



Lawrence PLC Agenda

Date: October 28, 2014

Time: 1:45-3:15

Location: PLC Room

Type of Meeting: Data/Learning Outcomes

Invited: 3rd grade PLC

Please Bring: Computers, See notes

Facilitated by:

Notes taken by:

Our vision for all students who enter this school is to deliver a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills, and dispositions necessary to move to the next grade level and stay on track for college and career.

Agenda Items

Topic	Notes
Reflection What's working? Instructional Challenges?	
Data	<ul style="list-style-type: none"> Task analyze student outcomes to determine next steps for instructional outcomes
Identifying next steps & support needed	
Additional Team Agenda Items	Bring additional agenda items to address the last 15 minutes of PLC time.

- ❖ We will commit to reteach and enrich concepts to ensure all students attain essential knowledge and skills.
- ❖ We will consistently implement school-wide expectations by providing clear, consistent consequences and rewards
- ❖ We will work collaboratively in weekly PLCs focusing on DuFour's four questions in both grade level and core content area and communicate minutes with others.
- ❖ We will commit to professionalism [i.e. effective and timely communication, character traits, manners, grammar and language usage, dress and integrity of voice level and speech].
- ❖ We will use a common standards-focused framework for planning and implementing engaging instruction, assessment and intervention.
- ❖ We will take the time to build and maintain a safe learning environment/community while understanding the unique situations of each learner.
- ❖ We will commit to communicate the expectations for and results of student success with the community in a timely manner.
- ❖ We will continue and increase efforts to ensure regular school attendance.

W. 2a-d
W. 3a-d
W. 4a } 2a 3rd



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Team: 3rd

Date: 10/28/14

PLC Members Present	Note taker:
Hedayati	Thumberg
Garcia	Odum
Thumberg	Kabrila

Reflection

What's working? *Carrying/regrouping under the correct place*
Tape Diagrams as a visual-representation of total
special ed help

Instructional challenges? *Word problems that are difficult to determine which operations. Writing an answer in a sentence that is connected to the question.*
Acting out problems. Start answer stem after reading.

What is it we want students to learn? What do students need to know and be able to do? (What is the task?)

Instructional Focus: Reading Math Writing
Targeted Standard: *NBT.2 - subtraction EngageNY Module 2 18-21*

Olympic Games - RI.2 Main idea Key details
Writing W.3a-d Narrative - Drop of water through water cycle

How will we know if each student has learned the intended outcomes? How will we know that they learned it? (How is the task supporting the learning outcome?)

Assessment/Data Reviewed:
Formative for Reading RI.2 - Main Idea/details
PM-ELD's Alexis M. 3rd Sergio-3rd
Samantha-2nd ↳ to Sergio when no ELD
Gabrielle-2nd

How did/will we re-teach those who did not learn the intended outcomes? What will we do when they haven't learned it? (academic interventions)

Academic Interventions:

See Action Steps

How did/will we extend their learning for students who have demonstrated proficiency?

What will we do when they already know it? (academic extensions)

Academic Extensions:

④ Mason/Kerik in-classroom calls re: glasses

Questions/Concerns/Professional Development Needs/Support Needed/Recommendations:

① Thomas Cruz - call dad (Patrice)
re: Reading Log w/ Book + Math

② Gabriel Urbalejo's parents re: field trip.

③ ELD placement - Will check in through progress monitoring

Action steps:

① Data Meeting on Thursday for reteach next week NBT.1, NBT.2
1-round to 10's, 2-round to 100's
3-4 - regrouping + 5 - word problem

Agenda Items for Next Week:

- ① Bring Formatives (NBT.1, NBT.2) to PLC to discuss Student work
- ② PM And exit tickets
- ③ PM data for ELD

Materials required for next meeting:

Wednesdays will begin Reteach/Enrich cycle
Wednesday Afternoon 2:45 - 3:30 Team planning
Tuesdays will include data meeting.

<p>Domain 1: Planning & Preparation</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1a Demonstrating knowledge of Content and Pedagogy <input type="checkbox"/> 1b Demonstrating Knowledge of Students <input type="checkbox"/> 1c Setting Instructional Outcomes <input type="checkbox"/> 1d Demonstrating Knowledge and Resources <input type="checkbox"/> 1e Designing Coherent Instruction <input type="checkbox"/> 1f Designing Student Assessment 	<p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2a Creating an Environment of Respect and Rapport <input type="checkbox"/> 2b Establishing a Culture for Learning <input type="checkbox"/> 2c Managing Classroom Procedures <input type="checkbox"/> 2d Managing Student Behavior <input type="checkbox"/> 2e Organizing Physical Space
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* Nick will check in with Thurnberg and then rotate Jaylen, James, Lourdes, Renee, Amy

* Reading Seed-Miss Nancy - Homework



Lawrence PLC Agenda

Date: November 7, 2014

Time: 1:45-3:15

Location: PLC Room

Type of Meeting: Analysis of Student work

Invited: 4th grade PLC

Please Bring: PLC/Data Binder

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Agenda Items

Topic	Notes
Reflection: What's working? Instructional Challenges?	
Data	<ul style="list-style-type: none"> Analyze student work Identify strategies to meet the needs of students Discuss grouping students for interventions
Student work	<ul style="list-style-type: none"> Discuss for next PLC
Identifying next steps & support needed	

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Team: 4th Grade

Date: 11/7/14

PLC Members Present	Note taker:
Vecder	
Quam	
Odum	

Reflection

What's working?

