**Lawrence PLC Agenda**

**Date:** October 28, 2014  
**Location:** PLC Room  
**Invited:** 3rd grade PLC  
**Facilitated 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.

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### Agenda Items

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<th>Topic</th>
<th>Notes</th>
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<tr>
<td>Reflection</td>
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<tr>
<td>- What's working?</td>
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<td>- Instructional Challenges</td>
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<td>Data</td>
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<tr>
<td>- Task analyze student outcomes to determine next steps for instructional outcomes</td>
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<tr>
<td>Identifying next steps &amp; support needed</td>
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<tr>
<td>Additional Team Agenda Items</td>
<td>Bring additional agenda items to address the last 15 minutes of PLC time.</td>
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- 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.
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Team: 3rd

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<tbody>
<tr>
<td>Hedayati</td>
<td>Thumbberg</td>
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<tr>
<td>Garcia</td>
<td>Odom</td>
</tr>
<tr>
<td>Thumbberg</td>
<td>Kabrile</td>
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Date: 10/28/14

Reflection

What’s working?

"Carrying/regrouping under the correct place/
Tape Diagrams" as a visual representation helps.

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
Olympic Games - RI.2 Main idea, key details
Writing - W.3a-d Narrative - and 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
Samantha - 2nd
Gabrielle - 2nd

Sergio - 3rd

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:
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:**

1. **Task: 1st Grade Reading**
   - Need phonics work, e.g., jist cards

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

1. Thomas Cruz - Call dad (爷爷) re: Reading Log w/ Book + Math
2. Gabriel Urbaneja’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**
   - 1st round to 10's, 2nd round to 100's
   - 3rd regrouping + 5-word problem

**Agenda Items for Next Week:**

1. **Bring Formatives (NBT.1, NBT.2) to PLC to discuss and exit tickets**
2. **PM Data for ELD**

**Materials required for next meeting:**

- Wednesday: Will begin reteach/enrich
  - Wednesday Afternoon 2:45-3:30
  - Team planning
  - Tuesdays will include data meeting.

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*Nick will check in with Thumburg and Therese
* Reading Seed-Miss Nancy- Homework James Loy-les, Rene
**Lawrence PLC Agenda**

**Date:** November 7, 2014  
**Location:** PLC Room  
**Invited:** 4th grade PLC  
**Time:** 1:45-3:15  
**Type of Meeting:** Analysis of Student work  
**Please Bring:** PLC/Data Binder

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<td>- Analyze student work</td>
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<td>What’s working?</td>
<td>- Identify strategies to meet the needs of students</td>
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<tr>
<td>Instructional Challenges?</td>
<td>- Discuss grouping students for interventions</td>
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<td>Data</td>
<td>- Discuss for next PLC</td>
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<td>Student work</td>
<td>- Discuss for next PLC</td>
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Team: 4th Grade

Date: 11/7/14

PLC Members Present

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<tr>
<th>Member</th>
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<tr>
<td>Veech</td>
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<td>Quinn</td>
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<td>Odane</td>
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Note taker:

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 [x] Math [x] 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 of students
How did/will we extend their training to meet L19-2? Filled 09/30/15. Page 72 of 154

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

Academic Extensions:

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

Action steps:
- Underline key terms in question (after reading 1st)
- Look at visuals - diagrams, maps
- Mark the text and 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

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<tr>
<td>Andrea Walker</td>
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<td>Alyssa Sams</td>
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<td>Johanna Duran</td>
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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, 1, 3, 4, 5
5.R1.2, 3, 7, 10
5.W.2a, c, 3a-c, 8, 9a
We are cycling back around to reteach
5.L.1, 5a-c, 6a, 6b, 6c

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
- Homework (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 1, interim assessments) after administering.
3. Reteach as needed.

**Agenda Items for Next Week:**

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**Materials required for next meeting:**

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**Domain 1: Planning & Preparation**

- 1a Demonstrating knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
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- 1e Designing Coherent Instruction
- 1f Designing Student Assessment

**Domain 2: Classroom Environment**

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
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**Domain 4: Professional Responsibilities**

- 4a Reflecting on Teaching
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**Domain 3: Instruction**

- 3a Communicating with Students
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- 3e Demonstrating Flexibility and Responsiveness
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Team: Lm Grade

Date: 9/25/14

PLC Members Present: Ann Robitz, Janell Adams, Colleen Bradley

Amber Zavala

Reflection
What’s working? Student grouping - Split math - Split ELA - With direct instruction and pullout groups
Instructional challenges? Speed to be dilemma 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)
- Reflection sheet
- Academic interventions

Work on objectives and implementing new lesson plan that will help
How did/will we extend their learning? Can we have different levels of proficiency? What will we do when they already know it? (academic extensions)

**Academic Extensions**

- Newsela
- Smithsonian
- Lexile levels
- Score levels

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

**Professional Development** → Read Naturally? Improve Coaching

No PD → For Colleen

Action steps:

Dobble 1st Michele, Daniel, Destiny, Ismail, Aracely, Adam Maurice

Agenda Items for Next Week:

- Benchmark data - mapping
  - Finalizing grading

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| 4f Showing Professionalism |  |

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