

Agenda					
	Monday	Tuesday	Wednesday	Thursday	Friday
In Attendance					
Pacing–The What		<p>Guiding Question: What do we want students to be able to do?</p> <ul style="list-style-type: none"> <li>-What is the hardest part of teaching the standard?</li> <li>-Identify Essential Standards</li> <li>-unwrap the standards</li> <li>-Study Item Specifications</li> <li>-Discuss DOK</li> <li>-establish a common purpose</li> </ul>	<p>Guiding Question: What do we want students to be able to do?</p> <ul style="list-style-type: none"> <li>-What is the hardest part of teaching the standard?</li> <li>-Identify Essential Standards</li> <li>-unwrap the standards</li> <li>-Study Item Specifications</li> <li>-Discuss DOK</li> <li>-establish a common purpose</li> </ul>		
Planning–The How			<ul style="list-style-type: none"> <li>-create lessons aligned to pacing meeting</li> <li>-analyze, share and discuss best practices and instructional strategies</li> <li>-create CFAs aligned to pacing meetings</li> <li>-select activities and assignments aligned to rigor identified in pacing meeting</li> </ul>	<ul style="list-style-type: none"> <li>-create lessons aligned to pacing meeting</li> <li>-analyze, share and discuss best practices and instructional strategies</li> <li>-create CFAs aligned to pacing meetings</li> <li>-select activities and assignments aligned to rigor identified in pacing meeting</li> </ul>	<p>DATA Questions</p> <p>Which teaching practices are most effective</p> <p>80% of grade-level students proficient, move on and give RTI to the other 20%</p> <p>Look at the most missed questions – why was it missed, DOK, Vocabulary</p> <p>Question Type Data</p>
Data–The Evidence					<p>Guiding Question: How will we know when they know it? What will we do when they don't know it? What will we do if they already know it?</p> <ul style="list-style-type: none"> <li>-CFA analysis</li> <li>-Which teaching practices were most effective?</li> <li>-What supports can we provide to students who did not achieve mastery?</li> <li>-What enrichment opportunities can we provide for students who have already demonstrated mastery?</li> </ul>
Minutes					
		<p>Pacing:</p> <ul style="list-style-type: none"> <li>-ELA, essential standards focusing on (R.3.1.A.b) textual evidence</li> <li>*DOK 3, prior knowledge=understand conclusions, textual evidence/supporting details</li> <li>-Math, essential standards focusing on (NBT.3.A.1) rounding</li> <li>*DOK 2, prior knowledge=place value to 1000, rounding to nearest 10, 100 and using a 4 digit number to check rounding to nearest 10 and 100</li> <li>*Alignment to Eureka and module pacing</li> <li>-integration of Science/Social Studies</li> </ul>		<p>Planning:</p> <ul style="list-style-type: none"> <li>-ELA, reading passages, questions, manipulatives if necessary, when teaching, when assessing</li> <li>-Math, Eureka lessons to support standards, embedding in morning math or spiral activities, manipulatives, checking rigor of supplemental material</li> <li>-Social studies embedded or isolated? activity?</li> <li>-Science embedded or isolated? activity?</li> </ul>	<p>Data:</p> <ul style="list-style-type: none"> <li>-Math 85% proficiency on addition/subtraction with regrouping CFA. Reteaching in small group using manipulatives daily. Focus on I do, we do, you do. Strategies site: stretch it out menu <a href="https://elemath.hallco.org/web/interventions-progress-monitoring">https://elemath.hallco.org/web/interventions-progress-monitoring</a></li> <li>-ELA 25% proficient. Looked at the specific DOK on drawing conclusions using supporting details and how it was taught. Noticed the DOK was not deep enough and need to teach to a deeper level. Utilize released items</li> </ul>
Action Items (include who assigned to)					