

Grade 1 Collaborative Team Agendas

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August

Thursday 8/19

12:30 - 3:00

[Important Info and Links](#)

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
Protocol	Time	Notes	
Norms	12:30 - 12:45	<p>Norms Conversation - Do these norms work for us? What would we add or tweak for our group's work?</p> <ul style="list-style-type: none"> • Ensure all students are being cared for • Stay focused on the bigger picture • Communicate in a concise and timely manner • All Voices heard and valued 	
		<p style="text-align: center;">Agenda Items:</p> <p>1) Stacey - Organizational Ideas and Processes for this year</p> <ol style="list-style-type: none"> GC meeting summaries Continuous feedback form <p>Workshop Planning and Scheduling Nuts and Bolts</p> <ol style="list-style-type: none"> We need to determine our ½ hour PRIDE blocks for literacy and math Lunch/Recess Meeting once a week - Is Thursday okay with everyone? Duty Coverage Schedule 	
Next Steps	2:30 - 2:45	<ul style="list-style-type: none"> • Create Next Agenda • Assign Roles for next time 	

		<ul style="list-style-type: none">• Group or Individual time to add anything to Guiding Coalition Feedback Form
Closing	2:45 - 3:00	Swap Meet - words of wisdom

Monday 8/23

10:00 - 10:30 (meet with Danielle) AND 1:00 - 3:30

Important Info and Links

Facilitator: Stacey	Time Keeper: Susan	Note-Taker: Amanda	Communicator: Karen
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Time	Agenda	Notes
1:00 - 1:10	Norms Review <ul style="list-style-type: none">• Ensure all students are being cared for• Stay focused on the bigger picture• Communicate in a concise and timely manner• All Voices heard and valued	
1:10- 3:15	1) PRIDE Time quick conversation Bridget made a request about shifting one of the times - this may or may not be something we can accommodate.	For now, groups will keep their times but Bridget does have time to support 2:00-2:30 every day We will come back to this in early September as we see student needs and group sizes

2) Unit Planning

Review [Reader's Workshop Timeline](#) for September. I restructured this and added some common assessments - we'll talk about this before digging into the questions below.

- a. What do we want students to be able to do by the end of the month?
- b. What scaffolds can we put in place to support students who might not be ready for these lessons yet?
- c. What extensions/stretchers can we put in place to support students who are already proficient?
- d. What is the assessment we will use to measure growth?

-We will create intervention forms together
We will plan out our instruction together, assess with common assessment, and bring our data to the next meeting.
We will make one group intervention form based on that data and each teacher will make a copy of the intervention form for their student(s).

We are going to edit the gradebook by the middle of September to 2-3 assessment items under each standard

The dates on our Reader's Workshop Timeline need to be adjusted for this year- Julia worked on this

B. Ideas for students who are nonreaders, do not see themselves as readers yet: (first two weeks- additional supports are listed on our Reader's Workshop Timeline for following weeks)

- [ESR books](#)
- Alphabet books
- Using a template for predictable patterns in reading - students fill these in and then read what they've written
- Partner readers and nonreaders
- Personal reader poems and songs
- Listening to books (chromebooks)

C. Picking their own books from a book pot
-partner readers and nonreaders

		<p>(first two weeks- additional supports are listed on our Reader's Workshop Timeline for following weeks)</p> <p>D. Use Pride Literacy time the first two weeks of school to complete assessments-completed by 9/10 and bring your data on 9/15 F &P Letter Sounds and IDs (upper and lower case) Letters AND Heggerty Blending/Segmenting Assessment</p>
	<p>3) Unit timelines for Writer's Workshop, Math Workshop, Foundations</p> <ul style="list-style-type: none"> - Look at September specifically - Do we want the format to match the Reader's Workshop Timeline? 	<p>We will come back to this section on Wednesday 8/25</p>
	<p>4) Schedules - how are folks fitting in each subject? (writing, foundations, etc.)</p>	<p>Teachers can share their schedules in this folder Schedules 21-22</p> <p>Share your schedules with Ashley if you have made any changes</p>
	<p>5) POD organization - finish cleaning out the white shelf and put math/science keepers there</p>	<p>Science books from Carol will be housed in the pod</p>
	<p>6) Essential Standards - what is the first standard we will be assessing and what materials/lessons/activities do we want to have ready to address those who do not have it yet? - I think this will be addressed through our timeline</p>	<p>Done ✓</p>

	work with each subject but I kept it here just so it doesn't get lost!	
	7) Review Kindergarten Data and Design possible groupings of students and/or intervention materials	Do we want to think about groupings before we assess them? Look at your student data on your own (as you want)- either from their folders or on educlimber to get a sense of where they are- who you may want to assess first- on 9/15 we will look at our current data together
	Any team related business for the coming week?	
3:10 - 3:15	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time ● Group or Individual time to add anything to Guiding Coalition Feedback Form 	
3:15- 3:30	Funniest student memory	

Wednesday 8/25

2:00 - 4:00

Important Info and Links

Facilitator: Stacey	Time Keeper: Lisa	Note-Taker: Jen	Communicator:
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Time	Agenda	Notes
2:00 - 2:15	Norms Review <ul style="list-style-type: none">• Ensure all students are being cared for• Stay focused on the bigger picture• Communicate in a concise and timely manner• All Voices heard and valued	
2:15 - 2:30	1) Reflect on the first day together - what happened?????	Too many things, too many things.

<p>2:30-3:35</p>	<p>2) Unit timelines for</p> <ul style="list-style-type: none"> ● Writer's Workshop ● Math Workshop ● Foundations 	<p>Math Workshop:</p> <ul style="list-style-type: none"> ● When to start math menu? (optional) <ul style="list-style-type: none"> ○ Week of 9/7 or 9/13 ● Unit 1 <ul style="list-style-type: none"> ○ Module 1: What is a mathematician? What tools do they use? Exploration time (Week of 8/30 - 9/3) <ul style="list-style-type: none"> ■ Brainstorm math tools ■ Unifix cubes, pattern blocks, dominoes, 10 frame cards, number racks ■ Workplaces 1A, 1B, 1C ○ Module 2: Exploring number racks (Week of 9/7 - 9/10) <ul style="list-style-type: none"> ■ Sessions 1 - 4 ■ Session 5 - Introduce Ten and more + optional Check Point ■ Check Point by Friday, 9/10 ○ Module 3: Part-Part-Whole to Ten (Week of 9/13 - 9/17) <ul style="list-style-type: none"> ■ Modules 1 - 5 ○ Module 4: Adding & Subtracting to 10 with number rack (Week of 9/20 - 9/24) ● Unit 2 (Finish around the beginning of November)
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	Any team related business for the coming week?	Let's make sure 12:00 specials get out of the cafeteria first: <ul style="list-style-type: none"> ● Susan on Monday ● Lisa and Amanda on Wednesday
3:35 - 3:45	Next Steps <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time ● Group or Individual time to add anything to Guiding Coalition Feedback Form 	<ul style="list-style-type: none"> ● Susan - printing cards (122 copies) ● Jen - print Heggerty + Letter ID (122 copies) ● Look into CRA ● Stacey - Update math essential standards through November ● Jen - Print out Specials schedule to keep in the cafeteria
3:45 - 4:00	Listen to This! - quote from the first day (adult or kid)	

Thursday 8/26

11:00 - 12:00

Important Info and Links

Facilitator: Stacey

Time Keeper: Amanda

Note-Taker: Susan

Communicator: Julia

Time	Agenda	Notes
11:00 - 11:15	Norms Review <ul style="list-style-type: none">● Ensure all students are being cared for● Stay focused on the bigger picture● Communicate in a concise and timely manner● All Voices heard and valued	
11:15 - 11:35	Continue Unit Planning <ul style="list-style-type: none">● Writer's Workshop● Foundations planning	Updated lessons for All About Us writing in the timeline.

	Any team related business for the coming week?	
11:35 - 12:00	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time ● Group or Individual time to add anything to Guiding Coalition Feedback Form 	<p>Kate - Checklist of reading & writing behaviors Meghan - “I Can” statements developed by ELL team Julia - will share Lucy Calkins Calendar Stacey - will start a science/social studies timeline doc to fill in</p>

September

Wednesday 9/1

2:00 - 4:00

Important Info and Links

Facilitator: Stacey	Time Keeper: Amanda	Note-Taker: Susan	Communicator: Julia
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Time	Agenda	
2:05 - 2:50	Whole Staff Meeting over Zoom Join Zoom Meeting https://ewsd.zoom.us/j/83925963197 Meeting ID: 839 2596 3197 Passcode: 382863	

2:50-
3:45

Norms Review

- Ensure all students are being cared for
 - Stay focused on the bigger picture
 - Communicate in a concise and timely manner
 - All Voices heard and valued
-
- Literacy Assessment Check-In - does it feel doable to complete both Heggerty assessments by 9/15? Do we want to discuss only the letter name/id assessment by then?
 - Christina and Cheryl to update us on assessments - 10 min.

Finish [Writer's Workshop](#) planning through November

- [Foundations planning](#)
- Take a look at some [examples of Reading Behaviors](#) checklists that Kate shared with Stacey
- Begin [Science/Social Studies Timeline](#)

- Only have letter id/sounds assessment for 9/15.

● Update: CC assessed Level A/B readers. Kathy Lyle assessed the 25 sight word list. *See spreadsheet*. Christina recommended to start pulling these children during Pride, especially children reading Level A.

Recommendations for Level B Text-one to one match, attending to initial sound.

CC will provide us with copies of assessments/word lists.

- Writing Workshop: Move “Small Moments” to begin October 10/4. Continue to work on developing habits and All About Me.

Fundations Planning: Thank you Lisa for developing this plan. The team discussed how Fundations provides a 5 Day Lesson Plan which does cause stress because of the number of components you need to cover. Is there a way to condense the 5 components by creating a weekly goal and plan to meet this goal? Stacey added a “notes’ section to the planning document. Karen/Lisa reported that Week 1’s lessons have been going well.

Reading/Writing Behavior Checklist: From Kate/Susan and will be shared electronically. Please look through and plan to share thoughts.

Science/Social Studies Timeline:
Karen, Lisa, Amanda shared All About Timeline

Jen made a class book as a powerpoint, “Our Class Color Book.”

Amanda shared Slide-favorite color on each of their slides for each topic. Favorite Foods -breakfast lunch dinner, favorite to do outside, inside.

See links in Timeline from Jen and Amanda

Karen shared making this month Social Studies because of community building and begin Plant Unit in October, followed by Animals in January, Sound/Light February Maps and Me March/April, May/June Take Me to the Moon,

Kate shared 3C Framework as a resource for science/social studies units.

