

Para Meetings 2022-2023

Mondays 9:10-9:40 and if possible 2:45-3:15

Room 32

Norms:

- Open Communication
- Respect Others' opinions
- Start on time
- End on time
- Have an agenda
- Help each other
- Be actively present
- Bring Data- be ready to discuss

Mantra: **Learning For All...Whatever It Takes!**

Grade	Note Taker	Notes from PLC on 2273/2023
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		<p> Para Schedule Team Sub Plans Progress Monitoring Priority List WK Phonics Screener Helpful links: Florida center for reading research Behavior Definitions Para Sub Notes Links Read Naturally Goals Heart Word Method Heart Word video Grade 1 Sight Words Heggerty Video Link Agenda: -Per Grade PLC Notes -Group data Weekly updates and reminders: <ul style="list-style-type: none"> ● Please link your Sub notes template to the para sub notes document above. ● 4-5 SRF Aimsweb PM tests- pull students who are listed in Aimsweb 2nd grade needs 1st grade spreadsheet added to RM data </p>
1	Alex	<p> Grade 1 WIN Groups Grade 1 Reading Mastery Data Grade 1 Read Naturally Data </p>

		Grade 1 RTI Spreadsheet Discussing math formative, using number lines and number rack. The number rack is confusing to some students.
2	Karley	Grade 2 WIN Groups Grade 2 Reading Mastery Data Grade 2 Read Naturally Data Grade 2 RTI Spreadsheet Discussing ELA formative: Major event from an important person. Teachers will have students concentrate on the beginning, middle, and end planner. Also discussing unit 5 math formative. SMART goal: 80% of the students will be able to proficiently add and subtract 2 digit equations using 2 strategies with the remainder being able to solve the problem with one strategy.
3	Tania	Grade 3 WIN Groups Grade 3 Corrective Reading Data Grade 3 Read Naturally Data Grade 3 RTI Spreadsheet Updates on WIN groups Discussed gaps in math
4	Alli	Grade 4 WIN Groups Grade 4 Corrective Reading Data Grade 4 Read Naturally Data Grade 4 RTI Spreadsheet Discussing Writing TACA. A lot of students are still working on Opinion Writing Papers. Working on citing sources. Met Unit 2 Goal: 93% of students passed Writing goals of a “claim and two pieces of evidence”. Joseph, Reuben, and Khayden have not passed yet.
5	Tracy	Grade 5 WIN Groups WILK Intervention Reading Plans Para/Teacher WIN comments Grade 5 RTI Spreadsheet 5th grade Scot and Kathy were here talking about how groups are going. Haylee will be moving to Alex’s group. Haylee and Addisyn are best friends and may need to sit apart. Anderson is asking Kathy to come and model WIN time for Vocab/Right there group.

Grade	Note Taker	Notes from PLC on 2/13/2023
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		<p> Para Schedule Team Sub Plans Progress Monitoring Priority List WK Phonics Screener </p> <p>Helpful links:</p> <p> Florida center for reading research Behavior Definitions Para Sub Notes Links Read Naturally Goals Heart Word Method Heart Word video Grade 1 Sight Words Heggerty Video Link </p> <p>Agenda:</p> <ul style="list-style-type: none"> -Per Grade PLC Notes - Aimsweb results/ Phonics Survey results -Group data <p>Weekly updates and reminders:</p> <ul style="list-style-type: none"> • Please link your Sub notes template to the para sub notes document above. • Make note of where all of your groups have left off • 4-5 SRF Aimsweb PM tests- pull students who are listed in Aimsweb
1	Alex	<p> Grade 1 WIN Groups Grade 1 Reading Mastery Data Grade 1 Read Naturally Data Grade 1 RTI Spreadsheet </p> <p>Discussing literary formative assessment. Students will read a passage to themselves and answer comprehension questions. They also need to identify 4 character traits.</p>
2	Karley	<p> Grade 2 WIN Groups Grade 2 Reading Mastery Data Grade 2 Read Naturally Data Grade 2 RTI Spreadsheet </p> <p>Discussing Aimsweb/Phonics Screener. 2nd grade came up with</p>

		plans to add lessons to intervention based on the phonics screener using word hunts for vowel patterns.
3	Tania	Grade 3 WIN Groups Grade 3 Corrective Reading Data Grade 3 Read Naturally Data Grade 3 RTI Spreadsheet Students working on making a claim and citing their evidence. Students struggling with what two pieces of evidence looks like- they will cite one piece of evidence and then explain it and think that it counts as two pieces of evidence.
4	Alli	Grade 4 WIN Groups Grade 4 Corrective Reading Data Grade 4 Read Naturally Data Grade 4 RTI Spreadsheet Math Unit 4 Post Assessment: Addition, Subtraction, Measurement. 91% of the students are able to add multi digit numbers with regrouping. Jessica N, Kyrie, Mason, Vincent, Khayden struggled with it. Tracy Corkrey will continue to work with the same students in a small group. Sending home Common core worksheets for extra help and IXL at home. Will start giving reward incentives in class for doing IXL at home.
5	Tracy	Grade 5 WIN Groups WILK Intervention Reading Plans Grade 5 RTI Spreadsheet Unit 5 Math assessment multiplying fractions. Students did well with multiplying. Students need to become more proficient in area models. Need to work on if they need to multiply or divide on a word problem. WIN time for the short week Feb 20th will focus on Math. Anderson will send plans for this weeks WIN.

Grade	Note Taker	Notes from PLC on 2/6/2023
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		<p>Para Schedule Team Sub Plans Progress Monitoring Priority List WK Phonics Screener</p> <p>Helpful links: Florida center for reading research Behavior Definitions Para Sub Notes Links Read Naturally Goals Heart Word Method Heart Word video Grade 1 Sight Words Heggerty Video Link</p> <p>Agenda: -Per Grade PLC Notes - Aimsweb results/ Phonics Survey results -Group data</p> <p>Weekly updates and reminders: Meetings will take place when and if we can get through progress monitoring</p> <ul style="list-style-type: none"> • Please link your Sub notes template to the para sub notes document above. • Make note of where all of your groups have left off • 4-5 SRF Aimsweb PM tests- pull students who are listed in Aimsweb
1	Alex	<p>Grade 1 WIN Groups Grade 1 Reading Mastery Data Grade 1 Read Naturally Data Grade 1 RTI Spreadsheet</p> <p>Discussing Unit 4 math post assessment. 87% of students met the smart goal which was 80% of students will be able to subtract multiples of 10 within 10-90 using a strategy. Students who are approaching/intensive will continue working on adding to 100 using a number line. Ali S. wants to start having students answer the decodable comprehension questions on their own. Currently the class reads the decodable together and answers the questions together, Ali will print the comprehension questions and have the class work on them individually.</p>
2	Karley	<p>Grade 2 WIN Groups Grade 2 Reading Mastery Data Grade 2 Read Naturally Data Grade 2 RTI Spreadsheet</p>

