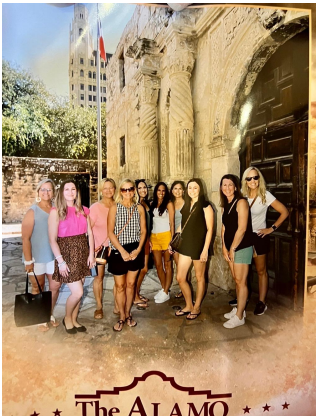
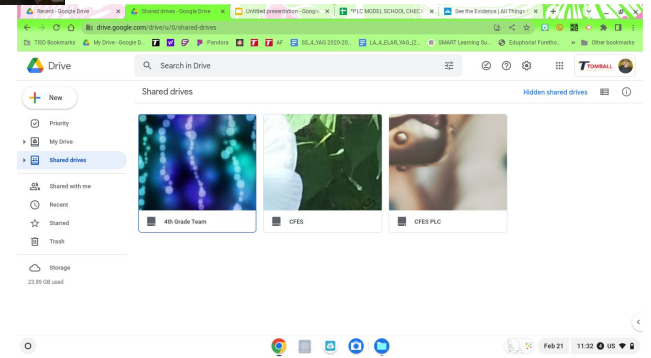
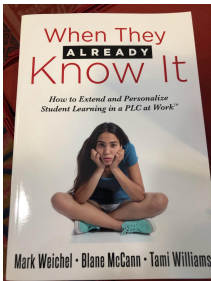
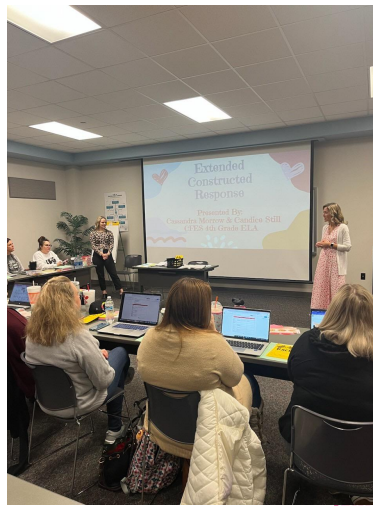
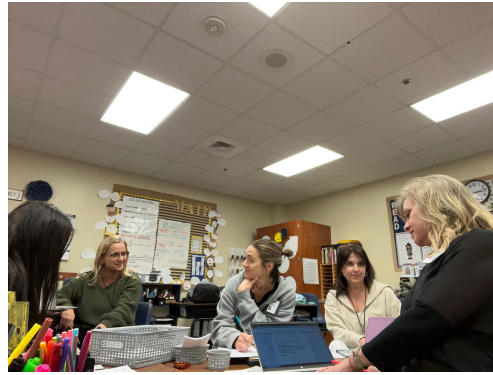
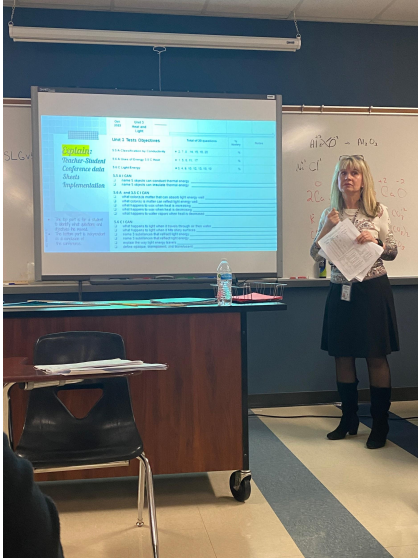


