**PLC Planning Agenda & Minutes**

 Members: Svoboda, Alonso, Reeder Date:04/12/22 Time: 11:30 am

 Location: Rm 112

1. **Norms:**

-Presuming Positive Intentions: Seeking What’s Right Before Determining That Anything Might Be Wrong.

-Probing: Engaging Inquiry Strategies to Explore Ideas Safely and Deeply

-Putting Ideas on the Table: Participating Fully and Clarifying Intentions

**Questions:**

**1.** **What do we want each student to learn? Language and academic basics**

a. **Our SMART Goal:** In PreK 3 ESL, 75% of students will be able to identify 10 letters, 80% of students will be able to rote count to 10, and 80% of students will be able to identify 3 shapes by March 2022.

This next week, we want students to learn the concept of numeration 1-5. We will use various activities involving number bags to introduce this concept and identifying numerals. We want students to be aware of the concept of segmenting a sentence by words and syllables (clapping the syllables in each word and clapping for each word) and syllable segmentation. We are also continuing to reinforce rhyme awareness and alliteration in our daily messages. We are working on engaging in conversations and Answering questions about a story and recognizing real vs make believe stories . counting 5 objects.

**b.** **Is something missing in the curriculum?**

**Weather, shapes throughout the year, counting**

**2.** **How will we know when each student has learned it?**

**a.** **Informal assessments** We can informally assess students during centers and large group.When students are able to independently make equal sets and unequal sets, we will know they have grasped the concept.

**b.** **Team common assessments** Pre-k 3 Competencies- 2 letters per six weeks(now it should be the full 10 or more), Count to 5 with no mistakes, Names 3 shapes or more, 1 to 3 word sentences repeat use the preschool assessment sheet

**3.** **How will we respond when a student experiences difficulty in learning?**

We will continue to pull students one on one or in small groups to reinforce the concept of size. We will focus on one to one correspondence (equal/unequal sets) for the rest of the theme).

**a.** **How are we intervening? Providing specific examples for all the kids.** Using RTI time to expand lessons that most children did not understand. Set up one- one time with student. Skills that are being taught during the week, as long as it is the basic ex: AB pattern, equal/unequal, counting 5 objects

**b.** **Is there another way?** Pulling students during RTI time to have one on one, use guidelines and checklist as guide. Setting short term goals such as sitting on the carpet, listening

**4.** **How will we accelerate and extend the learning for students who are proficient? Students are not showing proficiency of barely learning routines.**

**a.** **How are we extending?** Number matching and number identification, counting and comparing numbers

**b.** **Is there another way?**

**ACTION MINUTES:**

**Important Dates:**

**Six weeks ends April 14th**

**April 15th: No School**