		<p>Discussing unit 2 writing. The smart goal was that 80% of students will be able to use the informational planner correctly. 80% of the students met this goal. Teachers will be starting on opinion writing. They will stress the importance of using the planner and will have students practice rewriting and editing their work. Students also will be working on elaboration and writing more sentences.</p>
3	Tania	<p> Grade 3 WIN Groups Grade 3 Corrective Reading Data Grade 3 Read Naturally Data Grade 3 RTI Spreadsheet Moved Dillon to Dora Wallace's group Tyson Haskins needs fluency support Laurie recommends reading with Jana </p>
4	Alli	<p> Grade 4 WIN Groups Grade 4 Corrective Reading Data Grade 4 Read Naturally Data Grade 4 RTI Spreadsheet Math: Some of them not determining the situation before doing the operation Reading Unit 2 Assessment: Doing great with annotations. We have them close read and annotated before tackling comprehension questions. Students struggling with listing vs describing details. Thanks for our support:(message from the team)—Plus, please enter RTI info asap for report cards. Thanks </p>
5	Tracy	<p> Grade 5 WIN Groups WILK Intervention Reading Plans Para/Teacher WIN comments Grade 5 RTI Spreadsheet Writing Unit 2 All students completed the writing. 5th grade put together a new WIN group. Will email the names of students. Alex will stay with the quote accurately. Ali vocab and right there questions. Scot recommended word harvest? Anderson will talk with Tania about this. </p>

Grade	Note Taker	Notes from PLC on 1/30/2023
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		<p> Para Schedule Team Sub Plans Progress Monitoring Priority List WK Phonics Screener </p> <p>Helpful links:</p> <p> Florida center for reading research Behavior Definitions Para Sub Notes Links Read Naturally Goals Heart Word Method Heart Word video Grade 1 Sight Words Heggerty Video Link </p> <p>Agenda:</p> <ul style="list-style-type: none"> -Per Grade PLC Notes - Aimsweb results/ Phonics Survey results -Group data <p>Weekly updates and reminders:</p> <p>Meetings will take place when and if we can get through progress monitoring</p> <ul style="list-style-type: none"> • Please link your Sub notes template to the para sub notes document above. • Make note of where all of your groups have left off • 4-5 SRF Aimsweb PM tests- pull students who are listed in Aimsweb
1	Alex	<p> Grade 1 WIN Groups Grade 1 Reading Mastery Data Grade 1 Read Naturally Data Grade 1 RTI Spreadsheet </p> <p>Dalese is absent today. Ali didn't need assistance so I joined 5th grade PLC.</p>
2	Karley	<p> Grade 2 WIN Groups Grade 2 Reading Mastery Data Grade 2 Read Naturally Data Grade 2 RTI Spreadsheet </p> <p>Discussing unit 4 math assessment. Unit 4 goal: 85% of the students will be able to add and subtract two digit numbers with</p>

		<p>regrouping. 68% of the students met the goal. Students did well with one step story problems and adding and subtracting with 10 and 100s. Teachers will work on multi step story problems and focus on teaching the students whether or not they need to be adding or subtracting. They will also focus on regrouping, especially with subtraction.</p> <p>This week teachers are working on sequencing with the students.</p>
3	Tania	<p>Grade 3 WIN Groups Grade 3 Corrective Reading Data Grade 3 Read Naturally Data Grade 3 RTI Spreadsheet Discussed ELA post assessments</p>
4	Alli	<p>Grade 4 WIN Groups Grade 4 Corrective Reading Data Grade 4 Read Naturally Data Grade 4 RTI Spreadsheet Discussed Unit 2 Reading Assessment. Do not need to stick to the IVF format strictly. Student goal is to use summary statements and at least 2 details from text. Teachers will put up more anchor charts and sentence starters to help students. Students need to recognize prompts in their test questions better. For Informative and Opinion Writing, they need to cite the text.</p>
5	Tracy	<p>Grade 5 WIN Groups WILK Intervention Reading Plans Para/Teacher WIN comments Grade 5 RTI Spreadsheet Scott and Kathy and Alex joined PLC. Going over informational and literary formative. Students did well identifying the meaning of a given word. Most students struggled with a definition for the word altitude. Students were not strong with identifying theme. Students do a good job supporting what theme they think it is, but not understand the theme. They are seeing a theme as a moral or lesson learned and not the bigger idea. Students will keep working on IVF and summary. Have students work on finding the best answer instead of a good answer for main ideas. Students can find text evidence to support their idea and need to find the best text evidence. Talking about WIN and adjusting groups tomorrow at 11:10am</p>

Grade	Note Taker	Notes from PLC on 1/23/2023
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		<p> Para Schedule Team Sub Plans Progress Monitoring Priority List WK Phonics Screener </p> <p>Helpful links:</p> <p> Florida center for reading research Behavior Definitions Para Sub Notes Links Read Naturally Goals Heart Word Method Heart Word video Grade 1 Sight Words Heggerty Video Link </p> <p>Agenda:</p> <ul style="list-style-type: none"> -Per Grade PLC Notes - Aimsweb results/ Phonics Survey results -Group data <p>Weekly updates and reminders:</p> <p>PD Day Read Well Training this week 1/26/23 8:30 AM-3:45 PM Foothills Elementary room 709</p> <ul style="list-style-type: none"> • Please link your Sub notes template to the para sub notes document above. • Make note of where all of your groups have left off • 4-5 SRF Aimsweb PM tests- pull students who are listed in Aimsweb
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1	Alex	<p> Grade 1 WIN Groups Grade 1 Reading Mastery Data Grade 1 Read Naturally Data Grade 1 RTI Spreadsheet </p> <p>Discussing opinion writing assessment. The goal is 85% of students will be able to write a reason for their opinion. The remaining 15% will be able to write a reason with support. 100% of students were able to write a reason for their opinion, teachers will focus on conventions in writing, punctuation, capital letters, etc.</p>
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2	Karley	<p> Grade 2 WIN Groups Grade 2 Reading Mastery Data </p>
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		Grade 2 Read Naturally Data Grade 2 RTI Spreadsheet Discussing unit 2 Reading. SMART goal: 70% of second graders will be able to read a grade level passage and answer questions about that passage. The remaining 30% will be able to do this with assistance. 66% of the students were able to meet this goal. Teachers will continue to work with students who are not reading at grade level by adjusting their WIN group, use student teacher (Dan), and parent helpers to work on phonics and fluency. They will also continue to practice sequencing with the students. Teachers would like paras to work on sequencing in WIN groups as well.
3	Tania	Grade 3 WIN Groups Grade 3 Corrective Reading Data Grade 3 Read Naturally Data Grade 3 RTI Spreadsheet Students in need of intense decoding skills: Sadie S and Kaitlynn D. Suzanne has fluency and comprehension gaps Gianni- Behavior/comprehension gaps Jacop P- decoding gaps- would benefit from mini-lessons Avery- Comprehension gaps Peyton M- comprehension gaps Kade- behavior concerns Dillion- Behavior concerns
4	Alli	Grade 4 WIN Groups Grade 4 Corrective Reading Data Grade 4 Read Naturally Data Grade 4 RTI Spreadsheet Discussing priority goals. Will do Math Formatives this year and wait until next year to add ELA. Teaching students to make their own graphic organizers before May testing will help. May do SBA accommodations that aren't necessarily on IEP. Reviewing WIN groups and who is in what group. Kobe K. will move to Clickner. Kyrie Ward is struggling to get up to grade level in Math. Kody K. needs to get a reading screener by Tania pls. He is getting level 1's in Aimsweb.
5	Tracy	Grade 5 WIN Groups