	<p>Any team related business for the coming week?</p>	<ul style="list-style-type: none">• Can we plan a time to do some cafeteria modeling? <p>We ended with problem solving conversations.</p> <p>Thoughts: Children who are having challenges with gathering at the floor: First grade bodies need to move a lot and we just took a really nice break. You need to work really hard to listen now.</p> <p>Bodies are sitting Eyes are looking Ears are listening</p> <p>Quiet Time I see the timer has 2 minutes. This is a time to start cleaning up...</p> <p>We are moving. I am happy to help you with this. You need to be on time.</p>

		End of Day Routine: calm and peaceful children pack up at meeting area. End with story, song, wish...
3:45 - 3:50	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time ● Group or Individual time to add anything to Guiding Coalition Feedback Form ● Take a look at C3 for future science and social studies planning. ● Community Art Project in Pod-Julia 	
3:50 - 4:00	Mix and Mingle to Music - A way your teaching has connected with our timeline work	

Thursday 9/2

11:00 - 12:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
11:00 - 11:05	Norms Review <ul style="list-style-type: none">• Ensure all students are being cared for• Stay focused on the bigger picture• Communicate in a concise and timely manner• All Voices heard and valued	
11:05- 11:50	Bring Counting Assessment to calibrate administration and scoring.	

	Any team related business for the coming week?	
11:50 - 11:55	Next Steps <ul style="list-style-type: none">● Create Next Agenda● Assign Roles for next time● Group or Individual time to add anything to Guiding Coalition <u>Feedback Form</u>	

Wednesday 9/8

2:00 - 4:00

Important Info and Links

Facilitator: Stacey	Time Keeper: Susan	Note-Taker: Jen	Communicator: Karen
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Time	Agenda	Notes
2:00 - 2:30	Norms Review <ul style="list-style-type: none">• Ensure all students are being cared for• Stay focused on the bigger picture• Communicate in a concise and timely manner• All Voices heard and valued	
2:30- 3:00	Joelle Van Lent EES/FMS Zoom Join Zoom Meeting https://ewsd.zoom.us/j/88150506520 Meeting ID: 881 5050 6520 Passcode: EESFMS	

<p>3:00 - 3:45</p>	<ul style="list-style-type: none"> ● Cafeteria Consensus ● Review Reading/Writing Checklists <ul style="list-style-type: none"> ○ Writing Behavior Checklist (Susan) ● Take a look at C3 for future science and social studies planning. ● Community Art Project in Pod-Julia 	<ul style="list-style-type: none"> ● Bathroom usage → 4 students allowed at a time <ul style="list-style-type: none"> ○ Each side allowed 2 students at a time ● Rules and Routines <ul style="list-style-type: none"> ○ Everyone enters lunchroom, finds their seat and waits for an adult to dismiss their table to get their lunch (1 table per side at a time) ○ 1 adult per side of the lunchroom (split lengthwise) ○ Stage - strongly enforce assigned seats ○ 1st Grade zoom morning meeting with Ashley to review lunchroom expectations ● Is there a social story or lesson that could be rolled out? ● Could we try a ‘lunch school’ in the pod? ● Could we get another person to support us with lunch duty? <p>Reading/Writing Checklists:</p> <ul style="list-style-type: none"> ● Use them for your own purpose
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		<ul style="list-style-type: none"> • Maybe check back in at some point later in the fall (November/December) <p>It is okay to not be completely on track with our plans!</p> <ul style="list-style-type: none"> • If you have time, check in with your fragile readers to see if they know letter sounds for lowercase letters
	<p>Any team related business for the coming week?</p>	
<p>3:45 - 4:00</p>	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Create Next Agenda • Assign Roles for next time • Group or Individual time to add anything to Guiding Coalition Feedback Form 	<p>Karen - email Ashley to set up a zoom with Ashley for lunch (try for tomorrow morning 9/9)</p> <p>Stacey - plug in some ideas from C3 into our Social Studies Planning document</p> <p>Bring Letter/Sound ID and Initial Math Assessment to PLC next week (have them sorted in 3 groups: all set/kind of getting it/definitely does not have it yet)</p>

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Thursday 9/9

11:00 - 12:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
11:00 - 11:05	Norms Review <ul style="list-style-type: none">● Ensure all students are being cared for● Stay focused on the bigger picture● Communicate in a concise and timely manner● All Voices heard and valued	
11:05- 11:55	<ul style="list-style-type: none">● Maybe Ashley will come to chat about the cafeteria● SEL outline from Sierra (this is the outline that was in Ashley's Sunday notes as well)● SS - look at resources, plan into October	Ashley will talk to the other grade levels about some switching to have 1 of us out at recess and 1 in the cafeteria each day. If this works, first grade teachers will adjust the "Time with Students" schedule.

		<p>We will send a follow-up email to Ashley to invite her to discuss more about the schedule/PRIDE times</p> <p>We continued the discussion:</p> <ul style="list-style-type: none"> ● Proposal: Instead of interventionists trying to see children for instruction right away in the year, can they focus on assessing during the first few weeks while classroom teachers try to build routines that will support independence? Then everyone is still working with children, and we are actually collecting data faster. (?) ● Right Now: We need to have a meeting with interventionists to determine all of the times in our schedules that students could be seen.
	<p>Any team related business for the coming week?</p>	
<p>11:50 - 11:55</p>	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time ● Group or Individual time to add anything to Guiding Coalition Feedback Form 	

Wednesday 9/15

2:00 - 4:00

Important Info and Links

Facilitator: Stacey	Time Keeper: Julia	Note-Taker: Lisa	Communicator: Amanda
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Time	Agenda	Notes
2:00 - 2:15	Staff Meeting Zoom	
2:15- 2:20	Norms Review <ul style="list-style-type: none">● Ensure all students are being cared for● Stay focused on the bigger picture● Communicate in a concise and timely manner● All Voices heard and valued	

<p>2:20 - 3:00</p>	<ul style="list-style-type: none"> ● Finish Possible Tier 2 Times doc ● Finish Lunch/Recess Time with Students schedule - make the October schedule as well? ● Do we want Colleen to come to a PLC to do EduClimber with us? **be careful when you enter data (Heggerty-lots of extra columns etc.) 	<p>Tier 2 time Talked about in guiding (teacher leader meeting) ? brought up- how are we making sure it is all equal Do we want to table extra time/possibilities for right now- we will wait/pause until data is in and we start figure if/how groups are established</p> <p>lunch/recess Julia is willing to do 2 days for October Group- On the stage -- does it change?- email sent to Christen. Who is the lead? Cheryl or other IA (recess person)?</p> <p>Karen asked about 2 extra hours of planning- per month- Stacey will look into it and get back to use</p> <p>EduClimber-Heggery- clunky, not in order, extra fields- takes a lot of time- be careful- lots of extra steps to do Sight words- not as hard Automatically saves At this point we will try on our own- if needed, but Colleen will come in and show us/give tips</p>
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		<p>Added-assessment coverage- sign up/ or Could possible switch to them covering our class while we do assessments</p> <p>Stacey will email Christina/Ashley about added coverage</p>
<p>3:00 - 3:30</p>	<p>Discuss Math Assessment</p> <p>Round 1 Math Groups</p> <p>After groups are made, enter names on the PRIDE Intervention tracking form</p>	<p>Stacey made a chart- add in kids where you think they score</p> <p>1st group- struggle, 2nd group- getting there/whole group practice</p> <p>a) What do we do with the kids who are not yet proficient?</p> <p>Stacey is adding into data chart</p> <p>Counting objects (20) - teacher- pull during pride</p>

		<p>Count given collection and/or give me X ***repetition is key- need to do over and over</p> <p>b) What could PRIDE groups look like for kids who are proficient?</p> <p>c) What assessment do we want to use at the end of the cycle? Reuse assessment on kids who struggled-October 22nd</p>
3:30-4:00	<p>Discuss Letter and Sounds Assessment(s) Assess both upper and lower case letters. Assess uppercase sounds.</p> <p>Round 1 Reading Groups</p> <p>After groups are made, enter names on the PRIDE Intervention tracking form</p>	<p>a) What do we do with the kids who are not yet proficient? Added to data chart Sound/letter work Cards, magnetic letter Finger writing/texture</p> <p>b) What could PRIDE groups look like for kids who are proficient?</p>

		<p>c) What assessment do we want to use at the end of the cycle?</p> <p>Reassess October 22nd - only kids who were struggling</p>
	<p>Anything Team Related?</p>	<p>Cafeteria - tightening roles and bathroom use - WHO is the point person for lunch? (starts the timer, rings the bell, etc.)</p> <p>EJRP end of the day- supporting each other- have kids sit outside of our door/table- reminders- sit/voices off</p>
<p>3:50 - 3:55</p>	<p>Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time ● Group or Individual time to add anything to Guiding Coalition Feedback Form 	<p>2 extra hours of planning- Stacey will look into</p> <p>Stacey will email Christina/Ashley- extra assessment coverage so WE can do own assessment</p> <p>Stacey will email Sierra/Ashley to ask about supporting teachers/students/the process in lunch</p> <p>Stacey to email Bridget - follow up on Schedule</p> <p>Stacey to input names into Intervention Tracking form</p>

3:55	Closing	
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Thursday 9/16

11:00 - 12:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
11:00 - 11:05	Norms Review <ul style="list-style-type: none">• Ensure all students are being cared for• Stay focused on the bigger picture• Communicate in a concise and timely manner• All Voices heard and valued	
11:05- 11:30	Stacey Updates	Waiting on the new contract - we will circle back when this in place Stacey emailed Ashley about assessment coverage and having Sierra model in the cafeteria. Waiting to hear back.

		<p>Julia and Susan have been working with Erica to develop some math menu stations. We will invite Erica to next Thursday's meeting (9/22).</p>
<p>11:30 - 11:55</p>	<p>RTI Questions for Ashley:</p>	<p>1) Can you talk about the process of adding services to IEPs and how this connects with the intervention process?</p>
	<p>Any team related business for the coming week?</p>	
<p>11:50 - 11:55</p>	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time ● Group or Individual time to add anything to Guiding Coalition Feedback Form 	

Wednesday 9/22

2:00 - 4:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker: Jen	Communicator:
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Time	Agenda	Notes
2:00 - 2:05	Norms Review <ul style="list-style-type: none">• Ensure all students are being cared for• Stay focused on the bigger picture• Communicate in a concise and timely manner• All Voices heard and valued	
2:15 - 3:00	RTI Rollout in cafeteria	
3:00 - 3:50	Timeline Work - are we planned through October?	

