

PLC Team Meeting AGENDA/MINUTES

Meeting date: October 5th 2020

Team members present: Teri, Be, Leslie B, Ann

Team members absent: Ryan, Ginger

Assigned roles:

- Facilitator:
- Recorder: Leslie B.
- Timekeeper:
- Reporter:
- Other:
- Other:

The Critical Questions of Learning that we focused on today:

- 1. What knowledge and skills do we expect our students to learn?
 - *Create a list of the power standards for the unit or grading period.*
 - *Create a pacing schedule for teaching the content for the unit or grading period.*
- 2. How will we know if our students have learned expected outcomes?
 - *Create frequent (common K-6) formative assessments to monitor each student's progress toward learning the power standards for the unit or grading period.*
 - *Clarify the standards of proficiency that each student must demonstrate in order to be deemed proficient (rubrics).*
 - *Analyze the results of formative assessments to identify strengths and weaknesses.*
- 3. How will we respond, individually and collectively, when our students have difficulty learning expected outcomes?
 - *Develop and implement a plan to adapt instruction to address areas of concern.*
 - *Give students multiple opportunities to learn and demonstrate knowledge.*
 - *Provide extra time and support for struggling students through our building-wide systematic discipline/intervention plan (RtI).*
- 4. How will we respond, individually and collectively, when our students have already learned expected outcomes?
 - *Develop and implement a plan to adapt instruction to enrich and extend the learning of students who have already mastered expected outcomes.*
 - *Provide enrichment for students who have mastered expected outcomes through a building-wide systematic intervention plan (RtI).*
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- 5. How can we use the evidence of student learning to inform and improve our practice?
 - *Share evidence of student learning with each other, identify areas of need, identify effective instructional strategies, and adapt instruction to better meet students' needs.*
 - *Seek out other staff members, staff development opportunities, professional reading and site visits to learn about best practice and develop strategies to improve instruction.*
 - *Test new strategies in the classroom and evaluate the impact on student achievement.*

The data that we focused on today (if applicable):

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- Results of (common K-6) formative assessments (used to inform instruction as students are learning)
- Results of (common K-6) summative assessments (used to measure learning at the end of instruction)
- Results of standardized assessments (e.g. MAP, ISAT, EasyCBM)
- Other:

Agenda Items	Time
<p>When is lunch and attendance due time-wise? If advisory is still in session... Only take attendance in Advisory. Band - instruments go to bandroom in cubby. Who tells families about mini face shields? Advisory teachers or Compass? When include admin in emails?</p> <p>When come back on Monday's review class and behavior expectations and materials from last week. 6C talking too much in class. Reteach expectations No hoodies worn in class.</p>	

Student Specific Data (include student names)	Plan
<p>██████████ - computer use, in appropriate sites told about by student.</p> <p>██████████ - disrespectful to Mr. Blessing, argumentative, chatty, also talked in Math skills.</p> <p>██████████ - talkative in Math skills.</p> <p>██████████ - negative attitude, lots of redirection. No math finished. In foster care still? What is current living situation? Falling way behind in academics.</p> <p>██████████ - very low, trouble comprehending, teachers need to check for comprehension regularly, way behind in schoolwork. Emails have been sent home.</p> <p>██████████ - small meltdown. Is he on medication? Getting used to routine?</p> <p>██████████ - low, attitude, teacher reminders 3-4 times a class.</p> <p>██████ - hair off face. (Ann)</p> <p>....more to come next week. Didn't have time to finish academic concern students.</p>	<p>send email to 6th grade teachers. email parents</p> <p>Ronan - follow 504 plans, except refused to take a break. Visit Mrs. Barne's room?</p>

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Summary of today's activities and discussion:

Action to be taken before next meeting:

Proposed agenda items for next meeting:

Meeting date: January 4, 2020

Team members present: Teri, Ann, David, Leslie B, Leslie L.,

Team members absent: *Ginger*

Assigned roles:

- Facilitator:
- Recorder: Leslie B.
- Timekeeper:
- Reporter:
- Other:
- Other:

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Agenda Items	Time
Fire Drill - Ryan = January, Leslie = February, Ann = March, Ryan = April, Leslie = May. ██████████ - mother passed. We'll contact the sister who communicated with Ann and Jamie as well as Adam with things he can do if he's up to it.	

Student Specific Data (include student names)	Plan
██████████ emailed many times, little to no work done in all classes during first semester. Due to lack of assignment completion and poor performance on assessments, Onaivi is not prepared to be successful for a second semester of 6th grade at Compass. Parents had committed several times to help Onaivi, but they did not follow through. She is enrolled in IDLA for the second semester. ██████████ - Has completed little to no work in several subjects, despite offers of help and emails to parents. Absent due to covid for 2-3 weeks before break and is absent again today (Jan 4). ELA is finished, but not math. Social studies not done well. Luna does work when she is in school, but hasn't been in school for several weeks. ██████████ - We suggest he attends study hall for elective. (We're not sure if study hall will occur without Monica. Please let us know.) ██████████ - She hasn't submitted many assignments in Computers, (she had many absences first semester) Maybe we could offer Study hall to her? Brand new students that joined late (December) will be supported throughout the semester.	

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<p>██████████ - Struggling in math and doesn't work in class. Meet with parents? Even with the 504 accommodations, he doesn't seem to be doing any work unless we are standing next to him the entire class period (and still not much gets finished)</p>	
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