		WILK Intervention Reading Plans Para/Teacher WIN comments Grade 5 RTI Spreadsheet Unit 4 1 and 2 Math formative. Students were successful with writing an expression and are struggling with standard algorithms and place value. 5th grade WIN would like to cancel groups for Tuesday and Wednesday. They have 3 assessments to give this week. Shearer only has that time slot when all her students are in class to take the assessments. Anderson sent out WIN stuff to paras for last week. Will use that next week. Anderson will send out the same article and questions again.
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Grade	Note Taker	Notes from PLC on 1/9/2023
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		Para Schedule Team Sub Plans Progress Monitoring Priority List Helpful links: Florida center for reading research Behavior Definitions Para Sub Notes Links Read Naturally Goals Heart Word Method Heart Word video Grade 1 Sight Words Heggerty Video Link Agenda: No Para Meeting this afternoon- continue to test or push-in Aimsweb Winter Benchmark testing begins this week Jan 9-13 Weekly updates and reminders: <ul style="list-style-type: none"> • Please link your Sub notes template to the para sub notes document above. • Make note of where all of your groups have left off
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1	Alex	Grade 1 WIN Groups Grade 1 Reading Mastery Data Grade 1 Read Naturally Data Grade 1 RTI Spreadsheet Discussing upcoming math assessment. Students have to use a
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		<p>number line to show their work to earn points. Students also need to be able to add/subtract 10 more or 10 less mentally. Discussing unit 3 math post assessment, some students struggled to understand finding the missing addend. There is also still some confusion with finding the missing addend in story problems eg. Alex had some candy, her mom gave her 5 more pieces of candy, now she has 9 pieces of candy. How many pieces did she have to start? - Students are adding 9+5.</p>
2	Karley	<p> Grade 2 WIN Groups Grade 2 Reading Mastery Data Grade 2 Read Naturally Data Grade 2 RTI Spreadsheet </p> <p>Discussing math TACCA and unit 3 post assessment. Unit 3 Goal: 85% of our students will be able to add and subtract two digit numbers with regrouping. 66% of the students made the smart goal. Students who did not score a 3 struggled with subtraction with regrouping and made careless errors like skipping one number on the number line. Teachers will work on the careless errors with the students and when multiple strategies are being used to solve a problem, making sure the students have the same answer for both strategies.</p>
3	Tania	<p> Grade 3 WIN Groups Grade 3 Corrective Reading Data Grade 3 Read Naturally Data Grade 3 RTI Spreadsheet </p> <p>Talked about Aimsweb testing PreAssessment rounding using a number line- students are able to use the number line to round numbers. Students using standard algorithm.</p>
4	Alli	<p> Grade 4 WIN Groups Grade 4 Corrective Reading Data Grade 4 Read Naturally Data Grade 4 RTI Spreadsheet </p> <p>WIN para groups: Like discussed during RTI meetings- we are trying to incorporate one weekly summary. Students will discuss the main idea and then write a summary of the passage they read in their Corrective Reading lesson. Went over Math TACA Unit 4 Pre-Assessments,</p>

		Regrouping problems, Students should check if their answers make sense by rounding.
5	Tracy	Grade 5 WIN Groups WILK Intervention Reading Plans Para/Teacher WIN comments Grade 5 RTI Spreadsheet Unit 3 math post assessment: Place values and Decimals Goal 80% of students will be able to add and subtract decimal values to the nearest hundredth. 79% of students were able to reach this goal the remaining are still unable to successfully use the addition and subtraction algorithm.

Grade	Note Taker	Notes from PLC on 12/12/2022 Meeting canceled in order to allow time to finish Aimsweb Progress Monitoring.
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		Para Schedule Team Sub Plans Progress Monitoring Priority List Helpful links: Florida center for reading research Behavior Definitions Para Sub Notes Links Read Naturally Goals Heart Word Method Heart Word video Grade 1 Sight Words Agenda: Per grade updates Group data Weekly updates and reminders: <ul style="list-style-type: none"> • Please link your Sub notes template to the para sub notes document above.
1	Alex	Grade 1 WIN Groups Grade 1 Reading Mastery Data Grade 1 Read Naturally Data Grade 1 RTI Spreadsheet Meet in Jan to regroup students.

		<p>Alex and Karley will help with testing as needed. On Mondays Alex will not go to first grade and will help Progress Monitor. The week of January 9-13 Alex will help with Aimsweb Benchmark testing and not help 1st grade. Karley will help with testing on Monday mornings and will help with Benchmark testing January 9-13 in the mornings. Penelope Daily- talk with Ronda- On Mondays, needs to have PM first and then can have 1:1 time with S. Davis to transition back into class.</p>
2	Karley	<p>Grade 2 WIN Groups Grade 2 Reading Mastery Data Grade 2 Read Naturally Data Grade 2 RTI Spreadsheet</p> <p>Discussing math formative. Students have been working on regrouping using the number line. They have been focusing mostly on subtraction since that is what the students had the most difficulty with.</p>
3	Tania	<p>Grade 3 WIN Groups Grade 3 Corrective Reading Data Grade 3 Read Naturally Data Grade 3 RTI Spreadsheet</p> <p>Students need to continue working on getting kids to answer details for main idea and central messaging using specific evidence from text. Students needing support with rounding and place value: Lilly C Macie R-D Gianni G Urijah S Suzanne R</p>
4	Alli	<p>Grade 4 WIN Groups Grade 4 Corrective Reading Data Grade 4 Read Naturally Data Grade 4 RTI Spreadsheet</p> <p>Went over Friday Formative; Fractions and decimals. Students need to slow down and sketch before trying to do operations with numbers and fractions. One unit on graph paper is equal to a fractional unit, so they can create any whole or mixed number. Unreasonable numbers are coming up. Such as 12 pounds of chicken for 6 people that only at $\frac{1}{2}$ lbs a piece. Misconception: only drawing out the larger number for subtraction and taking the smaller number away.</p>

		Note to Paras; Please do a little extra paragraph writing focusing on details and the main idea in WIN Groups.
5	Tracy	Grade 5 WIN Groups WILK Intervention Reading Plans Para/Teacher WIN comments Grade 5 RTI Spreadsheet Math formative 1&2 for Unit 3. Formative 1 Smart goal was that 80% of students would be able to add and subtract decimal values to the nearest hundredth. Only 69% of students were able to meet that goal. The rest of the students were unable to successfully complete. Formative 2 Rounding decimals to the nearest whole, 10th and 100th. WIN- Reindeer passage and NO WIN on Friday for 5th grade. Instead of assembly they plan on doing something with their students. Breeden will have this all updated and shared out. Unit 4 math smart goal. 80% of students will be able to multiply and divide whole numbers.