	<p>Can we break into small groups to update all of these quickly?</p> <ul style="list-style-type: none">- Reading- Math- Writing- Foundations- Science/Social Studies- Second Step	
3:50 - 3:55	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none">● Create Next Agenda● Assign Roles for next time● Group or Individual time to add anything to Guiding Coalition Feedback Form	
3:55	Closing	

Thursday 9/23

11:00 - 12:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
11:00 - 11:05	Norms Review <ul style="list-style-type: none">● Ensure all students are being cared for● Stay focused on the bigger picture● Communicate in a concise and timely manner● All Voices heard and valued	
11:05- 11:30	<ul style="list-style-type: none">● Parent Conference Sign-Ups (Remember to send your list to Ashley, anyone want to share helpful hints about conferences?)	What might we want to send with families at conferences: Sight words, - maybe add some timelines before we send home, decoding strategies card, tell them to play games with their kids

11:30 - 11:55	Erica to join to share ideas about math menu stations	<p>Menu Example from work with Susan and Julia</p> <p>Menu template example from Erica</p> <p>Menu from Karen</p> <p><u>Non negotiable menu components:</u></p> <ul style="list-style-type: none"> ● Problem-solving - varying problem types ● give kids some choice/options within menu ● At least 1 task that asks them to play a game or do a task that requires them to use more than 1 strategy
	<p>Any team related business for the coming week?</p>	
11:50 - 11:55	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time ● Group or Individual time to add anything to Guiding Coalition Feedback Form 	

Wednesday 9/29

2:00 - 4:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
2:00 - 2:15	What you need	
2:15 - 3:45	Staff Meeting with Amber Leventry Join Zoom Meeting https://us02web.zoom.us/j/83115361049?pwd=ZlhZR2FZMnJaekozUVIOaDBhZGJrZz09 Meeting ID: 831 1536 1049 Passcode: 252211	

3:45 - 4:00	What you need <ul style="list-style-type: none"> ● Guiding Coalition Feedback Form 	
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<p>Thursday 9/30</p> <p>11:00 - 12:00</p> <p><u>Important Info and Links</u></p>			
Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
Time	Agenda	Notes	
11:00 - 11:05	<p style="text-align: center;">Norms Review</p> <ul style="list-style-type: none"> ● Ensure all students are being cared for ● Stay focused on the bigger picture ● Communicate in a concise and timely manner ● All Voices heard and valued 		

<p>11:05 - 11:30</p>	<p>Check in on PRIDE cycle:</p> <ul style="list-style-type: none"> - What do we want to use as our first “check-in” for Letters AND counting? - Take a look at the gradebook - Stacey and Kate updated and consolidated a few targets - can we put some loose dates in? 	<p>We made teacher pages for the gradebook. We will build in time in a PLC meeting coming up to put scores into the gradebook for things we’ve assessed.</p>
<p>11:30- 11:55</p>	<p>Can we break into small groups to update all of these quickly?</p> <ul style="list-style-type: none"> - Reading - Math - Writing - Foundations - Science/Social Studies - Second Step 	
	<p>Any team related business for the coming week?</p>	
<p>11:50 - 11:55</p>	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time 	

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|--|---|--|
| | <ul style="list-style-type: none">● Group or Individual time to add anything to Guiding Coalition Feedback Form | |
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October

Wednesday 10/6

2:00 - 4:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
2:00 - 2:05	Norms Review <ul style="list-style-type: none">• Ensure all students are being cared for• Stay focused on the bigger picture• Communicate in a concise and timely manner• All Voices heard and valued	
2:05 - 2:30	PRIDE cycle check-in - we will spend this time updating our intervention form to say how kids are	Done! We still have many who are not yet solid

	doing so far - AND to “exit” them if they are proficient!	
2:30 - 3:00	Update our Gradebook with the following scores: Heggerty and Bridges Unit 1 Assessment.	Updated!
3:00 - 3:45	Can we break into small groups to update all of these quickly? <ul style="list-style-type: none"> - Reading - Math - Writing - Foundations - Science/Social Studies - Second Step 	
3:45 - 4:00	What you need <ul style="list-style-type: none"> ● Guiding Coalition Feedback Form 	

Thursday 10/7

11:00 - 12:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
11:00 - 11:05	Norms Review <ul style="list-style-type: none">● Ensure all students are being cared for● Stay focused on the bigger picture● Communicate in a concise and timely manner● All Voices heard and valued	
11:05- 11:55	SEL Data Review: Bring Unit 1 Assessments Sierra, Christen, Jen, Brea and Sarah to join	<ul style="list-style-type: none">● The data seems most applicable whole class● We had a discussion about how we will determine intervention needs<ul style="list-style-type: none">○ If it's less than half the class it should be small group, if it's more, it should be whole class.

		<ul style="list-style-type: none"> ● We are thinking about having a two-week span of morning meetings focused on Paying Attention - whole class intervention on this skill <ul style="list-style-type: none"> ○ The plan will be to use the 4 listening rules and some K second step lessons the first week, and then some morning meeting ideas from Sierra focused on paying attention for the second week ● This will begin on October 18th
	<p>Any team related business for the coming week?</p>	
<p>11:50 - 11:55</p>	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time ● Group or Individual time to add anything to Guiding Coalition Feedback Form 	

Wednesday 10/13

2:00 - 4:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
2:00 - 2:05	Norms Review <ul style="list-style-type: none">• Ensure all students are being cared for• Stay focused on the bigger picture• Communicate in a concise and timely manner• All Voices heard and valued	
2:00 - 2:15	Staff Meeting	

2:15 - 3:00	Fill Out DESSA - anyone is welcome to come into my room to do this together, OR you can complete it on your own.	
3:00 - 3:45	If DESSA takes the whole time, we may not get to this, but I'm putting it here since we need to keep on top of it:)	
3:45 - 4:00	<ul style="list-style-type: none"> Guiding Coalition Feedback Form 	

Thursday 10/14

11:00 - 12:00

[Important Info and Links](#)

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
Time	Agenda	Notes	

11:00 - 11:05	<p style="text-align: center;">Norms Review</p> <ul style="list-style-type: none"> ● Ensure all students are being cared for ● Stay focused on the bigger picture ● Communicate in a concise and timely manner ● All Voices heard and valued 	
11:15 - 11:30	Sierra, Sarah, Jen will join to share ideas for MM lessons to start next week 10/18	
11:30- 11:55	<ul style="list-style-type: none"> ● Plan for the Harriet Powell Field Trip ● Outright VT takeaways 	Lisa will contact Eva Clough to see if we can do this trip
	<p style="text-align: center;">Any team related business for the coming week?</p>	
	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time 	

11:50 - 11:55	<ul style="list-style-type: none">● Group or Individual time to add anything to Guiding Coalition Feedback Form	

Wednesday 10/20

2:00 - 4:00

[Important Info and Links](#)

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
2:00 - 2:05	Norms Review <ul style="list-style-type: none">● Ensure all students are being cared for● Stay focused on the bigger picture● Communicate in a concise and timely manner● All Voices heard and valued	
2:05 - 3:00	ELA Data Review: <ul style="list-style-type: none">- We will discuss first PRIDE check-in data (“What do we want to do for those kiddos who	Bring We will put data from Foundations Unit 2 into a spreadsheet next week- bring Unit 2 assessment.

do not have letter id/sounds yet?") **We have until Friday 10/22 to complete the actual assessment*

AND

- What do we want our next Intervention Cycle to focus on? (Can we pick one essential standard/activity we are ALREADY teaching and collect some data to inform our next round?)

Optional-real word decoding list from Unit 2 by 10/27

Next Literacy Pride group-Kids that need to work on decoding and spell CVC words.

*Instructional practices will include oral PA work-segmenting and blending, decoding and spelling words.

Next week- Fill out I Team referral process, decide if they need another round of intervention.

I Team- Kids who we were concerned with in K or who are not making progress in 1st round of Intervention. Complete 1 form for each kid for the I Team. (Fill one out for kids Christina informed us about.)

Round 2 intervention in classroom- kids that are making progress

Gradebook-We will enter data at the end of November

<p>3:00 - 3:45</p>	<p>Discuss what we want to do for our math data review next week. Here are 2 possibilities:</p> <ol style="list-style-type: none"> 1) Discuss what to do with students who do not yet have counting on, and subitizing at least to 5 2) Choose something from the gradebook to give next to drive our intervention planning (maybe the concrete story problems OR the counting assessment) 	<p>We will plan to give the Combos to make 5 by next Wednesday 10/27 so we can input student names into Round 2</p>
<p>3:45 - 4:00</p>	<ul style="list-style-type: none"> ● Guiding Coalition Feedback Form 	

Thursday 10/21

11:00 - 12:00

[Important Info and Links](#)

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
11:00 - 11:15	<p style="text-align: center;">Norms Review</p> <ul style="list-style-type: none"> ● Ensure all students are being cared for ● Stay focused on the bigger picture ● Communicate in a concise and timely manner ● All Voices heard and valued 	
11:15 - 11:35	<p style="text-align: center;">Team Goal</p> <p>We need to create one team goal for this year. I will put it into the system</p>	<p>As a team, we will culminate SEL activities/lessons/experiences through Responsive Classroom, Second Step and work with School Counselors to provide all first graders with shared experiences. This is in the hopes that it will strengthen students' abilities to self-regulate and manage their behaviors across settings.</p>
11:35- 11:55	<ul style="list-style-type: none"> ● Harriet Powell Museum Tours Discussion - when do we want to go? What structure makes the most sense to request (whole first grade 	<p>We want to go Nov/Dec - Julia will connect back with Laurie about scheduling a few days. Classes will go individually to the museum and take a self-guided tour and watch a video.</p>

	self-guided tour or individual classes but guided tours)? <ul style="list-style-type: none">● Pumpkin/Black and Orange Day	
	Any team related business for the coming week?	
	Next Steps <ul style="list-style-type: none">● Create Next Agenda● Assign Roles for next time● Group or Individual time to add anything to Guiding Coalition Feedback Form	

Wednesday 10/27

2:00 - 4:00

Important Info and Links

Facilitator: Karen

Time Keeper: Lisa

Note-Taker: Jen

Communicator: Amanda

Time	Agenda	Notes
2:00 - 2:05	Norms Review <ul style="list-style-type: none">● Ensure all students are being cared for● Stay focused on the bigger picture● Communicate in a concise and timely manner● All Voices heard and valued	
2:05 - 3:00	Finish putting Y/N in cycle 1 of PRIDE spreadsheet for letter sounds/ids	<ul style="list-style-type: none">● Cheryl will pull students who aren't currently meeting with and adult

