**Week 6 Arc of the Year Deliverable: Common Picture Scorecard (List of prioritized power routines)\***

*Create a Common Picture Scorecard for your school’s Week 6 work, and submit to your Regional Superintendent by 7/20. \*If your school has a different vetted method for achieving fidelity on these power routines, please align with your RS*

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| **KEY DECISION** | **QUESTIONS TO ASK**  *Some examples* | **DATE** | **Deliverable**  *Turned in to Reg. Supt.* | **Resource**  **(refer to the sections below in the Toolkit)** |
| What power routines will you prioritize, in what order, and what are the essential components to get to proficient? | - Which routines have the greatest impact on learning time?  - How does this align with our Common Picture?  - How many different routines does the LT want to focus on at a given time?  - Which LT members own which Common Picture routines? | 7/20 | * [Common Picture](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/CorePractices/SitePages/Core%20Practices%20Documents%202015-16.aspx#CommonPicturs) * This Document: Common Picture Scorecard | * [Common Picture Scorecard Guidance](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/ArcoftheYear/Shared%20Documents/2015-2016%20AOTY%20Toolkit%20v0%2015.docx) * [Sample Common Picture Scorecards](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/ArcoftheYear/Shared%20Documents/2015-2016%20AOTY%20Toolkit%20v0%2015.docx) |

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| **Week 6 Common Picture Scorecard**  *School to edit/fill out portions in yellow.* | | | | |
| **COMMUNAL** | **KEY OUTPUT** | **ROOM 1**  **Or DOS** | **ROOM 2**  **Or AD** | **ROOM 3**  **Or Teacher** |
| **Meals**  **Routine #1 Transition to the cafeteria** | *Scholars enter the cafeteria silently* |  |  |  |
| Walk safely and calmly on line |  |  |  |
| Receive a breakfast/lunch tray |  |  |  |
| Walk safely and calmly to their seats |  |  |  |
| **Routine #2**  **During lunch** | Scholars are seated 4 to a bench |  |  |  |
| Scholars sit in their assigned line spots |  |  |  |
| Girls face the wall and boys face the auditorium |  |  |  |
| Scholars are allowed to speak, using level 1 voices, with the person beside them and directly in front of them |  |  |  |
| Scholars show non-verbal cues or raise a silently hand when needing assistance |  |  |  |
| Scholars who are exhibiting challenging behaviors are sent to the time out table for no less than 3 minutes but no more than 5 minutes. |  |  |  |
| Tantrums should result in scholar remaining at the time out table for the rest of the lunch block |  |  |  |
| Scholars should not be sent to the time out table during clean-up |  |  |  |
| **Routine #3**  **Clean –up** | Scholars respond to the attention getter - Meal lead communicates that lunch is over |  |  |  |
| Scholars are now on silent |  |  |  |
| Scholars will be told to prep their milk boxes and to clean up their areas in preparation for dismissal |  |  |  |
| Scholars are told to gather any personal items they may have brought to the cafeteria with them |  |  |  |
| **Routine #4**  **Dismissal** | Meal lead does wolf clap |  |  |  |
| [Scholars track the meal lead |  |  |  |
| [Meal lead holds up 1 finger to indicate that scholars should turn their legs out |  |  |  |
| Meal lead holds up two fingers to indicate that scholars should stand up |  |  |  |
| Classroom teacher should direct specific scholars to clean up the mess that is directly around them using extra napkins |  |  |  |
| Meal lead reinforces this direction |  |  |  |
| Meal lead holds up three fingers to indicate that scholars stand and pick up their trays |  |  |  |
| Meal lead will in a swooping motion, use both index and middle fingers to direct scholars to exit their tables |  |  |  |
| Scholars stay in their line spots and calmly empty their milk and throw their trays out |  |  |  |
| Scholars exit the cafeteria with their teachers |  |  |  |
|  |  |  |  | **TOTAL** |
| **TOTAL** | **% Proficient** |  |  |  |  |