way...)

## **SUBSTITUTES**

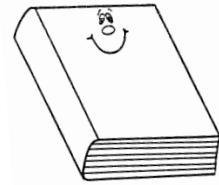
- ♦ A message can be left on the substitute finder requesting he/she come by your room a day or two before they sub in your room. This cuts down on the notes you leave and eliminates confusion.
- ♦ Be very explicit on directions and procedures.
- ♦ Pick responsible students to help the sub with procedures.
- ♦ Put your plans on a computer so you can easily change assignments. Have a master for each day.
- ♦ Put sticky notes on pages for the sub.
- ♦ On a computer, write a general letter describing your schedule, which students can help, which teachers can help, and daily procedures such as attendance, lunch, etc. You then can update it as needed.

## **IDEAS FOR THE FIRST DAY**

- ♦ Keep the day simple as far as procedures. Do not give all Do's and Don'ts on the first day. It is too much for the students to remember.
- ♦ Have students interview each other and then introduce each other. Play name games.
- ♦ Give a tour of the room and school travel patterns.
- ♦ Tell the students something they have to look forward to.
- ♦ The first day is a good day to get samples of what the students can do.

# **CLASSROOM MANAGEMENT**

## **(Jr. High)**



- ♦ Be assertive, respectful and polite. Use humor when appropriate to get your point across to a problem student. This avoids power struggles.
- ♦ Make sure all students know and understand your discipline plan. Teach expectations. Be consistent. Give a friendly reminder. Do not raise your voice, smile when going through your discipline plan. Be flexible when necessary. Always ask yourself, “What is best for this student?”
- ♦ Never raise your voice in anger and avoid confrontation.
- ♦ Use EEL techniques when conferencing with students on discipline, check for understanding, and have the students provide closure.
- ♦ Praise the good behaviors more often than you scorn the negative behaviors.
- ♦ Model expectations beginning with Day One. Teach expectations and consequences. Follow through with consistency. Avoid power struggles. Give choices.
- ♦ When students appear not to be listening or appear to be tuning you out, try to lower your voice and speak very softly. This will get their attention every time.

## **BELLWORK**

- ♦ Use bellwork for an anticipatory set. Make it congruent to your objective and not just busy work.
- ♦ Be creative with bellwork. Put thought and time into what the students are going to do.
- ♦ Bellwork can be a review of previous lessons or skills review.

## **TRANSITIONS**

- ♦ Give students a time limit, (i.e., “In 15 seconds, I’ll ask for your attention.”)
- ♦ Thank individuals for being ready.
- ♦ Use a signal and response for dismissal. Once the students are seated and quiet you can say something like, “Thanks for your hard work today, you are” and students reply, “Out of here!”
- ♦ When the bell rings, students should not bolt from the room. The teacher should do the dismissing. This gives the teacher a chance to remind students of homework and assignment projects they need to be working on.
- ♦ Have students put away all materials (notebook, books, pencils, etc.) far enough in advance so they can give total attention to last minute announcements or help clean up or participate in closure. If students feel they will not be given enough time to “pack up”, they will not listen to what you have to say.

## **SUBSTITUTES**

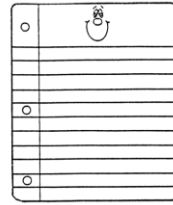
- ♦ If possible, let the students know ahead of time that you will be out and tell them what they will be doing.
- ♦ Ask the sub to rate the class on a scale of 1 thru 5 based on their behavior and cooperation. When you return, give a reward based on the rating.
- ♦ Make expectations for behavior with the sub very clear.
- ♦ Leave more than enough work and explain things thoroughly.
- ♦ Seating charts are a must.