[I-Team Referral](#) for any who are not yet proficient with letter sounds/ids AND made little or no progress

[Sample Reading I-Team Referral](#)

ELA - PRIDE Round 2

- Bring assessment data (Foundations Unit 2 and reading Real Words (optional)) decided on last week and input into [Round 2 Reading Table](#)
- Include instructional Ideas

- Bring to I-team the students who were a concern in K and have not made substantial progress in first round of PRIDE
- Everyone submitted their I-team referrals for letter sound/ID
- Questions:
 - How is the scheduling being prioritized for I-team referrals?
 - How is the I-team identifying student needs?
- If you have time, give the Unit 2 Real Words assessment

		<ul style="list-style-type: none"> ● Can we get copies of Heggerty activities?
<p>3:00 - 3:45</p>	<p>Finish putting Y/N in cycle 1 of PRIDE spreadsheet for counting</p> <ul style="list-style-type: none"> - I-Team Referral for any who are not yet proficient with counting AND made little or no progress <p>Sample Math I-Team Referral</p> <p>Math PRIDE Round 2 Data Review</p> <ul style="list-style-type: none"> - add names into Round 2 Math Table - Include instructional Ideas 	<ul style="list-style-type: none"> ● I-team referral for students who have not made progress after the first PRIDE round <ul style="list-style-type: none"> ○ No referrals! <p>PRIDE groups with Bridget:</p> <ul style="list-style-type: none"> - 2 days a week, pulling groups into the pod - 1:00 - 1:20 Monday & Tuesday (Little, Rinehart, Ayers, Mead) - 12:30 - 12:45 Monday & Tuesday (Badore, Rotach) - 12:30 - 12:45 Tuesday & Wednesday (Seligman)
<p>3:45 - 4:00</p>	<ul style="list-style-type: none"> ● Guiding Coalition Feedback Form 	

Thursday 10/28

11:00 - 12:00

Important Info and Links

Facilitator: Stacey

Time Keeper:

Note-Taker:

Communicator:

Time	Agenda	Notes
11:00 - 11:05	Norms Review <ul style="list-style-type: none">• Ensure all students are being cared for• Stay focused on the bigger picture• Communicate in a concise and timely manner• All Voices heard and valued	
11:05- 11:55	*November recess duty *Prep materials for Pride 2 math and reading	We updated the Recess/Lunch coverage doc for November. We will check in after Thanksgiving to see if changes need to be made.

		We had a conversation about interventionists/specialists having benchmarks for each grade level at various points in the year. A request was sent to the GC to discuss.
	Any team related business for the coming week?	
11:50 - 11:55	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time ● Group or Individual time to add anything to Guiding Coalition Feedback Form 	

November

Wednesday 11/3

2:00 - 4:00

[Important Info and Links](#)

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
2:00 - 2:05	Norms Review <ul style="list-style-type: none">• Ensure all students are being cared for• Stay focused on the bigger picture• Communicate in a concise and timely manner• All Voices heard and valued	
2:05 - 3:00	Staff Meeting Join Zoom Meeting	

	<p>https://ewsd.zoom.us/j/84602694557</p> <p>Meeting ID: 846 0269 4557 Passcode: 587828</p>	
<p>3:00 - 3:45</p>	<p>PRIDE Reading group - Cheryl has these times:</p> <p>M 10:00 - 10:30 12:30 - 2:00 T 12:30 - 2:00 W 10:00 - 10:30 12:30 - 1:30 TH 10:00 - 10:30 12:30 - 2:00 F 12:30 - 2:00</p> <p>Planning and Preparing Materials for Intervention Groups</p>	<p>We need to cycle back to the first round PRIDE kids who did not meet the target - we think Cheryl is taking this group but this hasn't happened.</p>
<p>3:45 - 4:00</p>	<ul style="list-style-type: none"> ● Guiding Coalition Feedback Form 	

Thursday 11/4

11:00 - 12:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
11:00 - 11:05	Norms Review <ul style="list-style-type: none">• Ensure all students are being cared for• Stay focused on the bigger picture• Communicate in a concise and timely manner• All Voices heard and valued	
11:05- 11:55	Grade Book Check-In <ul style="list-style-type: none">- Is everyone OK with the rubrics on the masters (reading and math)? We will enter scores next Wednesday for: <ul style="list-style-type: none">- Foundations fluency Unit 3 assessment- 50 word list	The plan is to complete all 4 of the items below. We will input data on December 10th at PLC.

	<ul style="list-style-type: none"> - Math counting assessment - Concrete Teen Task 	
	Any team related business for the coming week?	
11:50 - 11:55	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time ● Group or Individual time to add anything to Guiding Coalition Feedback Form 	

Wednesday 11/10

2:00 - 4:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
2:00 - 2:05	Norms Review <ul style="list-style-type: none">• Ensure all students are being cared for• Stay focused on the bigger picture• Communicate in a concise and timely manner• All Voices heard and valued	
2:05 - 2:20	Grade Book Check-In <ul style="list-style-type: none">- Put in scores in if you have any done:<ul style="list-style-type: none">- Foundations fluency Unit 3 assessment	

	<ul style="list-style-type: none">- 50 word list- Math counting assessment- Concrete Teen Task	
2:20 - 3:45	<p>PRIDE Cycle Check-in</p> <p>Can we mark Y/N based on observations so far?</p> <p>Other Gradebook Stuff:</p> <ul style="list-style-type: none">- Knufflybunny retelling - there is a Seesaw activity linked in our reading timeline for whenever folks are ready to give this.- Can we make sure that anything coming up between now and December that is in our gradebook makes it into our timeline docs for planning?	

	EST Plans - this is the list of EST plans for all of EES so far this year. Saved in our PLC 2122 folder	
3:45 - 4:00	<ul style="list-style-type: none"> Guiding Coalition Feedback Form 	

Thursday 11/11

11:00 - 12:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
	<p>Norms Review</p> <ul style="list-style-type: none"> Ensure all students are being cared for Stay focused on the bigger picture 	

<p>11:00 - 11:05</p>	<ul style="list-style-type: none"> ● Communicate in a concise and timely manner ● All Voices heard and valued 	
<p>11:05- 11:55</p>	<p>SEL Data Review First Grade DESSA folder</p> <ul style="list-style-type: none"> ● Discuss first round of Tier I intervention. ● Was pre and post observational data collected? If not, can we schedule times to do this with Sierra and School Counselors? ● What is the process for identifying and providing intervention for students? 	<p>We had a discussion around how to provide interventions to students who are still struggling with SEL skills.</p> <p>Some ideas:</p> <ul style="list-style-type: none"> - Workshop models - Easing the pace of Second Step - could we take some breaks from that curriculum to have students practice more <p><u>Decision:</u> We are going to take the three weeks in December to do some reteaching/practice of the SEL skills in units 1 and 2.</p>
	<p>Any team related business for the coming week?</p>	
	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time 	

11:50 - 11:55	<ul style="list-style-type: none">● Group or Individual time to add anything to Guiding Coalition Feedback Form	
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Wednesday 11/17

2:00 - 4:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
2:00 - 2:05	Norms Review <ul style="list-style-type: none">● Ensure all students are being cared for● Stay focused on the bigger picture● Communicate in a concise and timely manner● All Voices heard and valued	
2:05 - 3:00	Staff Meeting In Person - Reviewing Second Step. Location : Stacey's Room	<ul style="list-style-type: none">● Jen brought binders of Units 3 and 4 for all teachers.

		<ul style="list-style-type: none">● Jen is going to ask the school counselors about a deadline for completing Second Step so that they still have time to teach other guidance curriculum before the year ends.● Jen showed how to log in to Second Step and how to get to Unit 3.● We will talk about how to embed the Second Step lessons/ideas into Morning Meeting and marrying RC with SS. Stacey will do some thinking about how to do this with Unit 4. This will also help with our team goal.
3:00 - 3:45	Harriet Powell Field Trip Discussion	

3:45 - 4:00	Gradebook Data Input <ul style="list-style-type: none"> - Foundations fluency Unit 3 assessment - 50 word list - Math counting assessment - Concrete Teen Task - Reading Behaviors (Y/N) - Knufflebunny(REsource: F&P Reading Minilesson) 	
3:45 - 4:00	<ul style="list-style-type: none"> ● Guiding Coalition Feedback Form 	

Thursday 11/18

11:00 - 12:00

[Important Info and Links](#)

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
11:00 - 11:05	<p style="text-align: center;">Norms Review</p> <ul style="list-style-type: none"> ● Ensure all students are being cared for ● Stay focused on the bigger picture ● Communicate in a concise and timely manner ● All Voices heard and valued 	
11:05- 11:55		
	<p style="text-align: center;">Any team related business for the coming week?</p>	
11:50 - 11:55	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time ● Group or Individual time to add anything to Guiding Coalition Feedback Form 	

December

Wednesday 12/1

2:00 - 4:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
2:00 - 2:05	Norms Review <ul style="list-style-type: none">• Ensure all students are being cared for• Stay focused on the bigger picture• Communicate in a concise and timely manner• All Voices heard and valued	
2:05 - 3:00	ELA Data Review	*Quite a few students received support from Megan. What support will they get now? *Students on IEP (with new concerns) still not clear if we meet with Special Ed team or bring to ITeam.