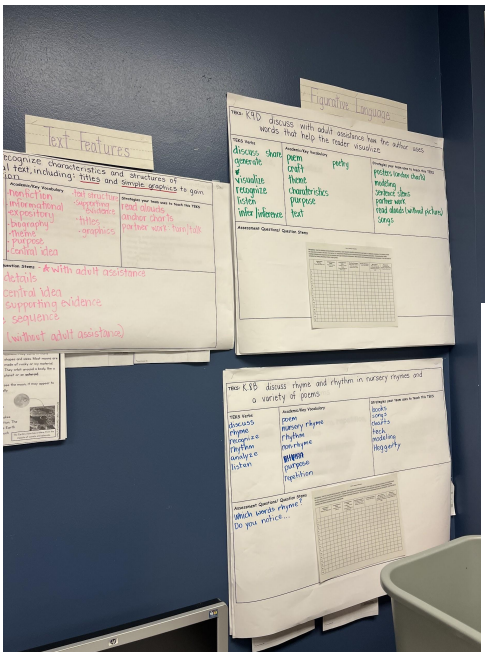
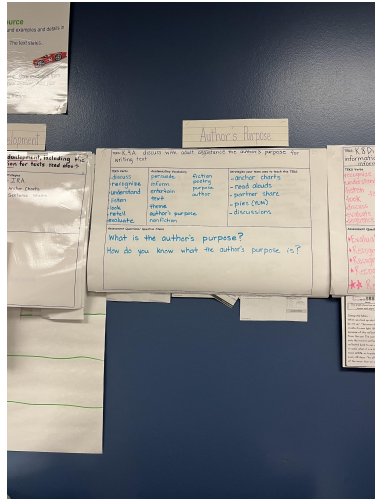
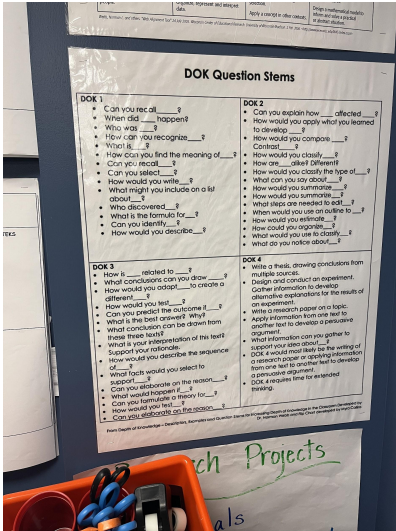
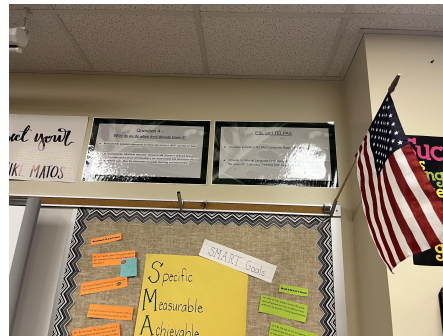
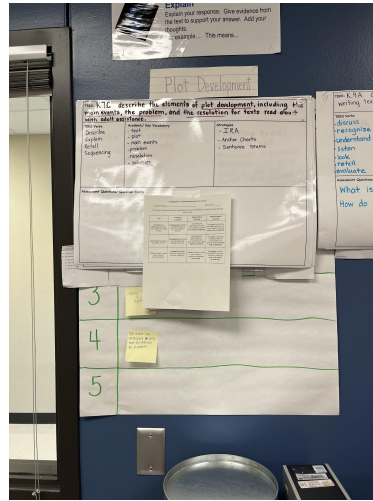
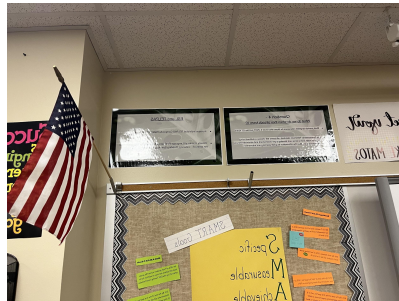
Staff Culture/Collaboration



Staff Culture/Collaboration



Collaboration



| | |
|-----------------|----------------------------------|
| Date: 2/21/23 | Facilitator(s): All team members |
| Time: 8:00-9:15 | Time Keeper: |
| Place: PLC room | Note Taker(s): |

| | |
|--|--|
| <p>NORMS</p> <ul style="list-style-type: none"> We commit to: <ul style="list-style-type: none"> • Utilize and focus on agenda goals/plan • Value the process to include all strengths of all members to focus the needs of our students • Communicate honestly what is working and what is not working and plan to resolve it • Be present and engaged in the meeting while refraining from side-bar topics, conversations, and distractions • Use time intentionally | <p>Essential Questions to remember:</p> <p>Q1: What do we want students to learn? Q2: How will we know if they learned it? Q3: What will we do for the students who did not learn it? Q4: What will we do for the students that do learn it?</p> |
|--|--|