PLC 12/5/22 canceled due to 2 Hour late start and short staffed

Grade	Note Taker	Notes from PLC on 11/28/2022
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		Para Schedule Team Sub Plans Helpful links: Florida center for reading research Behavior Definitions Para Sub Notes Links Read Naturally Goals Heart Word Method Heart Word video Grade 1 Sight Words Agenda: 2 Hour delay Per grade updates Group data Weekly updates and reminders: <ul style="list-style-type: none"> • Please link your Sub notes template to the para sub notes document above.
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1	Alex	<p> Grade 1 WIN Groups Grade 1 Reading Mastery Data Grade 1 Read Naturally Data Grade 1 RTI Spreadsheet </p> <p>The students will be taking a formative assessment on retelling a story. They read a story and then answer questions: Who are the characters? What is the setting? What is the problem? What is the solution to the problem? Students will also work on reading a passage and use a graphic organizer to identify the topic and 3 key details. Discussed 90% results, both teachers had questions on how the scoring works, they will review more tomorrow with TOSAs.</p> <p>Kolt Brewer- Reading Group placement: Phonics screener, RM placement, 90% on Thursday morning Dec 1</p>
2	Karley	<p> Grade 2 WIN Groups Grade 2 Reading Mastery Data Grade 2 Read Naturally Data Grade 2 RTI Spreadsheet </p> <p>Discussing 90 percent and student placement in reading groups. Based on the scores, they will move some students to other groups. Rylie will go to Moser, Elaina to Fleish, Mia to Fleish, Jesslyn to Hazen, and Caroline is going to be placed with Moser until there are scores for her. On Tuesday, second grade will only have WIN time for the students who go to Kolb, Corkrey, Hodgson, and Craig.</p>
3	Tania	<p> Grade 3 WIN Groups Grade 3 Corrective Reading Data Grade 3 Read Naturally Data Grade 3 RTI Spreadsheet </p> <p>Reviewed math unit and how to teach strategies. WIN time Tuesday only kids who go to Kolb, Craig, and Alfano will go to WIN. All other kids will stay with teachers.</p>
4	Alli	<p> Grade 4 WIN Groups Grade 4 Corrective Reading Data Grade 4 Read Naturally Data Grade 4 RTI Spreadsheet </p> <p>Students need support with basic paragraph writing. WIN time: Include summary writing once a week.</p>

5	Tracy	Grade 5 WIN Groups WILK Intervention Reading Plans Para/Teacher WIN comments Grade 5 RTI Spreadsheet No WIN on Wednesday for 5th grade. S.T.E.A.M has a whale guy coming in to talk from 1-3. Planned WIN Time Candy Cane (The history behind..)
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Grade	Note Taker	Notes from PLC on 11/21/2022
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		Para Schedule Team Sub Plans Helpful links: Florida center for reading research Behavior Definitions Para Sub Notes Links Read Naturally Goals Heart Word Method Heart Word video Grade 1 Sight Words Agenda: <ul style="list-style-type: none"> • No Para meeting this afternoon please continue Aimsweb assessments and push into classrooms as directed on para schedule. Weekly updates and reminders: <ul style="list-style-type: none"> • • Please link your Sub notes template to the para sub notes document above.
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1	Alex	Grade 1 WIN Groups Grade 1 Reading Mastery Data Grade 1 Read Naturally Data Grade 1 RTI Spreadsheet Discussing unit 3 math post assessment. The assessment covered adding and subtracting within 10, finding the missing addend, counting by 10's and one story problem. Sternberg's class did well overall. Brooks' class struggled with subtracting and counting by 10's. In writing they are working on retelling a story. Each day is broken up by
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		beginning, middle, end.
2	Karley	Grade 2 WIN Groups Grade 2 Reading Mastery Data Grade 2 Read Naturally Data Grade 2 RTI Spreadsheet Discussed Unit 2 ELA plans. Unit 2 Goal: 80% (44students) of second graders will be able to use the informational planner.
3	Tania	Grade 3 WIN Groups Grade 3 Corrective Reading Data Grade 3 Read Naturally Data Grade 3 RTI Spreadsheet
4	Alli	Grade 4 WIN Groups Grade 4 Corrective Reading Data Grade 4 Read Naturally Data Grade 4 RTI Spreadsheet Discussing “Mountain Climbing” Unit 1 Narrative-Performance Task Assessment. Organization and Purpose. Students did well, considering most did not have any background knowledge of mountain climbing. Did well with a clear beginning and progression to the end. Working on listening and remembering feedback, self-editing, punctuation, capitalization, basic spelling sight words. Students need to be able to present their story progression in alternative ways, if needed. Storyboards, video of telling their narrative, having a scribe help them, or doing a skit that tells the story. Paras: they would like scribe help one day a week with WIN groups. Students will start bringing notebooks in WIN to record predictions and use them for writing narratives. Plus, they want us to know they are going to be using, “Patterns of power” curriculum to help with writing. Very easy to use.
5	Tracy	Grade 5 WIN Groups WILK Intervention Reading Plans Para/Teacher WIN comments Grade 5 RTI Spreadsheet

		<p>Unit 2 Math post. Adding and subtracting fractions. Students did well at finding equivalent expressions and writing an expression for a fraction model. Students overall need help knowing what operation to use.</p> <p>Tuesday WIN push in. Alex and Alli to join 5th grade PLC next Monday 11/28 for the last 15 min 9:15-9:30. The teachers would like to talk with them and see how things are going.</p>
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Grade	Note Taker	Notes from PLC on 11/14/2022
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		<p>Para Schedule Team Sub Plans Helpful links: Florida center for reading research Behavior Definitions Para Sub Notes Links Read Naturally Goals Heart Word Method Heart Word video Grade 1 Sight Words Agenda: <ul style="list-style-type: none"> ● No Para meeting this afternoon due to RTI meetings Weekly updates and reminders: <ul style="list-style-type: none"> ● 90% reading assessment continues this week ● RTI meetings are this week ● 5th grade 11:00 AM Monday ● 1st grade 12:45 PM Monday ● 3rd Grade 2:30 PM Monday ● 2nd Grade 3:45 PM Monday ● 4th Grade 7:45 AM Tuesday ● Please link your Sub notes template to the para sub notes document above. <p>Tra'Veonna B SLA NWF Ronan B SLA NWF Hailey Mace SLA WRF, NWF Harlan Murphy SLA WRF, NWF SLA Avery Daniels ORF 2 SLA Suzanne Rodriguez ORF 2 SLA Ryan Swet WRF</p> </p>
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		<p>SLA Henry Tollie WRF</p> <p>Update your intervention group data weekly in the attached spreadsheets</p>
1	Alex	<p> Grade 1 WIN Groups Grade 1 Reading Mastery Data Grade 1 Read Naturally Data Grade 1 RTI Spreadsheet </p> <p>Discussing unit 2 math assessment. 90% of students solved the word problem correctly (smart goal was 80%). Students who were unable to solve the word problem will be pulled in small groups for review. The teachers will start playing “make 10” games, students will flip cards and try to add to 10 with their cards. Teachers will start introducing opinion writing. The first lesson would be do you like sharks? Then the next day they ask to provide a reason why they like sharks.</p>
2	Karley	<p> Grade 2 WIN Groups Grade 2 Reading Mastery Data Grade 2 Read Naturally Data Grade 2 RTI Spreadsheet </p> <p>Going over the complete sentence assessment. Goal was that 100% of the students could write a complete sentence that makes sense which includes a capital at the beginning, correct punctuation at the end, and spaces. 63% of the students were able to meet this goal. Teachers will now start working with students on writing an informational paragraph.</p>
3	Tania	<p> Grade 3 WIN Groups Grade 3 Corrective Reading Data Grade 3 Read Naturally Data Grade 3 RTI Spreadsheet </p> <p>Reviewed scoring for Pre-Assessment on Math formative. Only 3-4 students did well on rounding, however, it has not been taught, yet.</p>
4	Alli	<p> Grade 4 WIN Groups Grade 4 Corrective Reading Data Grade 4 Read Naturally Data Grade 4 RTI Spreadsheet </p> <p>Unit 1 Reading Post Assessment: all but jd, izzy, khayden, and vincent and Charli are finished. (Sarah will pull them this week to help them finish). So far, students did very well. Students did well forming inferences and finding text evidence to support. But, had trouble making their own inferences. An IVF is for summaries. CER’s involve</p>