	<ul style="list-style-type: none"> ● Input final data into cycle 2 (Unit 2 Real Words) What do we want to do about the students in the “developing” column who still do not have 19/20? Can these be a part of the group for Cheryl/Kathi? ● New group for Cheryl/Kathi? (students who have not yet met the target for cycle 2) ● Plan topic for next PRIDE cycle (what skill do we want to target next?) <ul style="list-style-type: none"> ○ Would a target based on reading level work? 	<p>*Kids highlighted in yellow, how can we support them?</p> <p>*Kids highlighted in green, will receive support from IA? (4 times a week, a simple menu of activities)</p> <p>For round 3: Before winter break, do a running record on kids at their instructional level.</p> <p>We will create a round 3 chart with types of errors readers make, regardless of text level.</p>
<p>3:00 - 3:15</p>	<p>Gradebook Check-In</p> <p>Put in scores for any of the following:</p> <ul style="list-style-type: none"> - Foundations fluency Unit 3 assessment - 50 word list - Math counting assessment - Concrete Teen Task - Knufflebunny - Concrete Story Problems 	

3:15 - 3:55	We are planning to head to the Harriet Powell Museum as a PLC	
3:45 - 4:00	<ul style="list-style-type: none"> Guiding Coalition Feedback Form 	

Thursday 12/2
11:00 - 12:00
[Important Info and Links](#)

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
11:00 - 11:05	<p style="text-align: center;">Norms Review</p> <ul style="list-style-type: none"> Ensure all students are being cared for Stay focused on the bigger picture Communicate in a concise and timely manner All Voices heard and valued 	

11:05- 11:55	<p>Finalizing Harriet Powell Dates/Times as well as a permission slip.</p> <p>We have a field trip approval form that we need to fill out.</p> <p>We also need to send this link to families if parents want to join us. - Is the museum allowing an extra adult?</p> <p>https://schoolport.ewsd.org/common/newVolunteer</p>	
	Any team related business for the coming week?	
11:50 - 11:55	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time ● Group or Individual time to add anything to Guiding Coalition Feedback Form 	

Wednesday 12/8

2:00 - 4:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
2:00 - 2:05	Norms Review <ul style="list-style-type: none">● Ensure all students are being cared for● Stay focused on the bigger picture● Communicate in a concise and timely manner● All Voices heard and valued	
2:05 - 2:30	Final Fall Gradebook Check-In Put in scores for any of the following: <ul style="list-style-type: none">- Foundations fluency Unit 3 assessment	

	<ul style="list-style-type: none"> - 50 word list - Math counting assessment - Concrete Teen Task - Knufflebunny - Concrete Story Problems 	
<p>2:30 - 3:00</p>	<p>Winter Gradebook Revision: Let's look at the master for reading and math - I have already made changes and paired it way down - guiding coalition is taking time to complete these next week but I'd like your feedback.</p>	
<p>3:15 - 3:55</p>	<p>Math Data Review</p> <ul style="list-style-type: none"> ● Put final Y/N in spreadsheet for round 2 ● Look at students who have not yet met round 2 goal (fiveness) - Is this a group Bridget can work with? Are these kids already working with someone in math? ● Decide on our next intervention round skill and assessment 	<p>We are thinking we would like to do part-part-whole for our next PRIDE math intervention focus. We will build a task in January that offers students some choice in numbers, and asks them to show the part-part-whole</p>

3:55 - 4:00	<ul style="list-style-type: none"> ● Guiding Coalition Feedback Form 	

<p>Thursday 12/9</p> <p>11:00 - 12:00</p> <p><u>Important Info and Links</u></p>			
Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
Time	Agenda	Notes	
11:00 - 11:05	<p style="text-align: center;">Norms Review</p> <ul style="list-style-type: none"> ● Ensure all students are being cared for ● Stay focused on the bigger picture ● Communicate in a concise and timely manner ● All Voices heard and valued 		

<p>11:05- 11:55</p>	<ul style="list-style-type: none"> ● Build Round 3 Reading Chart with types of errors ● Report Card Comments and SEL skills to be scored? ● Time with Students schedule for January 	<p>Learning Targets by standard for January/benchmarks for literacy and math Report Card</p>
	<p>Any team related business for the coming week?</p>	
<p>11:50 - 11:55</p>	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time ● Group or Individual time to add anything to Guiding Coalition Feedback Form 	

Wednesday 12/15

2:00 - 4:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
2:00 - 2:05	Norms Review <ul style="list-style-type: none">● Ensure all students are being cared for● Stay focused on the bigger picture● Communicate in a concise and timely manner● All Voices heard and valued	
2:05 - 3:00	Staff Meeting	

3:00 - 3:55	Your time to do what you need!	
3:45 - 4:00	<ul style="list-style-type: none"> Guiding Coalition Feedback Form 	

Thursday 12/16
11:00 - 12:00
[Important Info and Links](#)

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
11:00 - 11:05	<p style="text-align: center;">Norms Review</p> <ul style="list-style-type: none"> Ensure all students are being cared for Stay focused on the bigger picture Communicate in a concise and timely manner All Voices heard and valued 	

11:05-11:55	<p>Look at the winter assessments - calibrate around scoring</p> <p>SEL proficiencies for report cards</p> <p>Do these help? SEL Proficiencies SEL Proficiencies</p>	<p>We finished the report card doc - SEL section</p> <p>We are going to choose 1 book at each level I, J, K, L, M, N. In EduClimber we will not score anything for these children, but will write a comment about their ACTUAL instructional level.</p>
	Any team related business for the coming week?	
11:50 - 11:55	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time ● Group or Individual time to add anything to Guiding Coalition Feedback Form 	

Wednesday 12/22

2:00 - 4:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
2:00 - 2:05	Norms Review <ul style="list-style-type: none">● Ensure all students are being cared for● Stay focused on the bigger picture● Communicate in a concise and timely manner● All Voices heard and valued	
2:05 - 3:00	LEAVE AFTER STUDENTS!	

3:00 - 3:55		
3:45 - 4:00	<ul style="list-style-type: none"> Guiding Coalition Feedback Form 	

January

<p>Wednesday 1/5</p> <p>2:00 - 4:00</p> <p><u>Important Info and Links</u></p>			
Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
Time	Agenda	Notes	

2:00 - 2:05	<p style="text-align: center;">Norms Review</p> <ul style="list-style-type: none"> ● Ensure all students are being cared for ● Stay focused on the bigger picture ● Communicate in a concise and timely manner ● All Voices heard and valued 	
2:05 - 3:55	Staff Meeting In Person - DESSA screener to be competed together.	
3:45 - 4:00	<ul style="list-style-type: none"> ● Guiding Coalition Feedback Form 	

Thursday 1/6

11:00 - 12:00

[Important Info and Links](#)

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
11:00 - 11:05	<p style="text-align: center;">Norms Review</p> <ul style="list-style-type: none"> ● Ensure all students are being cared for ● Stay focused on the bigger picture ● Communicate in a concise and timely manner ● All Voices heard and valued 	
11:05- 11:55	<p>Kate to come</p> <p>We are going to choose 1 book at each level I, J, K, L, M, N. In EduClimber we will not score anything for these children, but will write a comment about their ACTUAL instructional level.</p> <p><i>*if a child has not yet read the H, have them read it, and then if they are independent, we can comment on that</i></p>	
	<p>Any team related business for the coming week?</p>	
	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda 	

11:50 - 11:55	<ul style="list-style-type: none">● Assign Roles for next time● Group or Individual time to add anything to Guiding Coalition Feedback Form	
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Wednesday 1/12

2:00 - 4:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
2:00 - 2:05	Norms Review <ul style="list-style-type: none">● Ensure all students are being cared for● Stay focused on the bigger picture● Communicate in a concise and timely manner● All Voices heard and valued	
2:05 - 3:55	Time devoted to working on Report Cards	
3:45 - 4:00	<ul style="list-style-type: none">● Guiding Coalition Feedback Form	

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Thursday 1/13

11:00 - 12:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
11:00 - 11:05	<p style="text-align: center;">Norms Review</p> <ul style="list-style-type: none"> ● Ensure all students are being cared for ● Stay focused on the bigger picture ● Communicate in a concise and timely manner ● All Voices heard and valued 	
11:15- 11:30	<p>Master Schedule Conversation</p> <ul style="list-style-type: none"> - Proposal is to keep the structure of the schedule the same. Teachers can trade 	This can work, but we would like to have more of a conversation about PRIDE blocks for next year and how some alignment could happen.

	schedules if they would prefer. *There are still some tweaks that Ashley will need to make - ex. Making all music classes 45 min	
11:30 - 11:55	<p>Check In on Timelines:</p> <ul style="list-style-type: none"> - Math - Reading - Science/Social Studies - Writing - Foundations - where is everyone?! 	
	Any team related business for the coming week?	
11:55	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time ● Group or Individual time to add anything to Guiding Coalition Feedback Form 	

Wednesday 1/19

2:00 - 4:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
2:00 - 2:05	Norms Review <ul style="list-style-type: none">● Ensure all students are being cared for● Stay focused on the bigger picture● Communicate in a concise and timely manner● All Voices heard and valued	
2:05 - 2:45	Staff Meeting - Join Zoom Meeting https://ewsd.zoom.us/j/87829254781 Meeting ID: 878 2925 4781 Passcode: 435458	

	Link to Groups	
2:45 - 3:50	<p>Decide on Cycle 3 for math and reading (math data review is next week, 2/2 and reading is 2/16, but I think it makes sense to keep them on the same cycle)</p> <ul style="list-style-type: none"> - What will our focus(s) be? (we did decide on these in December but let's make sure we are still good with them) - <p>Math: Part/Part Whole - we are supposed to design a task together to give to students that gives them some choice in numbers and asks them to show the part-part-whole</p> <p>Reading: Word Attack Strategies</p> <p>Round 3 Reading Doc Round 3 Math Doc</p>	
3:50 - 4:00	<ul style="list-style-type: none"> ● Guiding Coalition Feedback Form 	

Thursday 1/20

11:00 - 12:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
11:00 - 11:05	Norms Review <ul style="list-style-type: none">• Ensure all students are being cared for• Stay focused on the bigger picture• Communicate in a concise and timely manner• All Voices heard and valued	
11:05- 11:55	Decide on any orders - to be completed by the end of January (from Ashley)	

	Any team related business for the coming week?	
11:50 - 11:55	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time ● Group or Individual time to add anything to Guiding Coalition Feedback Form 	

Wednesday 1/26

2:00 - 4:00

[Important Info and Links](#)

Facilitator: Stacey

Time Keeper:

Note-Taker:

Communicator:

Time	Agenda	Notes
2:00 - 2:05	<p style="text-align: center;">Norms Review</p> <ul style="list-style-type: none"> ● Ensure all students are being cared for ● Stay focused on the bigger picture ● Communicate in a concise and timely manner ● All Voices heard and valued 	
2:05 - 3:50	<p>Dr. Rebecca Haslam - Staff training</p> <p>Link to Docs we need: https://docs.google.com/document/d/1gH3SEwPczHbUIEEYi6D4CLRt9k2joyfllOWoToNOH3k/edit?usp=sharing</p> <p>Join Zoom Meeting https://ewsd.zoom.us/j/81075305175?pwd=SoZHYYXFBRWRPWlloMjM4WUZPdEpUQT09</p> <p>Meeting ID: 810 7530 5175 Passcode: 245121</p>	
3:55 - 4:00	<ul style="list-style-type: none"> ● Guiding Coalition Feedback Form 	

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Thursday 1/27

11:00 - 12:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
11:00 - 11:05	Norms Review <ul style="list-style-type: none"> ● Ensure all students are being cared for ● Stay focused on the bigger picture ● Communicate in a concise and timely manner ● All Voices heard and valued 	
11:05- 11:55	Decide on Cycle 3 for math and reading	