| Agenda Topics | Time | You may need: |
|--|------|---|
| <p>TEAM TALK</p> <ul style="list-style-type: none"> • ELA talk first 20 minutes with Admin/Guerra | | |
| <p>Math:</p> <ul style="list-style-type: none"> • Unit 6 Measurement – after test student reflection • Science Data Version 2 (reference above from Hunsucker's PD) | | <ul style="list-style-type: none"> • 4th Math • 22-23 Math Flexible Grouping • Math & Science Pacing Calendar • 22-23 Vertical Alignment TEKS • Math Fact Fluency Planning Record - Enters |
| <p>ELA</p> <ul style="list-style-type: none"> • UNPACK and look at ELA STAAR with Trammell and Guerra | | <p>Pacing Calendar Bookings Level/ Data/and Groups</p> |

| |
|---|
| <p>PARKING LOT:</p> <ul style="list-style-type: none"> • Intervention Time Jamboards - 4th Grade 2nd/3rd group intervention |
|---|

| |
|--|
| <p>Look ahead</p> <p>TELPAS - Feb 23 Reading and Writing Interim Reading - Feb 28 Interim Math - March 9 TELPAS - March 22nd 2nd and 4th Grade Listening and Speaking/SHL, franks, - testing Heckathorn back up- SHL's room being used for testing and her remaining kids will be split amongst grade March 23 3rd and 2th Listening and Speaking</p> |
|--|

| |
|---|
| <p>QUICK RESOURCE LINKS</p> <ul style="list-style-type: none"> • ELA Sentence Stem Resources • Boilder Chart • NEW! Integrated Curriculum Map • ELA YAG • 20-21 • MATH TAG • Science TAG <p>ELA TEKS Field Guide</p> |
|---|

| |
|------------------------------------|
| <p>Assessment Calendars</p> |
|------------------------------------|

Grade Level: First Grade

| | |
|--------------------|---|
| Date: 9-30-2022 | Facilitator(s): All team members + ILTs |
| Time: 8:00 | Time Keeper: Heather Moseley |
| Place: Collab Room | Note Taker(s): Lyndsey Allbritton |
| | Parking Lot: Sherri Saul |
| | Following PLC Agenda: Jennifer Kriegaum |

| | |
|--|--|
| <p>NORMS</p> <p>We commit to:</p> <ul style="list-style-type: none"> • meeting on time, prepared to work and respect PLC time. • being positive. • encouraging all voices and ideas. • focusing on the PLC process and the four questions, without side-bar conversations. • sharing responsibilities of the PLC | <p>Essential Questions to remember:</p> <p>Q1: What do we want students to learn? Q2: How will we know if they learned it? Q3: What will we do for the students who did not learn it? Q4: What will we do for the students that do learn it?</p> |
|--|--|

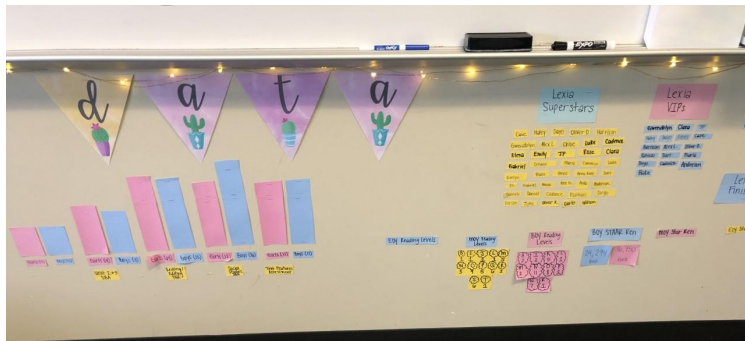
| Agenda Topics | Time | You may need: |
|---|------------|---|
| <p>Celebrations:</p> | 5 minutes | a smile. |
| <p>Writing sample discussion grading for report card</p> | 30 mins | Bring writing samples ELA Early Learning Support Card Rules |
| <p>Look at next quarter essential skills for 2nd nine weeks</p> | 20 minutes | <ul style="list-style-type: none"> • 22-23 1st Grade Essential Skills • 21-22 1st Grade Essential Skills • ELA YAG • Testing document 22-23 |