		Inferences, evidence, and reasoning. Students that weren't able to support their own inferences, pull as a small group and practice with articles grade level below and find supporting texts. Have students switch and use somebody else's claim that you have to support.
5	Tracy	Grade 5 WIN Groups WILK Intervention Reading Plans Para/Teacher WIN comments Grade 5 RTI Spreadsheet Narrative writing. Writing a story about a problem the character overcomes. Evidence and elaboration lacked. Good structure and story up to plot and then no detail after just the problem was solved and the end. Students' first paragraph was strong with them using detail to explain the character and settings.

Grade	Note Taker	Notes from PLC on 11/7/2022
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		Para Schedule Team Sub Plans Helpful links: Florida center for reading research Behavior Definitions Para Sub Notes Links Read Naturally Goals Heart Word Method Heart Word video Grade 1 Sight Words Agenda: <ul style="list-style-type: none"> ● Per grade updates from PLC ● Upcoming training and schedules ● 90% reading assessment starts this week!! ● Sarah survey: District Administrative Leadership team have been working on a sense of belonging and valued. Each staff will get a survey with questions about how we feel about Wilkeson- Confidential!!! Can choose- prefer not to answer on what team we're on. Please be honest.
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		<ul style="list-style-type: none"> • Review Group Data • RTI notes <p>Weekly updates and reminders:</p> <p>Make sure to sign up for Clock Hours for the trainings on Wed and Thur this week! The hours count towards our state Para Certification.</p> <p>Tra'Veonna B SLA NWF Ronan B SLA NWF Hailey Mace SLA WRF, NWF Harlan Murphy SLA WRF, NWF SLA Avery Daniels ORF 2 SLA Suzanne Rodriguez ORF 2 SLA Ryan Swet WRF SLA Henry Tollie WRF</p> <p>Update your intervention group data weekly in the attached spreadsheets Please link your Sub notes template to the para sub notes document above.</p>
1	Alex	<p>Grade 1 WIN Groups Grade 1 Reading Mastery Data Grade 1 Read Naturally Data Grade 1 RTI Spreadsheet</p> <p>Discussing foundational writing post assessment. Students were assessed on “is there a clear topic/detail”, they were also assessed on conventions: capital letters, periods, etc. The prompt was What is your Favorite Thing about First Grade? Overall, the students did provide details but many of the students listed multiple things they like about first grade rather than their one favorite thing. Going forward the teachers will focus on teaching what a complete sentence looks like “My favorite thing about first grade is...” Today and tomorrow the students will take their unit 2 math assessment.</p>
2	Karley	<p>Grade 2 WIN Groups Grade 2 Reading Mastery Data Grade 2 Read Naturally Data Grade 2 RTI Spreadsheet</p> <p>Discussing math unit 2 post assessment. Goal was that 80% of the students would be able to add and subtract double digit numbers that are multiples of 10. Students did well determining a value of a digit and determining a number using base ten pieces. 87% of students met the goal! Teachers will continue having the students practice double digit addition and subtraction using the number line strategy.</p>
3	Tania	<p>Grade 3 WIN Groups Grade 3 Corrective Reading Data</p>

		Grade 3 Read Naturally Data Grade 3 RTI Spreadsheet Discussed behaviors. Jirava will take DJ during Core math for all of unit 3. Kids are building on their knowledge of base ten towards understanding regrouping while using think clouds. ELA- students struggled with solutions to the problem. Students could add a problem in their stories but struggled to find solutions.
4	Alli	Grade 4 WIN Groups Grade 4 Corrective Reading Data Grade 4 Read Naturally Data Grade 4 RTI Spreadsheet Going over Reading Post Assessment. Discussing Math Unit 3 Unit Plan next 4 weeks: Fractions and Decimals. 1st week decomposing fractions/common denominators. 2nd week solving equations Students need to go over reading their math problems more carefully. And draw their problem with labels, so they are more clear on how many people, etc. they are representing. Have them write SEWAL at the top of the math page (sketch, equation, work, and label).
5	Tracy	Grade 5 WIN Groups WILK Intervention Reading Plans Grade 5 RTI Spreadsheet Unit 1 Reading Post Assessment - Student did better with Informational over Literary. WIN- Can we set up a document that paras who work with 5th grade WIN groups can access with questions and anything they need from the teachers. Will talk more about it. Worked on questions to ask during WIN group.

Grade	Note Taker	Notes from PLC on 10/31/2022
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		Para Schedule Team Sub Plans Helpful links: Florida center for reading research Behavior Definitions Para Sub Notes Links
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		<p>Read Naturally Goals Heart Word Method Heart Word video</p> <p>Agenda:</p> <ul style="list-style-type: none"> • Per grade updates from PLC • Review Group Data • Upcoming training <p>Weekly updates and reminders: Tra'Veonna B SLA NWF Ronan B SLA NWF Hailey Mace SLA WRF, NWF Harlan Murphy SLA WRF, NWF SLA Avery Daniels ORF 2 SLA Suzanne Rodriguez ORF 2 SLA Ryan Swet WRF SLA Henry Tollie WRF</p> <p>Update your intervention group data weekly in the attached spreadsheets Please link your Sub notes template to the para sub notes document above.</p>
1	Alex	<p>Grade 1 WIN Groups Grade 1 Reading Mastery Data Grade 1 Read Naturally Data</p> <p>Discussing reading assessment. Students were read a passage aloud and had to answer questions relating to the passage. Students did well with drawing a detail from the passage. One question “what was the passage mostly about?” had Fur and Foxes right next to each other as answer options so students may have been confused on which word was correct (the answer was Foxes). Going forward they will add in more practice with “what is a question”. Some students missed the answer for “what is a strong question about this passage?” Students picked a detail rather than a question.</p>
2	Karley	<p>Grade 2 WIN Groups Grade 2 Reading Mastery Data Grade 2 Read Naturally Data</p> <p>Discussing unit one reading assessment. The reading smart goal was that 50% of the second graders would be able to read a passage independently and answer the questions using the evidence from the text. 69% of the second graders were able to meet this goal and the remainder were able to complete with assistance. Teachers will continue to have the students practice reading a text and finding the evidence in the text to answer questions.</p>

