



San Vicente Weekly Bulletin

A Professional Learning Community

Jaime Calderon, Principal
Dr. Gaige Bailey, Vice Principal

Weekly Bulletin

Week of September 23, 2019

This Week

- 9/23- IEP Marathon Day
- 9/23- Leadership Team Meeting 3:30pm
- 9/24- String Class 8:15am & 9:15am
- 9/24- Rotary Dictionary Distribution at 10:05am
- 9/24- Staff Meeting 3:25pm
- 9/25- Fire Drill 9am
- 9/27- String Class 12:40pm & 1:40pm



- 9/30- Staff Development non-school day
- 10/1- PBIS Meeting at SHS 8:00am
- 10/1- String Class 8:15am & 9:15am
- 10/4- Fun Friday
- 10/4- String Class 12:40pm & 1:40pm

"It's Time to Stop Requiring Lesson Plan Submission. Reason number one: Plans are often a work of fiction" By Angela Barton on March 27, 2019.

The only thing teachers dread more than a broken copier is sitting down for three hours on a Sunday night to write pages and pages of detailed lesson plans. Many teachers question who they are writing the lesson plans for. They often see the task as a waste of limited time, which begs the question: Could it be done differently? More efficiently? Here are some reasons lesson plans should not be a graded task but, instead, a resource that the teacher deems helpful for instructional success:

1. Plans are often a work of fiction. Administrators often look at a teacher's lesson plans to justify their evaluation of a teacher. A great lesson plan does not equal a great teacher. In fact, the majority of what is written is to please the school leader. Is it really a shock that teachers do not always follow the plan if the goal is to meet requirements and follow directives? Would it not be more helpful to the teacher to allow notes to be jotted down on a smartphone or in a notebook to provide a realistic framework to guide instruction?
2. Student learning cannot be defined in a lesson plan. If teachers have their students' learning and needs in mind, then a lesson might not be completed as indicated in the plan. It may go longer or have to be carried over to the next day in order to meet the academic and social needs of the students. Student learning cannot be quantified in a neat box and time slot. Many administrators collect lesson plans one week in advance. This does not allow for course correction when a lesson or topic isn't going well. The only real way for school leaders to know if learning is occurring is to watch the teaching and learning actually occurring.
3. Planning is personal. Some of the best chefs in the world do not follow a recipe. They add a pinch of this and a dash of that and create a masterpiece. Others choose to follow the plan step by step. Both are still professionals. New and struggling teachers benefit from having a more detailed plan, while seasoned teachers often do not need any written plans at all. Their time is better spent collecting lesson materials and resources and organizing everything for the week.
4. School morale suffers. The lesson plan debate has been ongoing. In 2014 an arbitrator in New York ruled that principals may occasionally collect the lesson plans of teachers but may not decide what to include in them. Ellen Gallin Procida, the UFT's director of arbitration, said school administrators' focus needs to be on the teaching of the lessons, not the lesson plans themselves. The plans should be for the sole benefit of the teacher. Teachers' plans should be as unique and individual as each teacher. Requiring lesson plan submission in a specific format and style is taking away teacher autonomy and voice. Teachers view this as a lack of respect and trust. Requiring detailed plans for submission is a form of micromanagement, and it hurts the overall school culture.
5. Who has time for that? Often administrators do not have time to even read the lesson plans that they require. Besides, walking through classes daily would give school leaders a better sense of a teacher's effective planning. We now have purchased instructional programs that include detailed lesson plans. Isn't it a complete waste of time to have teachers rewrite this information? When administrators show that they understand teachers are working under severe time constraints, they convey the message of faith and trust.
6. Teacher retention is important. At a moment in time when teachers are leaving the profession in droves, the freedom to plan in the manner that they see fit, in order to meet the needs of the students, whom they know better than anyone else, goes a long way. School leaders play a crucial role in the retention of quality teachers.

Mutual trust and respect create a school culture that inspires contentment, growth, and positivity. Ending lesson plan submission is a step in the right direction.