## **IDEAS FOR THE FIRST DAY**

- ♦ Assign seats always! It lets students know you are in control, and it also prevents disruptive students from grouping together. Assigned seats also facilitate roll taking. Seating can be changed every two to three weeks.
- ♦ Have students fill out 3x5 cards with any information you would like to have about them. Make sure you ask them for both of their parents' full names or for the name of the adult who takes care of them. If you have students leave the other half of the card blank, you can use that space to log any calls you might make. Documentation is invaluable should administrative referral become necessary.
- ♦ Ask students questions about themselves that they answer on a sheet of paper. (i.e., What are your hobbies? What pets do you have? What are your pets' names? What would you like me to know about you? etc.) Save these and use them during the year when you need to make a connection with a student.
- ♦ Have everything planned and ready to go on the first day. Focus on expectations and be ready to teach and model those stated expectations.
- ♦ Learn all of your students' names as quickly as possible. Learning a student's name quickly communicates that you care about the student, and it fosters a positive relationship from the beginning. Name games can be used to help you accomplish this goal.
- ♦ Wear comfortable shoes! Smile! Let students know you like kids, teaching, and your job!

# CLASSROOM MANAGEMENT

## (High School)



### TEACH PROCEDURES

Everything happens in the first three weeks. The first two weeks are spent learning and practicing procedures and behaviors.

How to:

- raise your hand
- respond to signal
- work with a partner
- encourage each other
- speak to the teacher and each other
- turn in papers
- complete headings
- be responsible for tardies
- bring materials
- use assignment calendar

### ENFORCE CONSEQUENCES, DEVELOP RAPPORT, WIN COOPERATION

- ♦ The first students who get into trouble get harsh punishments. They serve detention with me. I want immediate consequences and I am also working on my relationship with them. Before the detention is completed, we sit down and talk about what happened and what could be done differently.
- ♦ At the beginning of the year, I have the students serve their after-school and lunch detentions with me. The consequences are immediate and I know the detentions have been served.
- ♦ When a detention is assigned, students receive a “recall” form. If the form has been completed and signed by a parent, 15 minutes will be taken off the detention. (Not effective with chronic offenders)
- ♦ For the chronic disrupter, I have an arrangement with my neighboring teachers to send the student to the class next door. Students need to be told, “This is your warning”, or they won’t realize they have just been warned.

### IF MISBEHAVIOR CONTINUES – CONTRACT

- ♦ With the student, come up with the contract.
- ♦ “What do you need to make this class work for you?”
- ♦ “What can you do?” “This is what will happen if you can’t keep your contract”

## **RULES**

- ♦ Keep them simple.
- ♦ No more than 3 - 4 rules.
- ♦ Examples: Be on time, Bring materials, Respect others, No food or drink

## **RECOGNIZE OWN FEELINGS**

- ♦ If I am feeling angry, I know I am in a power struggle and I need to get out of it fast! Don't take anything personally!

## **DEVELOP RAPPORT**

- ♦ Building a relationship with each student is critical. It eliminates most problems. Have students fill out cards that ask questions about them. Get to know what interests them.

## **CONSISTENCY**

- ♦ After you thoroughly teach and practice the rules, be consistent with follow-through, especially at first.
- ♦ Continue with the 8th grade rules; they already know them. All freshman teachers should have the same rules.

## **PROCEDURES FOR ATTENTION**

- ♦ Use an effective signal!
  - One idea: "Give me 5." Hold up hand, count to five. Students have been taught what each number represents:

Give Me 5!

1. Eyes on Speaker
2. Mouth Quiet
3. Body Still
4. Hands Free
5. Ears Listening



## **ACTIVE PARTICIPATION**

Never lecture to freshmen for more than ten minutes. Keep them actively involved. Make sure material is not too low-level or boring.

## **CONFERENCE WITH STUDENTS PRIVATELY**

If a student is misbehaving, I pass a note that I have copies of - "Your behavior is inappropriate. I want to talk to you after class." If they talk back or argue, they have been taught that this is an automatic detention. They may discuss their concerns with me after class. Never strongly criticize students in front of the class; they will turn on you.

## **HUMOR**

Use humor and a light touch to manage behavior. Give warnings without showing anger or frustration. Maintain an "us" attitude instead of a "me - them" attitude. Humor maintains a friendly atmosphere. Realize you are not their friend; you are their teacher. Make them laugh!

## **START CLASS IMMEDIATELY**

Kids earn five points for sitting in their desk, beginning work, and not talking. Five additional points are given for answering questions correctly.

## **MODEL RESPECT**

Work on relationships. Be fair and consistent. Don't back a student into a corner. Don't discipline with anger.

## **CLIMATE IS WORK ORIENTED**

A well-organized daily lesson with active participation and variety is the key to 95% of your classroom management.

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