	<p>(math data review is next week, 2/2 and reading is 2/16, but I think it makes sense to keep them on the same cycle)</p> <ul style="list-style-type: none"> - What will our focus(s) be? (we did decide on these in December but let's make sure we are still good with them) - <p>Math: Part/Part Whole - we are supposed to design a task together to give to students that gives them some choice in numbers and asks them to show the part-part-whole</p> <p>Reading: Word Attack Strategies</p> <p>Round 3 Reading Doc</p> <p>Round 3 Math Doc</p>	
	<p>Any team related business for the coming week?</p>	
<p>11:50 - 11:55</p>	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time 	

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|--|---|--|
| | <ul style="list-style-type: none">● Group or Individual time to add anything to Guiding Coalition Feedback Form | |
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February

Wednesday 2/2

2:00 - 4:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
2:00 - 2:05	Norms Review <ul style="list-style-type: none">• Ensure all students are being cared for• Stay focused on the bigger picture• Communicate in a concise and timely manner• All Voices heard and valued	
2:05 - 2:55	Reading and Math Check-In	

	<p>Lets share where we are with math units, reading instruction and Foundations, and adjust workshop timelines accordingly.</p> <ul style="list-style-type: none"> - Ex. Is everyone planning to give the identifying main idea assessment we gave last year? <p>Also - winter gradebook check-in - can we check anything off based on winter assessments?</p> <p>Do we want to update the duty calendar for this month? Anyone want to switch? Susan- are you tired of being outside???</p>	<p>Everyone is in the middle or end of unit 4 in Bridges. We will head into Unit 6 next.</p> <p>In reading - yes we will give the main idea assessment by February break and put it into the gradebook</p>
<p>3:00 - 3:55</p>	<p>Math Data Review</p> <p>3:00 - 3:15</p> <ul style="list-style-type: none"> - add students into the Round 3 Math Doc. Count to be sure ALL students are in the table somewhere. <p>3:15 - 3:45</p>	<p>Discussed problem solving activities (in round 3 sheet)</p> <ul style="list-style-type: none"> *whole-class problem solving protocol (Problem Introduction Protocol) *additional work with emergent kids **Check in on student progress on 2/16 (with notes) **Continue with problem-solving intervention after break

	<ul style="list-style-type: none"> - list instructional strategies under the Emergent category. - Decide on the assessment we will use to determine whether students have made progress (what types of problems should they be able to solve and show work for in order to have met the goal of this intervention?) 	**Complete same assessment at the end of the cycle
3:55 - 4:00	<ul style="list-style-type: none"> ● Guiding Coalition Feedback Form 	

Thursday 2/3

11:00 - 12:00

[Important Info and Links](#)

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
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11:00 - 11:05	<p style="text-align: center;">Norms Review</p> <ul style="list-style-type: none"> ● Ensure all students are being cared for ● Stay focused on the bigger picture ● Communicate in a concise and timely manner ● All Voices heard and valued 	
11:05- 11:55	<p>Discuss ideas for Reading Cycle 3</p> <p>- it's on our agenda to add student names to the Reading Cycle 3 doc next Wednesday, so we need to just decide on a topic and how we want to assess.</p>	Teachers will put names in the doc before next Wednesday and we will discuss instructional strategies then.
	<p style="text-align: center;">Any team related business for the coming week?</p>	
11:50 - 11:55	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time ● Group or Individual time to add anything to Guiding Coalition Feedback Form 	

Wednesday 2/9

2:00 - 4:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
2:00 - 2:05	Norms Review <ul style="list-style-type: none">• Ensure all students are being cared for• Stay focused on the bigger picture• Communicate in a concise and timely manner• All Voices heard and valued	
2:05 - 2:20	<u>EWSD Reads Groups</u> for Cheryl	

2:20 - 3:00	Plan for Reading Cycle 3 <ul style="list-style-type: none">● Check that all students are in the Reading Cycle 3 doc● discuss and agree on instructional ideas● Determine cycle end date (I put 3/30 as the end date for our math cycle, so maybe this date works for reading too?)	
3:00 - 3:55	3:15 - head to B Pod for Ashley's Shower	
3:55 - 4:00	<ul style="list-style-type: none">● Guiding Coalition Feedback Form	

Thursday 2/10

11:00 - 12:00

[Important Info and Links](#)

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
Time	Agenda	Notes	
11:00 - 11:05	Norms Review <ul style="list-style-type: none"> ● Ensure all students are being cared for ● Stay focused on the bigger picture ● Communicate in a concise and timely manner ● All Voices heard and valued 		
11:05- 11:55	SEL Data Review <ul style="list-style-type: none"> - Second Step Unit 4 / Morning Meeting Plans - Ideas for grade level events/celebrations/activities - Any RC things folks would like support with? 	More ideas for Greetings or Activities - fun! Cooperating, Concentrating - work time into our meetings and take notes while we play:)	
	Any team related business for the coming week?		
	Next Steps <ul style="list-style-type: none"> ● Create Next Agenda 		

11:50 - 11:55	<ul style="list-style-type: none">● Assign Roles for next time● Group or Individual time to add anything to Guiding Coalition Feedback Form	
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Wednesday 2/16

2:00 - 4:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
2:00 - 2:05	Norms Review <ul style="list-style-type: none">• Ensure all students are being cared for• Stay focused on the bigger picture• Communicate in a concise and timely manner• All Voices heard and valued	
2:00 - 2:25	RC Activities Note-Catcher if you want it - printed copies are on my table	

	<ul style="list-style-type: none"> • Alphabet Volleyball (and versions) • Chase the Bunny • Tony Chestnut • Beetle 	
2:25 - 2:55	<p>ELA Data Review</p> <p>Add instructional strategies to Reading Cycle 3 doc</p>	
3:00 - 3:55	<p>Math Data Review</p> <p>Pride cycle 3 check-in - what's working, any puzzling students - share how it's going.</p>	
3:55 - 4:00	<ul style="list-style-type: none"> • Guiding Coalition Feedback Form 	

Thursday 2/17

11:00 - 12:00

[Important Info and Links](#)

Facilitator: Stacey		Time Keeper:	Note-Taker:	Communicator:
Time	Agenda		Notes	
11:00 - 11:05	<p style="text-align: center;">Norms Review</p> <ul style="list-style-type: none"> ● Ensure all students are being cared for ● Stay focused on the bigger picture ● Communicate in a concise and timely manner ● All Voices heard and valued 			
11:05- 11:55	<ul style="list-style-type: none"> ● Update our Curriculum Calendars (timelines) ● Gradebook <ul style="list-style-type: none"> - unit 6 real words - 100 sight word list - main idea/details - R.F. 1.4 - anyone reading a level H, AND the reading round 3 intervention can inform the decoding standard 			
	Any team related business for the coming week?			
	Next Steps			

11:50 - 11:55	<ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time ● Group or Individual time to add anything to Guiding Coalition Feedback Form 	
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March

<p>Wednesday 3/2</p> <p>2:00 - 4:00</p> <p><u>Important Info and Links</u></p>			
Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
Time	Agenda	Notes	
	Norms Review		

2:00 - 2:05	<ul style="list-style-type: none"> ● Ensure all students are being cared for ● Stay focused on the bigger picture ● Communicate in a concise and timely manner ● All Voices heard and valued 	
2:00 - 3:55	<p>Rebecca Haslam Zoom (link will be put in the staff calendar - it's not there yet:)</p>	
3:55 - 4:00	<ul style="list-style-type: none"> ● Guiding Coalition Feedback Form 	

Thursday 3/3

11:00 - 12:00

[Important Info and Links](#)

Facilitator: Stacey		Time Keeper:		Note-Taker:		Communicator:	
Time		Agenda			Notes		
11:00 - 11:05		<p align="center">Norms Review</p> <ul style="list-style-type: none"> ● Ensure all students are being cared for ● Stay focused on the bigger picture ● Communicate in a concise and timely manner ● All Voices heard and valued 					
11:05- 11:55		<p>Gradebook</p> <ul style="list-style-type: none"> - unit 6 real words - 100 sight word list - main idea/details - R.F. 1.4 - anyone reading a level H, AND the reading round 3 intervention can inform the decoding standard 					
		Any team related business for the coming week?					
		<p align="center">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time 					

11:50 - 11:55	<ul style="list-style-type: none"> Group or Individual time to add anything to Guiding Coalition Feedback Form 	
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<p>Wednesday 3/9</p> <p>2:00 - 4:00</p> <p><u>Important Info and Links</u></p>			
Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
Time	Agenda	Notes	
	Norms Review		

<p>2:00 - 2:05</p>	<ul style="list-style-type: none"> ● Ensure all students are being cared for ● Stay focused on the bigger picture ● Communicate in a concise and timely manner ● All Voices heard and valued 			
<p>2:00 - 2:45</p>	<p>Tweaking the EWSD Reads list Protocol</p> <p>Christina, Cheryl and Kate will help with this</p> <p>Join Zoom Meeting https://us02web.zoom.us/j/5865422445?pwd=YUVwY2lna0ZFM1ppdHQxMXZiMDNHdz09</p> <p>Meeting ID: 586 542 2445 Passcode: MEAD</p>			
<p>2:45 - 3:55</p>	<p>RC - Make Requests! Otherwise I'll bring a couple new activities and/or greetings to share:)</p> <p>Note-catcher</p> <table border="1" data-bbox="268 1287 1066 1393"> <tr> <td data-bbox="268 1287 667 1393"> <p>Greetings: Did You Know?</p> </td> <td data-bbox="667 1287 1066 1393"> <p>Activities: Group Juggling</p> </td> </tr> </table>	<p>Greetings: Did You Know?</p>	<p>Activities: Group Juggling</p>	
<p>Greetings: Did You Know?</p>	<p>Activities: Group Juggling</p>			

	<table border="1"> <tr> <td data-bbox="256 186 667 272">Giants, Wizards, Elves</td> <td data-bbox="667 186 1079 272">Skunk, Palm Tree, Elephant</td> </tr> </table>	Giants, Wizards, Elves	Skunk, Palm Tree, Elephant	
Giants, Wizards, Elves	Skunk, Palm Tree, Elephant			
3:55 - 4:00	<p>Planning Together</p> <ul style="list-style-type: none"> - Let's continue our work with building our academic calendars and sharing ideas - linking directly into the timeline docs so it's there for us! - Can we chat briefly about conferences (Do we want to give parents anything? -sight words, 10 Frame cards, etc) 			
	<ul style="list-style-type: none"> ● Guiding Coalition Feedback Form 			

