Kindergarten grade level agenda

Date: 10-17-2017

Time: 7:15-

Participants: Katie Finley, Robyn Frame, Helen Jarvis, Nikki Stallworth, Katie Shuman, Connie Epperson

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| **4 corollary questions** | **Talking points** | **Evidence** |
| What is it we expect students to learn? | **SMART Goal Updates**  LET”s put our writing grades in there and how many 1,2,3,4 we have on our report card under the Can use a combination of drawing, dictating and letters to help compose a written piece.  **Progress Monitoring** on the first sound data.  Adam (3)- 30 Avery(0)- 27 JUJU (4)-25  Emma (0)- 18 Brian (0)- 17 Savannah(0)-18 Elijah(0)- 14 David(0)-8 Juan-11 Izzy(0)- 24 Keegan (0)-11 Crosby (0)- 11 Madison F (5) -8 Jeremiah (2)-10  Maddi Anderson (0) | * Show writing samples we used with the dog and the truck. * We used Progress Monitoring week 1. |
| How will we know what they have learned? | We continue to assess the learning by using a variety of cooperative learning strategies. Show-down, and memory, and providing feedback. We also use the standards and know what the students have to get to and we work up to that standard and beyond. | Evidence: Writing numbers to 30 or higher, and looking for the number patterns as we progress. (Sample)Writing my numbers to 30!  Assessments showed all children know their shapes required for 1st qtr. |
| How will we respond when they don’t learn? | -Differentiated instruction and changing the way we present the material. We will also be splitting the groups for writing in order to give more direct instruction on what they need. | Strategies: Robyn will work with the students who are not ready to progress as quickly, focusing on letter names and sounds (Fundations), as well as looking for words and letters in writing, spacing between words, and placing letters and words on a line. Strategy includes using colored lines to help identify the lines in writing. |
| How will we respond when they already know it? | We are going to have a group with Katie Finley. She is going to challenge the writers to use compound sentences. Use more challenging words and learning how to stretch out words to help promote independent writers. | Strategies: Looking for and using “trick words” in our writing for the students ready to advance in their writing. |
| Reflection | We are making time to teach together more, and collaborate with each other. Our groups are going to really help differentiate instruction. |  |
| Evaluation | The progress these students have made overall, is very good. We have noticed a split with writing and reading levels and are adjusting the groups as necessary to meet and promote more growth academically and socially. |  |
| Celebration | The growth that we have seen. The writing is becoming independent. Kindergarten writing at Bartley was tweeted by Dr. Cowherd. #fultonproud |  |