Instructional challenges?

What is it we want students to learn? What do students need to know and be able to do? (What is the task?)

Instructional Focus: Reading Math Writing

Targeted Standard:

*Interpret information presented in text & visually
Identify / explain equivalent fractions using models*

How will we know if each student has learned the intended outcomes? How will we know that they learned it? (How is the task supporting the learning outcome?)

Assessment/Data Reviewed:

- *Students expected to respond & show / explain work on math*
- *Reading test - students need to mark the text & refer to info*

How did/will we re-teach those who did not learn the intended outcomes? What will we do when they haven't learned it? (academic interventions)

Academic Interventions:

- *Students deficits will be met in centers - Understanding the value of a unit.*
- *Make sure test is legible - read diagrams w/ students*

How did/will we extend their learning for students who demonstrated proficiency?

What will we do when they already know it? (academic extensions)

Academic Extensions:

Questions/Concerns/Professional Development Needs/Support Needed/Recommendations:

Action steps:

Label text

T = Title

P1 = # Paragraphs

- underline key terms in questions (after reading ? 1st)
- Look at visuals - diagrams, maps
- (Mark the text + record where it was found)

Agenda Items for Next Week:

Bring Reading test/assignment sample

Materials required for next meeting:

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Team: 5th grade

Date: 2-23-15

PLC Members Present	Note taker:
Andrea Walker	Andrea Walker
Alyssa Sams	
Johanna Duran	

Reflection

What's working? Analyzing assessments immediately after administering them so we can use the data to prepare the next lessons.
Instructional challenges?

- Time
- Diversifying instruction for a wide range of abilities.

What is it we want students to learn? What do students need to know and be able to do? (What is the task?)

Instructional Focus: Reading Math Writing

Targeted Standard:

- 5.RL.1, 3, 4, 5
- 5.RI.2, 3, 7, 10a
- 5.W.2a-c, 3a-c, 8, 9a
- 5.L.1-f, 2a-e, 5a-c

} Nearing end of 3rd quarter so we are cycling back around to reteach the Target 3rd Qtr. standards

How will we know if each student has learned the intended outcomes? How will we know that they learned it? (How is the task supporting the learning outcome?)

Assessment/Data Reviewed:

We will analyze the Benchmark 3 assessments to ensure mastery of the standards

How did/will we re-teach those who did not learn the intended outcomes? What will we do when they haven't learned it? (academic interventions)

Academic Interventions:

- Review assessments item-by-item
- Reteach areas with lowest mastery
- Home work (possibly packets) that caters to reteach

How did/will we extend their learning for students who have demonstrated proficiency?
 What will we do when they already know it? (academic extensions)

Academic Extensions:

- Allow those who have shown mastery to spend that time needed for reteach with the others to continue working on Successmaker.

Questions/Concerns/Professional Development Needs/Support Needed/Recommendations:

- Looking forward to tomorrow's PD to discuss assessments with colleagues.

Action steps:

- 1) Review as many 3rd Quarter Target standards as possible
- 2) Analyze data (Benchmark & Interim assessments) ASAP after administering.
- 3) Reteach as needed.

Agenda Items for Next Week:

Materials required for next meeting:

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Lobo Pride



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Team: 1st Grade

Date: 9/25/14

PLC Members Present	Amber Zavala
Ann Kobritz	
Janelle Adam	
Colleen Bradley	

Reflection

What's working? Student groupings - split math - split Ela - with direct instruction and pull out groups
 Instructional challenges? — sped to be dabble → and low level

what is it we want students to learn? What do students need to know and be able to do? (What is the task?)

Instructional Focus: Reading Math Writing

Targeted Standard:
Writing rubric and in the process of scoring

How will we know if each student has learned the intended outcomes? How will we know that they learned it? (How is the task supporting the learning outcome?)

Assessment/Data Reviewed:

- Brought rubric that have been used in Classroom
- lesson plans

How did/will we re-teach those who did not learn the intended outcomes? What will we do when they haven't learned it? (academic interventions)

Academic Interventions

Work on objectives and implementing new lesson plan format
- reflection sheet that will happen when Ann or Janelle walk through

Academic Extensions

Newsela →
 Smithsonian → Lexile Levels
 ↳ look @ levels

Questions/Concerns/Professional Development Needs/Support Needed/Recommendations:

Professional Development → Read Naturally? improve
 No PD → for Colleen in Sit
 Coaching →

Action steps:

Dibble list Michele, Daniel, Destiny, ~~Destiny~~, ~~Maurice~~ 78
 Elyana¹⁵, Gilberto G³³, Gilbert L⁹⁸, Ismael³⁸, Aracely¹¹³, Adam
 Maurice,
 - 47

Agenda Items for Next Week:

Benchmark Data - mapping
 finalizing grading

Materials required for next meeting:

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