Thursday 3/10
11:00 - 12:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
11:00 - 11:05	Norms Review <ul style="list-style-type: none"> ● Ensure all students are being cared for ● Stay focused on the bigger picture ● Communicate in a concise and timely manner ● All Voices heard and valued 	
11:05- 11:55	Flex Day - pick a date and discuss framework Flex Day Form	Half day RC Half Day Word Study <ul style="list-style-type: none"> - RC rollout progression (MM, CARES, Problem-Solving tricky behaviors - the link between logical consequences and the rules) Possible Date: <ul style="list-style-type: none"> - We will wait to hear what the last day of school will be For Conferences:

		Either before or after conferences we will send the link to parents with math strategies (addition/subtraction).
	Any team related business for the coming week?	
11:50 - 11:55	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time ● Group or Individual time to add anything to Guiding Coalition Feedback Form 	

Wednesday 3/16

2:00 - 4:00

[Important Info and Links](#)

Facilitator: Stacey		Time Keeper:	Note-Taker:	Communicator:		
Time	Agenda	Notes				
2:00 - 2:05	<p style="text-align: center;">Norms Review</p> <ul style="list-style-type: none"> ● Ensure all students are being cared for ● Stay focused on the bigger picture ● Communicate in a concise and timely manner ● All Voices heard and valued 					
2:05 - 2:20	<p>Welcome Activity</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Greetings: Did You Know? Giants, Wizards, Elves</p> </td> <td style="width: 50%; padding: 5px;"> <p>Activities: Group Juggling Skunk, Palm Tree, Elephant</p> </td> </tr> </table>	<p>Greetings: Did You Know? Giants, Wizards, Elves</p>	<p>Activities: Group Juggling Skunk, Palm Tree, Elephant</p>			
<p>Greetings: Did You Know? Giants, Wizards, Elves</p>	<p>Activities: Group Juggling Skunk, Palm Tree, Elephant</p>					
2:20 - 2:55	<p>ELA Data Review (cycle ends 4/15)</p> <ul style="list-style-type: none"> - Make “Y” for anyone who has met the target - Discuss what’s working and any challenges for students who are still stuck 					

3:00 - 3:55	<ul style="list-style-type: none">● Comparing 2 Texts Decision● Gradebook Check-In -are there additional ways that students could show proficiency on any of the items we're checking off? We can add more than one idea for any of these skills so that it really feels like a part of what we're already doing.	
3:55 - 4:00	<ul style="list-style-type: none">● Guiding Coalition Feedback Form	

Thursday 3/17

11:00 - 12:00

[Important Info and Links](#)

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
Time	Agenda	Notes	
11:00 - 11:05	Norms Review <ul style="list-style-type: none"> ● Ensure all students are being cared for ● Stay focused on the bigger picture ● Communicate in a concise and timely manner ● All Voices heard and valued 		
11:05- 11:55			
	Any team related business for the coming week?		
	Next Steps <ul style="list-style-type: none"> ● Create Next Agenda 		

11:50 - 11:55	<ul style="list-style-type: none"> ● Assign Roles for next time ● Group or Individual time to add anything to Guiding Coalition Feedback Form 	
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<p>Wednesday 3/23</p> <p>2:00 - 4:00</p> <p><u>Important Info and Links</u></p>			
Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
Time	Agenda	Notes	
	Norms Review		

<p>2:00 - 2:05</p>	<ul style="list-style-type: none"> ● Ensure all students are being cared for ● Stay focused on the bigger picture ● Communicate in a concise and timely manner ● All Voices heard and valued 	
<p>2:05 - 2:20</p>	<p>Welcome Activity</p>	
<p>2:20 - 2:55</p>	<p>Writing Conversation - can we do something different with information writing in April/May? Can we wrap this into a celebration?</p>	<p>We should have some more fun in writing:</p> <p>Stacey is writing letters</p> <p>Karen is thinking about opinion pieces and how to work that in</p> <p>Shortening Realistic Fiction Writing</p> <p>We are going to do an “I Am” writing unit for our last informational piece.</p> <p>We will write one together as a teacher team, and then we will pick the topics (listed in the Mask Writing timeline) in</p>

		front of the students. Classes will write an I Am piece together, and this will be shared with the whole school. We want Heather to teach the Will I Am song “What I am.”
3:00 - 3:55	Math Data Review (cycle ends 3/31) <ul style="list-style-type: none"> - Make “Y” for anyone who has met the target - Discuss what’s working and any challenges for students who are still stuck 	We will give the problem-solving assessment to every student between now and April break
3:55 - 4:00	<ul style="list-style-type: none"> ● Guiding Coalition Feedback Form 	

Thursday 3/24

11:00 - 12:00

[Important Info and Links](#)

Facilitator: Stacey		Time Keeper:	Note-Taker:	Communicator:
Time	Agenda		Notes	
11:00 - 11:05	<p style="text-align: center;">Norms Review</p> <ul style="list-style-type: none"> ● Ensure all students are being cared for ● Stay focused on the bigger picture ● Communicate in a concise and timely manner ● All Voices heard and valued 			
11:05- 11:55	Reading Buddies		Everyone is interested - Julia is getting more information about timing	
	Any team related business for the coming week?			
	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time 			

11:50 - 11:55	<ul style="list-style-type: none"> Group or Individual time to add anything to Guiding Coalition Feedback Form 	
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<p>Wednesday 3/30</p> <p>2:00 - 4:00</p> <p><u>Important Info and Links</u></p>			
Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
Time	Agenda	Notes	
2:00 - 2:05	<p style="text-align: center;">Norms Review</p> <ul style="list-style-type: none"> Ensure all students are being cared for Stay focused on the bigger picture Communicate in a concise and timely manner All Voices heard and valued 		

<p>2:05- 2:15</p>	<p>Quick “I Am” project check-in</p> <ul style="list-style-type: none"> - UAs are in, and we need to figure out some dates - picking our class topics, and performance date 	<p>We are thinking the performance will be one of these: May 31, June 1, June 2</p> <p>We are thinking we will do 2 shows back-to-back - parents will be invited to one of the shows. (Half of the classes can invite parents to one show and the other half can invite to the second show).</p> <p>April 8th MM in the pod to pick topics</p>
<p>2:15 - 3:15</p>	<p>Staff Meeting with Erin McGuire</p> <p>Staff Meeting- 2:15-3:15 Equity Policy Overview @ EES (Erin Maguire)(Zoom)</p> <p>https://ewsd.zoom.us/j/81921815819?pwd=ajB3Mm1BYkhYems4MEdONVks5bUtQdz09 Meeting ID: 819 2181 5819 Passcode: 634910</p>	
<p>3:15 - 3:55</p>	<p>Work on what you need!</p>	

3:55 - 4:00	<ul style="list-style-type: none"> ● Guiding Coalition Feedback Form 	
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<p>Thursday 3/31</p> <p>11:00 - 12:00</p> <p><u>Important Info and Links</u></p>			
Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
Time	Agenda	Notes	
11:00 - 11:05	<p style="text-align: center;">Norms Review</p> <ul style="list-style-type: none"> ● Ensure all students are being cared for ● Stay focused on the bigger picture ● Communicate in a concise and timely manner ● All Voices heard and valued 		

<p>11:05- 11:55</p>	<p>Book Ordering Check-In</p> <p>Gradebook Check-In - time to check off boxes!</p>	<p>It sounds like Flyleaf is the way we want to go for decodable texts - Kate will take a look at two other companies that Julia found as well to compare.</p> <p>Then she will compile a proposal to send to Jackie that includes class sets of decodable texts (company to be determined) and some additional culturally responsive texts for classroom libraries.</p> <p>From there, Jackie will let us know what is possible and it may be that we need to prioritize.</p>
	<p>Any team related business for the coming week?</p>	
<p>11:50 - 11:55</p>	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time ● Group or Individual time to add anything to Guiding Coalition Feedback Form 	

April

Wednesday 4/6

2:00 - 4:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
2:00 - 2:05	<p>Norms Review</p> <ul style="list-style-type: none">● Ensure all students are being cared for● Stay focused on the bigger picture● Communicate in a concise and timely manner● All Voices heard and valued	

<p>2:15 - 3:15</p>	<p>Master Schedule</p> <p>I will share the current master schedule for next year.</p> <p>The goal was to keep the skeleton of the UA schedule as much the same as possible, while fixing a couple things. NO ONE should have only a 30 min music on any day. SEL is still being discussed - whatever the decision, it will be consistent for all teacher's schedules (either the block is put into our schedules or we teach second step during MM - plans would be given to teachers).</p> <p>Schedule Link</p> <p>Things to discuss:</p> <ul style="list-style-type: none"> - Teacher's can trade schedules - what are the pros and cons for various schedules, what are teacher preferences? Some of us will have PRIDE math in the morning and some in the afternoon - the same thing is true for K next year. - Questions? 	
<p>3:15 - 3:55</p>	<p>Placement Conversation</p>	<p>Placement Feedback:</p> <ul style="list-style-type: none"> - Students receiving special education services (on IEPs) NEED to be

placed at the same time and using the same process as all students.

- It would be interesting to consider the needs students are meeting when displaying certain behaviors
- In our grade level placement conversation, we will take notes about the types of behaviors and why so that this can be included in the information we send to second grade
- What is the thinking about ELL students being placed together or not together? Challenges either way, but first grade would like the conversation to be centered around student needs rather than simply “ELL.”

