

**Mission View PLC***Dream it. Achieve it!*

- Rethink
- Reignite
- Redesign
- Transform

Date 2/4/15 PLC Name or Members: Sandy, Vicky, Luis
 Facilitator for this PLC Sandy Note Taker for this PLC Luis

Agenda: Follow up on pretest - Money, Graphing

PLC Focus	Evidence / Comment
What do students need to know and be able to do? (What is the task?)	Comprehension, - all groups. Ruben - change intervention group. 1) 41% ✓ 2) 62% ✓ 3) 64% ✓ 4) 41% ✓ 5) 21% ✓ 6) 70% ✓
How will we know that they learned it? (How is the task supporting the learning outcome?)	Progress Monitoring (Continue) Intervention - continue working on Comprehension - Read Question Correctly
What will we do when they haven't learned it? (academic interventions)	Modify Intervention - Focus on retell. Read Question carefully Review Long, Short vowel Review Reading the Question closely.
What will we do when they already know it? (academic extensions)	
Assigned tasks for next meeting	Give Pre-Test Discuss Results - adjust Plans. Money/Graphing.
Materials needed for next meeting	Pre-Test Scores. Feb 18

Additional Comments:

Mission View PD/Forms	<ul style="list-style-type: none"> • We will start and end on time. • We will silence electronic devices. • We will be present both physically and mentally at all meetings. • We will listen respectfully and honor everyone's voice. • We will support and comply with decisions made by consensus. 	Mission View Collective Commitments	<ol style="list-style-type: none"> 1. We will fulfill our responsibilities to the PLCs. 2. We will engage in weekly PLCs to analyze formative and summative assessments and performance data to guide and modify instruction. 3. We will review data in order to provide differentiated instruction and intervention based on the AZCCS and district scope and sequence for all students. 4. We will work respectfully and collectively in sharing and being open to new and multiple ways to reach our goals. 5. We will complete all required documentation in the allotted time. 6. We will incorporate Positive Behavior Intervention Supports (PBIS) and restorative practices. 7. We will treat our entire community with respect, dignity, and trust. 8. We will be accountable and responsible to the team and task. <p>→ If you commit to do something...do it!</p>
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Inquiry Cycle Plan

Analysis of student work: pre-instruction

Name Monica & VickyGrade level/subject area 1st Date 1/22/15

Analysis Focus:

Sub-group _____ Whole class ☒ Student (Case study) _____

Content Standard Focus:

Reading at grade level text fluency.

What is the task or product that will be assessed?

Dibels fluency or reading a-z fluency passages.

Expectations:

What specific skills, knowledge or processes will students demonstrate? What does meeting the standard look like?

Increase their words per minute by using passages at their reading level.

Performance levels:

*DBA 2 weeks

1 per month No - NWF

FFB NWF	Approaching	Meets	Exceeding
Vida 5-0	Aaliyah 20-30	Sraayah 56	Rebecca 73-84
Dominic 0	Vanessa 15-11	Zavanna 52-56	Jasmine 82
Fernando 0	Julissa 12-13	Adolfo 43-67	
Francisco 0	Eli Sewa 10-9	CR 40-51	
Gustavo 0	Myc 10-14	YG 59-82	

Omar 19-26

AG 57-63

*Raymundo 16

*RB 31

Richard = 45

Camilo 20-29

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Date 2-16-15PLC Name or Members: Monica, Sandy, VickyFacilitator for this PLC Sandy

Note Taker for this PLC _____

Agenda: Look at Data - Math PL. Quizzes

PLC Focus	Evidence / Comment
What do students need to know and be able to do? (What is the task?)	Order numbers Find Tens & ones in a # Look & Record different # forms. Turn & create & less numbers <, =, >
How will we know that they learned it? (How is the task supporting the learning outcome?)	By giving a place value assessments 2/16 & 2/25
What will we do when they haven't learned it? (academic interventions)	Vanessa Review zeros decrease time to 3 min Greater than, less than equal to (FOCUS) Approaching G. Fast Finger Addition Facts War addition game
What will we do when they already know it? (academic extensions)	Flash Cards March start 2 digit addition Subtraction
Assigned tasks for next meeting	Do D. bels progress monitoring Discuss Math progress w/ P.V.
Materials needed for next meeting	Progress Monitoring for FFB + Approaches