Personalized Goal Setting/Reflection

| My STAR Renaissance READING Data | | | | | | |
|--|---------|-------|--|------------|-------|---------|
| Date: | READING | Score | Did not meet, YET! | Approaches | Meets | Masters |
| 9/21 | BOY | 10/10 | Did not meet, YET! | Approaches | Meets | Masters |
| List 3 areas where you GLOW: 1. contains clues 2. contains a plot 3. character has a plot | | | List 3 areas where you can GROW: 1. Predictions 2. Main idea and Details 3. Synonyms and antonyms | | | |
| GOALS: When I have free time I work on Lexia | | | ACTION PLAN: I have no playmate intell I do my work for the day. | | | |
| Date: | READING | Score | Did not meet, YET! | Approaches | Meets | Masters |
| | MOY | | Did not meet, YET! | Approaches | Meets | Masters |
| List 3 areas where you GLOW: | | | List 3 areas where you can GROW: | | | |
| GOALS: | | | ACTION PLAN: | | | |
| Date: | READING | Score | Did not meet, YET! | Approaches | Meets | Masters |
| | EOY | | Did not meet, YET! | Approaches | Meets | Masters |
| List 3 areas where you GLOW: | | | List 3 areas where you can GROW: | | | |
| GOALS: | | | ACTION PLAN: | | | |

| My Reading Level Tracker | | | | |
|--------------------------|------|-------|------|-------|
| Reading level | Date | Score | Date | Score |
| V | | | | |
| U | | | | |
| T | | | | |
| S | | | | |
| R | | | | |
| Q | | | | |
| P | | | | |
| O | | | | |
| N | | | | |
| M | | | | |
| L | | | | |
| K | | | | |
| J | | | | |
| I | | | | |
| H | | | | |
| G | | | | |
| F | | | | |
| E | | | | |
| D | | | | |
| C | | | | |
| B | | | | |
| A | | | | |
| aa | | | | |
| BOY | MOY | EOY | | |

| Assessment and Study Plan | | | | |
|---------------------------------------|----------|----------------|-----------------|------------------|
| 4th Grade Math STAAR Score | | Pre-Test Score | Post-Test Score | Notes: |
| Number and Operations | | | | |
| SKILL | Strength | Some Study | Critical Area | Practice Results |
| 6.2A Place Value | | | | |
| 6.2B Compare and order decimals | | | | |
| 6.2C Rounding Decimals | | | | |
| 6.2D Estimate Solutions | | | | |
| 6.3A Multiply Whole Numbers | | | | |
| 6.3B Multiply Decimals | | | | |
| 6.3C Divide Decimals | | | | |
| 6.3D Add and Subtract Fractions | | | | |
| 6.3E Multiply Fractions | | | | |
| 6.3F Divide Fractions | | | | |
| 6.4 Add and Subtract Rational Numbers | | | | |
| Algebraic Reasoning | | | | |
| SKILL | Strength | Some | Critical | Practice |
| 6.5 Prime and Composite Numbers | | | | |
| 6.6 Multi-step Problems | | | | |
| 6.7 Numerical Patterns | | | | |
| 6.8 Numerical Expressions | | | | |
| 6.9 Perimeter and Area | | | | |
| Geometry and Measurement | | | | |
| SKILL | Strength | Some | Critical | Practice |
| 6.10 2-Dimensional Figures | | | | |
| 6.12 Volume | | | | |
| 6.13 Measurement Problems | | | | |
| 6.14 Coordinate System | | | | |
| Data Analysis | | | | |
| SKILL | Strength | Some | Critical | Practice |
| 6.15 Represent Data | | | | |
| 6.16 Interpret Data | | | | |
| Personal Financial Literacy | | | | |
| SKILL | Strength | Some | Critical | Practice |
| 6EF Understanding Finance | | | | |



| READING LEVEL TRACKING MY PROGRESS | | | | | | |
|--|--|----------|----------|--|----------|--|
| LEVEL | | | | | | |
| Accuracy | | % | % | | % | |
| Fluency | | wpm | wpm | | wpm | |
| Comprehension | | | | | | |
| Grade Level | | 2 3 4 5+ | 2 3 4 5+ | | 2 3 4 5+ | |
| Expectations | | BE AE | BE AE | | BE AE | |
| | | ME EE | ME EE | | ME EE | |
| BE - Below Exp. AE - Approaching Exp. ME - Meets Exp. EE - Exceeds Exp. | | BOY | MOY | | EOY | |
| | | | | | | |