3:55 - 4:00	<ul style="list-style-type: none"> Guiding Coalition Feedback Form 	
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<p>Thursday 4/7</p> <p>11:00 - 12:00</p> <p><u>Important Info and Links</u></p>			
Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
Time	Agenda	Notes	
11:00 - 11:05	<p style="text-align: center;">Norms Review</p> <ul style="list-style-type: none"> Ensure all students are being cared for Stay focused on the bigger picture Communicate in a concise and timely manner All Voices heard and valued 		
	SEL Data Review		

11:05- 11:55	<u>SEL end-of-year standards template</u>	
	Any team related business for the coming week?	
11:50 - 11:55	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none">● Create Next Agenda● Assign Roles for next time● Group or Individual time to add anything to Guiding Coalition <u>Feedback Form</u>	

Wednesday 4/13

2:00 - 4:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
2:00 - 2:05	Norms Review <ul style="list-style-type: none">● Ensure all students are being cared for● Stay focused on the bigger picture● Communicate in a concise and timely manner● All Voices heard and valued	
2:00 - 3:55	Staff Meeting	

	https://ewsd.zoom.us/j/89546459830?pwd=N2FJN3lxaXI1b2ZKWGpjM3FJWEhGQT09 Meeting ID: 895 4645 9830 Passcode: 138560	
3:55 - 4:00	<ul style="list-style-type: none"> Guiding Coalition Feedback Form 	

Thursday 4/14 11:00 - 12:00 <u>Important Info and Links</u>			
Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
Time	Agenda	Notes	

11:00 - 11:05	<p style="text-align: center;">Norms Review</p> <ul style="list-style-type: none"> ● Ensure all students are being cared for ● Stay focused on the bigger picture ● Communicate in a concise and timely manner ● All Voices heard and valued 	
11:05- 11:35	<p>Placement Conversation - come ready to discuss specific student needs - let's use the "Needs" chart we started last week to talk about possible groupings. We can start to fill in the chart I sent yesterday. These are by NO MEANS set, and should be considered fluid. We will continue to work on placement at our April 27th PLC meeting.</p>	
11:40 - 11:55	<p>Gradebook and Intervention Sheet entry</p> <p>Take a few minutes to check off any remaining items in the winter gradebook, and remember to mark round 3 intervention students as Y or N for meeting the problem-solving target.</p>	
	<p style="text-align: center;">Any team related business for the coming week?</p>	
	<p style="text-align: center;">Next Steps</p>	

11:50 - 11:55	<ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time ● Group or Individual time to add anything to Guiding Coalition Feedback Form 	
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<p>Wednesday 4/27</p> <p>2:00 - 4:00</p> <p><u>Important Info and Links</u></p>			
Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
Time	Agenda	Notes	

<p>2:00 - 2:05</p>	<p style="text-align: center;">Norms Review</p> <ul style="list-style-type: none"> ● Ensure all students are being cared for ● Stay focused on the bigger picture ● Communicate in a concise and timely manner ● All Voices heard and valued 	
<p>2:00 - 2:20</p>	<p>RC - Connections</p>	
<p>2:20 - 2:30</p>	<p>Quick Intervention Cycle 3 Check-In - make sure to mark Y and N</p>	
<p>2:30 - 4:00</p>	<p>Placement - finish initial draft and then add data into spreadsheet</p>	
<p>3:55 - 4:00</p>	<ul style="list-style-type: none"> ● Guiding Coalition Feedback Form 	

Thursday 4/28

11:00 - 12:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
11:00 - 11:05	Norms Review <ul style="list-style-type: none">● Ensure all students are being cared for● Stay focused on the bigger picture● Communicate in a concise and timely manner● All Voices heard and valued	
11:05- 11:55	<ul style="list-style-type: none">● Placement Draft Wrap-Up if we need it●	

	Any team related business for the coming week?	
11:50 - 11:55	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time ● Group or Individual time to add anything to Guiding Coalition Feedback Form 	

May

<p>Wednesday 5/4</p> <p>2:00 - 4:00</p> <p><u>Important Info and Links</u></p>			
Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:

Time	Agenda	Notes
2:00 - 2:05	<p style="text-align: center;">Norms Review</p> <ul style="list-style-type: none"> ● Ensure all students are being cared for ● Stay focused on the bigger picture ● Communicate in a concise and timely manner ● All Voices heard and valued 	
2:00 - 4:00	<p>1st Grade Placement Meeting - Stacey's Room</p>	
3:55 - 4:00	<ul style="list-style-type: none"> ● Guiding Coalition Feedback Form 	

Thursday 5/5

11:00 - 12:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
11:00 - 11:05	Norms Review <ul style="list-style-type: none">● Ensure all students are being cared for● Stay focused on the bigger picture● Communicate in a concise and timely manner● All Voices heard and valued	
11:05- 11:55	SEL Data Review <u>PROPOSED Spring Gradebook</u>	

	Any team related business for the coming week?	
11:50 - 11:55	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none">● Create Next Agenda● Assign Roles for next time● Group or Individual time to add anything to Guiding Coalition Feedback Form	

Wednesday 5/11

2:00 - 4:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
2:00 - 2:05	Norms Review <ul style="list-style-type: none">• Ensure all students are being cared for• Stay focused on the bigger picture• Communicate in a concise and timely manner• All Voices heard and valued	
2:00 - 3:00	ELA Data Review - instead we will finish placement <ul style="list-style-type: none">- IEP support doc- Notes from Bridge/Ashley	

3:00 - 3:55	<p><u>Master Schedule</u></p> <ul style="list-style-type: none"> - Any specials swaps teachers want to make (Lisa's Schedule Doc) - Who wants which schedule? 	
3:55 - 4:00	<ul style="list-style-type: none"> ● Guiding Coalition Feedback Form 	

Thursday 5/12

11:00 - 12:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
Time	Agenda	Notes	

11:00 - 11:05	<p style="text-align: center;">Norms Review</p> <ul style="list-style-type: none"> ● Ensure all students are being cared for ● Stay focused on the bigger picture ● Communicate in a concise and timely manner ● All Voices heard and valued 	
11:05- 11:55		
	<p style="text-align: center;">Any team related business for the coming week?</p>	
11:50 - 11:55	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time ● Group or Individual time to add anything to Guiding Coalition Feedback Form 	

Wednesday 5/18

2:00 - 4:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
2:00 - 2:05	Norms Review <ul style="list-style-type: none">• Ensure all students are being cared for• Stay focused on the bigger picture• Communicate in a concise and timely manner• All Voices heard and valued	
2:00 - 3:00	Connections - quick activity Nuts and Bolts:	<u>Performance Check-In</u> Practice date: June 3rd practice during MM, June 2nd as a backup

	<p>Quick Flext Day conversation Quick check-in on “I Am” pieces</p> <p><u>Master Schedule</u></p> <ul style="list-style-type: none"> - Any specials swaps teachers want to make (<u>Lisa’s Schedule Doc</u>) - Who wants which schedule? 	<p>We will be on the stage and in front of it. Students whose families are at the performance will be on the stage.</p> <p>Schedule Notes:</p> <ul style="list-style-type: none"> ● Can Ayers’ PE class on Thursday be moved back to 12:10 instead of 1:50? This seems like it would be best for kids ● On Friday, Rotach and Mead are switching PE times (Rotach is now 10-10:45, Mead is now 1:50 - 2:35).
<p>3:00 - 3:55</p>	<p>Math Data Review - Ordering for Next Year?</p> <p><u>Order List</u></p>	
<p>3:55 - 4:00</p>	<ul style="list-style-type: none"> ● Guiding Coalition <u>Feedback Form</u> 	

Thursday 5/19

11:00 - 12:00

Important Info and Links

Facilitator: Stacey

Time Keeper:

Note-Taker:

Communicator:

Time	Agenda	Notes
11:00 - 11:05	<p style="text-align: center;">Norms Review</p> <ul style="list-style-type: none">● Ensure all students are being cared for● Stay focused on the bigger picture● Communicate in a concise and timely manner● All Voices heard and valued	
11:05- 11:55	<p>Update Report Card Summaries Doc</p>	

	Any team related business for the coming week?	
11:50 - 11:55	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time ● Group or Individual time to add anything to Guiding Coalition Feedback Form 	

Wednesday 5/25

2:00 - 4:00

[Important Info and Links](#)

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
2:00 - 2:05	<p style="text-align: center;">Norms Review</p> <ul style="list-style-type: none"> ● Ensure all students are being cared for ● Stay focused on the bigger picture ● Communicate in a concise and timely manner ● All Voices heard and valued 	
2:00 - 3:55	<p>Fill out DESSA</p>	
3:55 - 4:00	<ul style="list-style-type: none"> ● Guiding Coalition Feedback Form 	

Thursday 5/26

11:00 - 12:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
11:00 - 11:05	Norms Review <ul style="list-style-type: none">• Ensure all students are being cared for• Stay focused on the bigger picture• Communicate in a concise and timely manner• All Voices heard and valued	
11:05- 11:55	Update on First Grade Performance <ul style="list-style-type: none">- Where is everyone?- Examples?- What do we need - timeline for what's left and who will contact if needed	Practice on June 2nd from 8:00 - 8:20 Welcome Friends and Families! We're so excited to gather together and share our "I Am" writing pieces with you! First graders have been exploring poetry

		and working on taking the perspectives of things in our world. We hope you enjoy!
	Any team related business for the coming week?	
11:50 - 11:55	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time ● Group or Individual time to add anything to Guiding Coalition Feedback Form 	

June

Wednesday 6/1

2:00 - 4:00

[Important Info and Links](#)

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
Time	Agenda	Notes	
2:00 - 2:05	Norms Review <ul style="list-style-type: none"> ● Ensure all students are being cared for ● Stay focused on the bigger picture ● Communicate in a concise and timely manner ● All Voices heard and valued 		
2:00 - 3:55	Essential Standards Conversation? Slide deck		
3:55 - 4:00	<ul style="list-style-type: none"> ● Guiding Coalition Feedback Form 		

Thursday 6/2

11:00 - 12:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
11:00 - 11:05	Norms Review <ul style="list-style-type: none">• Ensure all students are being cared for• Stay focused on the bigger picture• Communicate in a concise and timely manner• All Voices heard and valued	
11:05- 11:55	Ordering for Next Year? <u>Order List</u>	

	Any team related business for the coming week?	
11:50 - 11:55	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Create Next Agenda ● Assign Roles for next time ● Group or Individual time to add anything to Guiding Coalition Feedback Form 	

Wednesday 6/6

2:00 - 4:00

[Important Info and Links](#)

Facilitator: Stacey		Time Keeper:	Note-Taker:	Communicator:
Time	Agenda		Notes	
2:00 - 2:05	<p style="text-align: center;">Norms Review</p> <ul style="list-style-type: none"> ● Ensure all students are being cared for ● Stay focused on the bigger picture ● Communicate in a concise and timely manner ● All Voices heard and valued 			
2:00 - 3:55	DESSA data entry (no group meeting)			
3:55 - 4:00	<ul style="list-style-type: none"> ● Guiding Coalition Feedback Form 			

Thursday 6/7

11:00 - 12:00

Important Info and Links

Facilitator: Stacey	Time Keeper:	Note-Taker:	Communicator:
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Time	Agenda	Notes
11:00 - 11:05	Norms Review <ul style="list-style-type: none">• Ensure all students are being cared for• Stay focused on the bigger picture• Communicate in a concise and timely manner• All Voices heard and valued	
11:05- 11:55	Ordering for Next Year - continued <u>Order List</u>	

	Any team related business for the coming week?	
11:50 - 11:55	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none">● Create Next Agenda● Assign Roles for next time● Group or Individual time to add anything to Guiding Coalition Feedback Form	