Additional Comments:

Mission View PLC Norms <ul style="list-style-type: none"> • We will start and end on time. • We will silence electronic devices. • We will be present both physically and mentally at all meetings. • We will listen respectfully and honor everyone's voice. • We will support and comply with decisions made by consensus. 	Mission View Collective Commitments <ol style="list-style-type: none"> 1. We will fulfill our responsibilities to the PLCs. 2. We will engage in weekly PLCs to analyze formative and summative assessments and performance data to guide and modify instruction. 3. We will review data in order to provide differentiated instruction and intervention based on the AZCCS and district scope and sequence for all students. 4. We will work respectfully and collectively in sharing and being open to new and multiple ways to reach our goals. 5. We will complete all required documentation in the allotted time. 6. We will incorporate Positive Behavior Intervention Supports (PBIS) and restorative practices. 7. We will treat our entire community with respect, dignity, and trust. 8. We will be accountable and responsible to the team and task. <p>→ If you commit to do something...do it!</p>
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Date 3/23/15PLC Name or Members: Maria, Alma, Sandy.Facilitator for this PLC Sandy.Note Taker for this PLC Alma HolimanAgenda: DIBELS Data.

PLC Focus	Evidence / Comment
What do students need to know and be able to do? (What is the task?)	Read cvc sounds. Phonetic letter sounds. Use word
How will we know that they learned it? (How is the task supporting the learning outcome?)	Progress Monitoring every three weeks
What will we do when they haven't learned it? (academic interventions)	Continue with daily interventions by using different strategies
What will we do when they already know it? (academic extensions)	Provide extended activities to make use of that specific "new" learning or skill
Assigned tasks for next meeting	Make a word family template Copy of H.F words
Materials needed for next meeting	Bring 64 ELA Target Standards

Additional Comments:

Next PLC bring 64 Math Target Standards and create 4th Quarter Math Assessment based on 3 Q.

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Date 4/20/15 PLC Name or Members: Maria Peña, Alma Holiman
 Facilitator for this PLC Sandy H. Note Taker for this PLC Alma Holiman

Agenda: Review the Q3 Math assessment and add Target Objectives to Q4.

PLC Focus	Evidence / Comment
What do students need to know and be able to do? (What is the task?)	Counting skills, join procedures, take away skills.
How will we know that they learned it? (How is the task supporting the learning outcome?)	Examples from students, teacher's observation
What will we do when they haven't learned it? (academic interventions)	Provide practice of that specific skill in one-to-one way and small group intervention.
What will we do when they already know it? (academic extensions)	Provide time to practice (+) and (-) skills to gain fluency.
Assigned tasks for next meeting	<ul style="list-style-type: none"> • Writing Rubric (6 traits). • Issues w/ Assessments.
Materials needed for next meeting	

Additional Comments:

Stop work to Achieve - In class intervention

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Inquiry Cycle Plan

Analysis of student work: pre-instruction

Name Luis CarbonellGrade level/subject area SecondDate 1/28/15

Analysis Focus:

Sub-group _____

Whole class _____

Student (Case study) _____

Content Standard Focus:

RF-4

What is the task or product that will be assessed?

Dibels oral reading fluency.

Expectations:

What specific skills, knowledge or processes will students demonstrate? What does meeting the standard look like?

Reading 87 Words per minute by EOY.
Comprehension at grade level according to DRA rubric.

Performance levels:

FFB	Approaching	Meets	Exceeding
Jessica IFP C Nadya 67 * Aaron 44 Anesa C Isela Fathima Steven -55	* Rudy - Possible ^{None} * Ruben - Possible Jorge Ernesto	Angelina * Liza Marie Angel + * Roberto A Jordane A Domonique C.	* Yazmin * Luis * Julian.

Describe Performance of students at that level.

FFB	Approaching	Meets	Exceeding
Word Families Phonics High Words Close Reading.	Beginning/Ending Blends Reading for Fluency Re-Reading Comprehension.		

What are possible misconceptions? What are students' learning needs?

FFB	Approaching	Meets	Exceeding

Strategies: How will you help students meet the expectations? What instructional strategies might you use? How will you differentiate?

Reading AZ fluency passages to record data.

What will your evidence be?

DIBELS oral reading fluency.