Source: <https://schoolleadersnow.weareteachers.com/stop-requiring-lesson-plans/>

Morning Announcements

Week of : 9/23

Mr. Hutton

Teachers, please send your students to the office before 8:05am

Running Club

The running club meets every Tuesday and Thursday before school. For more information please see Ms. Cap or Mr. Solorio

Quote of the Week

“When educating the minds of our youth, we must not forget to educate their hearts”

~Dalai Lama

Attendance

Certificated: 97%

Classified: 88%

Students: 97%



Parent Corner

LCAP Goal 4: Parent Involvement

By now we have had some important parent meetings: Back to School Night, Science Camp (grade 5), PTO (officers), ELAC and School Site Council. All of them have been well attended. I therefore want to acknowledge the sacrifice and commitment of every parent who has attended. It is such participation and commitment that allows our school to stand out. Soon there will be other meetings, so rest up and see you soon!



Hasta ahora hemos tenido algunas reuniones de padres muy importantes: Noche de Regreso a Clases, Campamento de Ciencias (quinto grado), PTO (los oficiales), ELAC y el Concilio Escolar. En todas ha habido buena asistencia. Por eso quiero reconocer a todos los que han participado. Es ese tipo de entrega y sacrificio que hace que nuestra escuela se distinga. Pronto habrá otras reuniones, así que descansen y ¡nos vemos pronto!

Kudos



Thank you!—Sunshine Committee for organizing two great celebrations for two deserving staff members---LCAP Goal 5: High Quality Staff

Thank You!---Classroom Aides and Support Staff for often going above and beyond the call of duty. We see it and recognize it!---LCAP Goal 5: High Quality Staff

Coffee with the Principal



San Vicente Spirit Day



LCAP Goal 3:
Safety



Supervision Duty

SUPERVISION AREA	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning Duty 7:45-7:55	Radillo	Solorio	Arreola	Cap	Radillo
AM Recess-lower					
9:35-9:45	Viveros	Gomez	Esparza	Sandoval	Dominguez
9:45-9:55	Paredes	Paredes	Ramos	Ramos	Gomez
AM Recess-Upper					
10:00-10:10	Pantoja	Solorio	Pantoja	Solorio	Pantoja
10:10-10:20	Felix	P. Hutton	Felix	Salas	Felix
PM Recess-Lower					
1:10-1:20	D. Ceja	Esparza	XXXXXXXX	Dominguez	Sandoval
1:20-1:30	Viveros	Gomez	XXXXXXXX	Sandoval	D. Ceja
PM Recess-Upper					
1:35-1:45	J. Ceja	P. Hutton	XXXXXXXXXX	J. Ceja	J. Ceja
1:45-1:55	Aguilar	Cap	XXXXXXXXXX	Aguilar	Aguilar
After School Duties					
Kindergarten	Mandujano	Saccone	Gallegos	Mandujano	Saccone
Dismissal	Gallegos	Mandujano	Saccone	Gallegos	Radillo
Flag Pole	Mosqueda	Mosqueda	Ramos	Paredes	Mosqueda
Bus Duty	C. Aguilera	Cante	Salas	Cap	C. Aguilera
Driveway Exit	P. Hutton	D. Ceja	Viveros	Dominguez	Salas

Library Corner

Books Read: 2,590 (Top in the District)

Words Read: 9,164,352

AR % Level School-Wide: 85.1%

(Starting the year with a good score)

Weekly TOP AR Readers with Highest Passing % Rate

1st grade: Adrian Almaras 3pts 100%

2nd grade: Avin Ceja 3.2pts 92.5%

3rd grade: Alonzo Mellin 4pts 100%

4th grade: Sofia Pantoja 9.8pts 92%

5th grade: Rosangelica Diaz 14pts 93.3%

6th grade: Sarah Santillan 17.1pts 95%

Monthly TOP AR Classes with Highest Passing % Rate

1st grade: Viveros 98.3%

2nd grade: Gomez 87.3%

3rd grade: Sandoval 87.5%

4th grade: Cap 85.4%

5th grade: Salas 90%

6th grade: Felix 87.3%