3	Tania	Grade 3 WIN Groups Grade 3 Corrective Reading Data Grade 3 Read Naturally Data Discussed the Unit 1 assessment. Talked about providing Snap and Read to Kairi as a resource. Students need more practice with Snap and Read.
4	Alli	Grade 4 WIN Groups Grade 4 Corrective Reading Data Grade 4 Read Naturally Data Discussed some Reader's Theater for WIN groups in Clickner's and Becker's groups. Lisa Grace will incorporate Read Naturally with her WIN group.
5	Tracy	Grade 5 WIN Groups Unit 2 Math Formative. Students did not show proficiency with adding or subtracting fractions with unlike denominators. Only 35% of students met the Unit 2 goal (80% of students would be able to add and subtract fractions with unlike denominators). 60% of the students are capable of adding and subtracting with a common denominator. The remaining 5% of students are still struggling to regroup in subtracting fractions and unable to change an improper fraction back to a mixed number. Teachers will work in small groups and one on one to help them find strategies they are comfortable with. Here is the link for this coming weeks Intervention WILK Intervention Reading Plans

Grade	Note Taker	Notes from PLC on 10/24/2022
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		Para Schedule Team Sub Plans Helpful links: Florida center for reading research Behavior Definitions Para Sub Notes Links Read Naturally Goals
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		Heart Word Method Heart Word video Agenda: <ul style="list-style-type: none"> • Per grade updates from PLC • Review Group Data • Laurie Gelinias- How can the building help paras feel more connected? Reach out to Laurie with suggestions, concerns, ideas on how paras can Weekly updates and reminders: Update your intervention group data weekly in the attached spreadsheets Please link your Sub notes template to the para sub notes document above.
1	Alex	Grade 1 WIN Groups Grade 1 Reading Mastery Data Grade 1 Read Naturally Data Students need to continue to work on blending. I will work through data to see who we can add NWF to for PM.
2	Karley	Grade 2 WIN Groups Grade 2 Reading Mastery Data Grade 2 Read Naturally Data Discussing reading dress rehearsals. They took a practice assessment last week and the challenges students had was with vocabulary. They will be taking the unit 1 assessment this week. Teachers are also working on getting volunteers to come to the classrooms to ready with the students to help increase their fluency.
3	Tania	Grade 3 WIN Groups Grade 3 Corrective Reading Data Grade 3 Read Naturally Data ELA post assessment-Jacob, Dillon, and Bo struggle with behaviors. Lilly C scored a 1 due to supports needed to complete test. Jianni needs to slow down but got 2.5. Arayia had careless errors. Overall teachers are seeing growth in reading. Need to do more close reading with students to help prepare them for SBA tests.
4	Alli	Grade 4 WIN Groups Grade 4 Corrective Reading Data Grade 4 Read Naturally Data

		Going over Narratives that the students wrote and comparing them to the Narrative Performance Task Writing Rubric for grades 3-8. Working on proper placement of Capital letters, periods, Paragraphs with more than 1 sentence (generally), narratives that make sense and are in order. Smart goal for this Writing Unit is to be able to create a level 3 plan for stories.
5	Tracy	Grade 5 WIN Groups Fuzzy Mud chapter 14 CER. Students will be taking a post assessment this week. Teachers are working with students today on writing a more complete CER.

Grade	Note Taker	Notes from PLC on 10/17/2022
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		Para Schedule Team Sub Plans Helpful links: Florida center for reading research Behavior Definitions Para Sub Notes Links Read Naturally Goals Heart Word Method Agenda: <ul style="list-style-type: none"> • Per grade updates from PLC • Review Group Data Weekly updates and reminders: Mayson Workman needs LWSF SLA -done! Update your intervention group data weekly in the attached spreadsheets Please add your Sub notes to the para sub notes document above.
1	Alex	Grade 1 WIN Groups Grade 1 Reading Mastery Data Grade 1 Read Naturally Data Dalese is out today. Ali is working on adding 10's. She will use unifix cubes to show $9+1=10$, etc. Students will work on IXL this afternoon.

		<p>They are using the same IXL skill sheet 2nd-5th is using with specific skills highlighted for students to work on.</p> <p>Alfano: rhyming blitz games, working on poems, Montana writing backwards-left handed.</p> <p>Corkrey: passing MT, a lot of time spent redirecting, high frequency words blitz games needed- needs to be fast paced and for a large group.</p> <p>Craig: Ronan- focus issues, dropping or adding the incorrect final sound, trouble blending.</p> <p>Quam: redirecting- Aidan and Ellie, Hunter- blending, observed slow processing-at times- he's very quiet and does better 1:1. Otherwise MT being passed.</p>
2	Karley	<p>Grade 2 WIN Groups Grade 2 Reading Mastery Data Grade 2 Read Naturally Data</p> <p>Discussing math formative. Students had to solve the problems with 2 strategies. Students did well with addition, but struggled with subtraction and showing their work. Students who got the problems correct used either the number line strategy or base ten. Students who struggled had a hard time representing the numbers on the number line correctly or did not know how to use a number line at all. Teachers will work with regrouping equations to further support the students.</p> <p>Hodgson- Will connect with Moser to confirm expectations for work. Everything is going well at this time. Jewel is motivated by rewards.</p> <p>Corkrey- Ivan and Kolton did not retest but they passed their next MT. Attendance is becoming an issue for Kolton. Students doing well on Read Naturally all on 2nd or 3rd story EXCEPT for Kolton who is still on his first due to attendance. Behaviors are improving.</p> <p>Craig- group passed MT tests and completed two RM lessons and Blitz in one day. Still working on blending.</p>
3	Tania	<p>Grade 3 WIN Groups Grade 3 Corrective Reading Data Grade 3 Read Naturally Data</p> <p>Discussed SBAC narrative stories and scores. Reviewed samples. Went over the narrative assessment, what is expected of students, how to support students through it etc.</p>
4	Alli	<p>Grade 4 WIN Groups Grade 4 Corrective Reading Data Grade 4 Read Naturally Data</p> <p>Talking about Smart Goals.</p>

		<p>For Unit 1 Math; 100% will learn multiplication facts to 10 in IXL by the end of Unit. And 70% mastering multiplication facts to 10. For Unit 1 Reading Smart Goals; 80% of students will be able to construct their own logical inference with evidence from text. Unit 1 Writing Goal; 100% of students will be able to create a plan based on a narrative that includes beginning, middle, and ending that makes sense. Can we get extra help for Becker with skip counting? Becker will have a folder outside door by tomorrow if anyone can drop by to pull kids?</p> <p>Alfano: Kayla did not pass first MT but did on retest. Other, another, brother, ever becomes E-ver or every, didn't becomes don't.</p> <p>Corkrey: Eden's fluency is off the chart. Eden's handwriting is concerning. He will owe recess to rewrite. Group has gaps on inflectional endings with spelling changes.</p> <p>Craig: Group passed MT and is doing well on skills, gap- inflectional endings with spelling changes.</p>
5	Tracy	<p>Grade 5 WIN Groups</p> <p>Math Unit 1 smart goal. 85% of 5th grade students can correctly solve the volume of a rectangular prism when the dimensions are not given. The goal was set for 80%. Math Unit 2 smart goal 80% of students will be able to add and subtract fractions with unlike denominators the remaining 20% of students will be able to add and subtract fractions with like denominators. Alex continues to work with Neeka.</p> <p>WIN- in limbo...team is reworking the parameters of WIN time and tweaking groups.</p>