Inquiry Question:

How can I improve (target populations) My Target group ability to (learning outcome)

read fluently Through the use of (teaching strategy)

practiced timed reading passages as evidenced by (assessment data) DIBELS ORF

Rewrite inquiry question here

How can I target my students point of difficulty to increase reading fluency as assessed by DIBELS oral fluency.

Next steps: Do Intervention groups need to be changed? Who is teaching which group? Could concepts be taught in a different way?

^{I will} target FFB's as a tutoring group after school.

Preview/Review- strategies before/after reading.

Use point of difficulty to develop next lesson.

Describe Performance of students at that level.

FFB	Approaching 9	Meets	Exceeding
	Blending decode Retelling		

What are possible misconceptions? What are students' learning needs?

FFB	Approaching 9	Meets	Exceeding
	Confidence Improve Fluency Long vowel Vowel sounds		

Strategies: How will you help students meet the expectations? What instructional strategies might you use? How will you differentiate?

• Roll & Read activities to increase - FFB & Approaching.
 Add Fluency component to reading groups, making a graph, Homework practice for Fluency.
 Fluency passages by reading level.

What will your evidence be?

Increase in DIBELS & DRA - Grading day -
 Dibel (First week march)

Inquiry Question:

Mid Feb (P.M.) - RABZ
 DIBEL

How can I improve (target populations) Approaching group ability to (learning outcome) read fluently.
 Through the use of (teaching strategy) Fluency Passages & H.W.
 as evidenced by (assessment data) DIBELS P.M.

Next steps:

DRA Raymundo & Dominic
 Julissa
 Copy Fluency passages.

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Date 2/9/15PLC Name or Members: Vicky, Monica, SandyFacilitator for this PLC SandyNote Taker for this PLC Sandy

Agenda:

- Review Dibels PM data
- Adjust groups
- Review Math Data

PLC Focus	Evidence / Comment
What do students need to know and be able to do? (What is the task?)	Read Fluency
How will we know that they learned it? (How is the task supporting the learning outcome?)	At 56 WPM Identify groups of year count by Tens.
What will we do when they haven't learned it? (academic interventions)	Move a few kids to ORF Group. Fast Fingers. • Mica Omar to move down Flash cards • Hay'ah • Vanessa How many 10's war - • Darrana teens 11-19 - (Tens plus) double confuse.
What will we do when they already know it? (academic extensions)	Move up to the hundreds. Double Record equations. Tens Frame. Ten Frame - More explicit.
Assigned tasks for next meeting	Giving Place Value Assessment. / Bring SW Run off Dibels PM Assess. w/ Place Value
Materials needed for next meeting	Timed test - Monica 120 chart.

Additional Comments:

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Place value

NBT 1 & 2

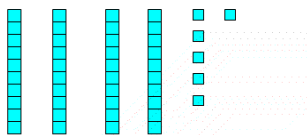
Name _____

1. 18

Write in Expanded notation _____

Write the number in word form

Draw a model using base ten blocks



2.

How many tens are in this number _____

How many ones are in this number _____

Write the number _____

3. 68

- a. Sixty and eight
- b. Six eight
- c. Sixty eight
- d. Eighty six

4. How many tens are in 60? _____

5. How many tens are in 30? _____

Kinder Number Sense (3rd Q)

Date _____

Name _____

KCC.A.1, 3

Rote Counting _____

Write Numbers _____

(1Q - 5, 2Q - 10, 3Q - 15, 4Q - 20)0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20**Random start K.CC.A.2**

15 - 23 _____

29 - 35 _____

(If not able to start at 15, go to 9-14)

K.CC.B.5

Scatter 10 objects _____

Count Circle 11 _____

Count Line 17 _____

Count Array 15 _____

Count 24 objects _____

Greater, Less, or equal –(verbally) K.CC.C.6,7

Use 2 cards (Picture only) to compare _____

Use 2 cards (number only) to compare _____

Decomposition - K.OA.A.3

5 cube train, two crayons, and color cube train to show ways to make 5. (Separate paper) must have 2 ways _____

Write equation to match _____

Go up or down depending on student ability.

Make note of highest number they could color correctly with equation. Make note if you had to adjust to a smaller number.

Ten Frames K. NBT.A.1

Make the number in the ten frames and write an equation.

Use 2 ten frames if needed.

10 _____ 17 _____

13 _____ _____