Grade	Note Taker	Notes from PLC on 10/10/2022
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		<p>Para Schedule</p> <p>Helpful links:</p> <p>Florida center for reading research</p> <p>Behavior Definitions</p> <p>Read Naturally Goals</p> <p>Agenda:</p> <ul style="list-style-type: none"> • Per grade updates from PLC • Read Naturally- how to set and adjust goals • Review Group Data • PD
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		<p>Weekly updates and reminders: Mayson Workman needs LWSF SLA Update your intervention group data weekly in the attached spreadsheets Please review your schedule! If you have LAP groups who receive Tier 3 support, you have time in your schedule for data. Please have data updated in spreadsheets prior to our Para meetings on Mondays. Karley is the exception to this, we will make time on Fridays for your data.</p>
1	Alex	<p>Grade 1 WIN Groups Grade 1 Reading Mastery Data Grade 1 Read Naturally Data</p> <p>Discussing unit 2 pre-assessment for math. The pre-assessment tested on: fact families, adding within 10, word problems. Unit 2 Smart Goal: 80% of students will be able to correctly solve a subtraction story problem using a picture or an equation.</p>
2	Karley	<p>Grade 2 WIN Groups Grade 2 Reading Mastery Data Grade 2 Read Naturally Data</p> <p>Discussing the reading formative. Students read an article and then answered who, what, where, and how questions. Overall the students did well with answering questions. Moser's class did the article and questions as a group due to most of the students panicking about the packet. Teachers will continue working on sentence stems, and having the students go back and find their evidence in the text.</p>
3	Tania	<p>Grade 3 WIN Groups Grade 3 Corrective Reading Data Grade 3 Read Naturally Data</p> <p>Reviewing "Good Bye 382" Comprehension Questions. Discussed having students cite their sources during WIN time but it is a highlighted skill in Core during Unit 2. Misconceptions: misunderstanding vocab like the word enthusiastic- students thought was sad, not including enough evidence, off topic- describing America instead of Korea. Students in Alfano's group will bring books to read during WIN time after they complete their work. Also considering a "design a game" curriculum for Alfano's group.</p>
4	Alli	<p>Grade 4 WIN Groups Grade 4 Corrective Reading Data Grade 4 Read Naturally Data</p> <p>Talked about 2nd Chance Post Assessment: Multiplicative Thinking</p>

		<p>Some students still struggling to understand prime vs composite #'s. Eliminated the myth that odd numbers are always prime, Reminded them, What is the question they are asking? What is the information that they need? (are there 2 questions they are asking in the problem). Students need to show ALL their work. Students still working on fact families</p> <p>They will talk to Scott about Math TACA, Enrichment ideas tomorrow. Students will or have been taught "2nd Step: listening with attention". So, we can ask them, "What are you doing right now that helps you listen with attention?" Students need to learn to pay attention. Starting Math Unit 2 this week. Continuation of multiplicative thinking, Powers of 10, Reading: Working on answering inference questions, comprehension questions.</p>
5	Tracy	<p>Grade 5 WIN Groups</p> <p>Unit 1 math post assessment Volume and Numerical Expression. Students did well with evaluating expressions. Students have a misconception with number relations ex. $24 = 18 \times 112 = _$. To help students who are not proficient in expressions the teachers will also have parent volunteers help work with students.</p>

Grade	Note Taker	Notes from PLC on 10/3/2022
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Notes 10/3: ODR- Wilkeson Behavior link on desktop.
 Behavior could be minor or major- for reference look at [Behavior Definitions](#). Try to make note of the time. First offense could be minor, however, if it is a recurring behavior (third to fourth time) could be major.
 Minor- para or teacher handled. Major- Laurie Gelnas or Sarah Thompson need to step in.
 Offense- try to mark only one- the one that is the main concern. In the description you should note the main event/concern and then you can include additional infractions.
 Be very objective- avoid feelings.
 Do not mark harassment/intimidation/bullying unless it really is and has been documented as such. Talk to Laurie and Sarah prior to marking the incident as such.
 Names can be used in ODR, include last initial or last names.
 Action taken- can make multiple options. If it is a Major then don't worry about marking anything else other than Referred to Administration.
 If unsure: talk to Sarah Thompson- she is here to help!!

		<p>Para Schedule</p> <p>Helpful links:</p> <p>Florida center for reading research</p> <p>Behavior Definitions</p> <p>Agenda:</p> <ul style="list-style-type: none"> • Per grade updates from PLC • Review RTI updates to WIN and intervention groups • Sarah Thompson ODR • Distribute curriculum materials <p>Weekly updates and reminders:</p> <p>SRF and ORF start for 4th and 5th this week.</p> <p>5th grade students need SLA in SRF</p>
1	Alex	<p>Grade 1 WIN Groups</p> <p>Discussing math unit 1 post assessment. The goal was for 80% of students to identify teen numbers and recognize how many tens and ones. 91% met this goal. Also, discussing counting to 120. There will be a sign students can sign when they are able to count to 120. Continue to practice counting and word problems. Some students didn't understand how to show their work (draw a picture, write an equation). Adding in specific IXL skills this week. Students can pick between 2 IXL lessons rather than having 10+ options to choose from, this week it will be addition/subtraction word problems.</p>
2	Karley	<p>Grade 2 WIN Groups</p> <p>Discussing math unit 1 post assessment. The goal was that 80% of the second graders would be able to fluently add and subtract within 20. 71% of the students were able to meet the goal. Students did well with make 10 but struggled with taking their time and understanding some of the equations. Examples of the equations that they struggled with were $10=8+ \underline{\quad}$ and $\underline{\quad}=3+10$. The teachers will continue to work on mental math strategies and look for resources to reach the math unit 2 SMART goal. Unit 2 goal is that 80% of the students will be able to add and subtract double digit numbers that are multiples of 10.</p>
3	Tania	<p>Grade 3 WIN Groups</p> <p>Discussing Unit 1 post assessment- solving two and three digit addition and subtraction problems in story problems. Some students are still using base ten as a strategy or using other inefficient strategies to solve problems. However, many students have shown growth between the pre and post assessments- using better and more efficient strategies.</p>
4	Alli	<p>Grade 4 WIN Groups</p> <p>Discussing Unit 1 Pre and Post Assessment for Math: Multiplicative Comparisons. Need to work on clues in story problems (ex;the word</p>

		times) Multi Digit Multiplication. Students are learning Factors. Quite a few having trouble defining and finding Prime and Composite #'s. Brynn is having trouble writing down what she is thinking or understands in math. Khayden and Traveontae are getting ready for a SIT. Teachers are creating Google WIN time classrooms. Lots of interventions this week. 2nd chance assessment on Friday.
5	Tracy	Grade 5 WIN Groups Formative Writing Letters to teachers. Students were to write a letter to their teachers. Teachers look at organization, conventions and paragraphs. Will build time in the day to do lessons with students to help students come proficient in these areas. WIN time Tuesday the teachers were thinking of having students work on math to prepare them for the unit assessment.

Grade	Note Taker	Notes from PLC on 9/26/2022
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		Para Schedule Helpful links: Florida center for reading research Agenda: No Para meeting this week due to RTI meetings Schedule: Monday 9/26 Please progress monitor until done and then continue working on the core phonics screener Weekly updates and reminders: Rti This week Mon 9/26: 5th, 3rd, 1st Tue 9/27: 4th Wed 9/28: 2nd SLA testing today and Progress Monitoring Intervention Group Placement 9/15- 9/19 Intervention Planning 9/19-9/21- Paras pick up your intervention kits Intervention groups begin 9/22
1	Alex	Tues-Fri 1st grade and 5th grade will do buddy reading for 10 minutes with 1st grade students who could use extra reading practice. Students had to read a passage and answer comprehension questions. The students struggled because if the student is not able to read yet it is difficult for them to use the text to find answers. Discussing group placement for WIN time.

2	Karley	Discussing Aimswebs scores and student placement for WIN groups. Phonics screener this week. See link for potential 2nd grade WIN group list. https://docs.google.com/document/d/1JFjnJJ6bgSfUSBKVPEbiHZ2A8wwKSpkXv3NDwowoTtk/edit?usp=sharing
3	Tania	Reviewed Math assessment. Teachers will play Bridges intervention game with students that will reinforce adding and subtracting skills "Race to 500". Talked about other intervention math games.
4	Alli	Going over Math TACA-students not remembering even vs odd #'s, and skip counting. Students need to practice. With Story problems, ask "What is the Question in this story problem?", then "What info do we need to find in this Story problem?" This week will be starting multi step operations(grouping). Writing-basics of writing a complete sentence with periods and correct capitalization. Future Writing Assignment-"Create a Plan" to include something that you learned from the "Hatchet" story. Goal to practice writing a story line then fill in characters and events, setting. Reading Comprehension: Students need to work on the process of elimination vs background knowledge. Picking a Novel for the two huge Highly Capable Groups. Teachers would like to be ready for interventions by Friday. Can 4th Grade WIN time go until 3:20?
5	Tracy	Fuzzy Mud chapter 7 CER. Most students can form a claim and give reasoning when evidence is given. Students misconceptions: Finding an antonym and fully reading instructions. Talked about WIN time and what they plan on doing. Sounds like they will read Refugee during that time and Fuzzy Mud when all students are back in class.

Grade	Note Taker	Notes from PLC on 9/12/2022
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		Para Schedule Helpful links: Florida center for reading research Agenda: Intervention plans WIN supplies
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		<p>Recess/Lunch Yearly Evaluations- Sarah Thompson</p> <p>Weekly updates and reminders: SLA testing today and Progress Monitoring Intervention Group Placement 9/15- 9/19 Intervention Planning 9/19-9/21- Paras pick up your intervention kits Intervention groups begin 9/22</p>
1	Alex	<p>1st grade would like to start WIN time after their RTI meeting, next Monday. WIN start date would be Tuesday, 9/27. Olivia has a new helper beginning Tuesday, 9/20. Discussing math/counting skills. Dalese's class has 7 students who can't count to 100 yet, Ali has 1. Focus on 1's and 10's during number corner, repetitive counting to 120, counting by 10's. Students are logging into their chromebooks for the first time today.</p>
2	Karley	<p>Discussing math formative #1 (add and subtract within 20). Students did well with addition, but struggled with the subtraction. Most of the students under the score of 3 struggled with mostly double digits. Teachers will work with students to become more proficient with mental math.</p>
3	Tania	<p>Discussed WIN intervention and RTI Students in need of Tier 3 support will be in one group- Lilly C, Sadie S, Kaitlyn D. Students in need of Tier 2 support will be in two groups with Jirava and Wienholz Students who do not need Tier 2 or Tier 1 will be in two groups with Wallace having the largest group and Alfano having one group.</p>
4	Alli	<p>Setting up intervention groups Need intervention help: 13 Students-Savannah G,(in process of getting her into SIT Group), Savannah C,Reuben, Konner N, Kayla (can we do an oral reading fluency for her?), (Izzy needs an ORF), Ravyn, Traveonte, Weston M., Eden, Otis, Kayden S, Kody, Bentley, Alicia. Please practice reading fluency every day in WIN groups. (Otis, Vincent, and Mason and JD will finish the Aimsweb Assessment today). Grace, Clickner and Becker will split the highly capable groups during WIN time. Becker will have the highest level group. 14 students in middle/Green will go with teachers during WIN time.. Rhonda has Jorga, Claar, Vincent, JD, and Izzy.</p>

5	Tracy	Math Formative for Unit 1 Expressions, Equations and Volume. Students did well with solving for volume correctly using the LxWxH formula. Students need more review on solving expressions and labeling. Teachers will review formative with whole group.

Grade	Note Taker	Notes from PLC on 9/12/2022
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		Para Schedule Helpful links: Florida center for reading research Agenda: -No Meeting this week due to Benchmark testing Weekly updates and reminders: Benchmark testing this week 9/12-9/16 Intervention Group Placement 9/15- 9/19 Intervention Planning 9/19-9/21- Paras pick up your intervention kits Intervention groups begin 9/22
1	Alex	Discussing writing pre-assessment. Did sentences begin with capital, have punctuation, finger spaces, complete thought? Cyler did not attend K, she is a strong student but is missing K skills (letter sounds). Sterling & Wylber also have not had previous schooling. Focusing on free writing, review what is a capital and what is a lower case. Students also read a passage and had multiple choice comprehension questions to answer. Some students were confused on how to answer multiple choice questions.
2	Karley	Discussing writing formative #1. Some students did well writing a complete sentence, and some still had a hard time. Some of the struggles are with long vowels, capitalizations, and putting punctuations in random spots. Teachers will concentrate on focusing on writing one good solid sentence. After students master writing a complete sentence, they will then have them work on elaboration. They will complete another formative right before November conferences. Second grade teachers would like paras working with students to focus on giving answers and asking questions using complete sentences in verbal and written form.

3	Tania	<p>Reviewed Math Unit 1-Subtraction- misconceptions seen: no strategy, writing number on the # line on the left vs right, subtracting top from bottom when stacking, missing labels, one jump on the number line, careless errors, add jumps on the number line: Selah, Tyson, Skylar, Eli, Eila, Neelie, Dillon, Jacob, Brooklyn, Brailyn, Bo, Peyton- lined up algorithm incorrectly. The biggest misconception is either writing the larger number on the left vs right and subtracting the smaller number from the larger (subtracting from the top).</p> <p>ELA- students are struggling with showing evidence from the text or the source.</p>
4	Alli	<p>Discussing PLC meeting planning. Planning on focusing more on where each lesson is going, less about data. . Chapter on Multiplicative Comparisons right now. Need to use the SEW method in answers (Sketch, Equation, Show your Work). This Weeks Goals; Learning Prime vs Composite Numbers and Why. Would like students to learn to annotate math problems. Especially story problems. End of September goal: Complete skip counting for most students. Reading Goals right now: Can student show a trail of thinking in my close reading. (I can show the gist).</p>
5	Tracy	<p>Math Pre-Assessment before Unit 1 from 9-2-22. Add, Sub, Muli, and Div. Only one of Breedens students answered all four questions. 11 students showed strategies for all problems. All students can successfully add. Shearer students who attempted Multiplication used the area model. Misconception: Subtraction: Students are having a hard time regrouping and lining the numbers up in the correct place value. Multiplication: Students struggle with the power of ten. Division: Ratio table. Neeka in Breedens class? 5th will talk with Tania when they meet this week about splitting intervention between reading and math. 5th would like any paras who are available and when available to help with skip counting.</p>