**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 - Macy, Graphing

<table>
<thead>
<tr>
<th>PLC Focus</th>
<th>Evidence / Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do students need to know and be able to do? (What is the task?)</td>
<td>Comprehension - all groups. Rubric - change intervention group. 1) 41% ✓ 2) 62% ✓ 3) 64% ✓ 4) 41% ✓ 5) 21% ✓ 6) 70%</td>
</tr>
<tr>
<td>How will we know that they learned it? (How is the task supporting the learning outcome?)</td>
<td>Progress Monitoring (Continue)</td>
</tr>
<tr>
<td></td>
<td>Intervention - continue working on Comprehension - Read Question Correctly</td>
</tr>
<tr>
<td>What will we do when they haven't learned it? (academic interventions)</td>
<td>Modify Intervention - Focus on retell, Read Questions - Review Long, Short vowel - Review Reading the question correctly</td>
</tr>
<tr>
<td>What will we do when they already know it? (academic extensions)</td>
<td></td>
</tr>
</tbody>
</table>

**Assigned tasks for next meeting**

- Give Pre-Test Discuss Results - adjust Plans.

**Materials needed for next meeting**

- Pre-Test Scores - Feb 18

**Additional Comments**:

- 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**

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.

→ If you commit to do something...do it!
Inquiry Cycle Plan

Analysis of student work: pre-instruction

Name: Monica

Grade 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?

Dibola fluency or reading a-z fluency:

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:

<table>
<thead>
<tr>
<th>FFB</th>
<th>Approaching</th>
<th>Meets</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>vida</td>
<td>Adilyah -20</td>
<td>Sraayah -56</td>
<td>Rebecca -73</td>
</tr>
<tr>
<td>Dominic</td>
<td>Vanessa -15</td>
<td>Zavannah -52</td>
<td>Jasmine -82</td>
</tr>
<tr>
<td>Fernando</td>
<td>Julissa -12</td>
<td>Adolfo -43</td>
<td></td>
</tr>
<tr>
<td>Francisco</td>
<td>Ilisewa -10</td>
<td>OR -40</td>
<td></td>
</tr>
<tr>
<td>Gustavo</td>
<td>Mte -10 -14</td>
<td>Y6 -59</td>
<td></td>
</tr>
<tr>
<td>Michael</td>
<td>Omor -19</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Raymond -16</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>31</td>
<td></td>
<td>45</td>
</tr>
</tbody>
</table>

IV-43, p. 2
**Mission View PLC**  
**Dream it. Achieve it!**

- Rethink
- Reignite
- Redesign
- Transform

**Date:** 2-14-15  
**PLC Name or Members:** Monica, Sandy, Vicky  
**Facilitator for this PLC:** Sandy  
**Note Taker for this PLC:**  

**Agenda:** Look at Data - Math EL, Quizzes

<table>
<thead>
<tr>
<th>PLC Focus</th>
<th>Evidence / Comment</th>
</tr>
</thead>
</table>
| What do students need to know and be able to do? (What is the task?) | Order numbers  
Find tens & ones in a number  
Look & record different number forms  
Find greater & less numbers <, >  
BY giving a place value assessment  
2/14 & 2/14  |
| How will we know that they learned it? (How is the task supporting the learning outcome?) | Vanessa reviewed zeros  
Approaching Q.  
Fast Finder Addition Facts  
War Addition Game  
Flash Cards  
March Start 2 digit addition subtraction  |
| What will we do when they haven’t learned it? (academic interventions) |  |
| What will we do when they already know it? (academic extensions) |  |

**Assigned tasks for next meeting**  
- Do D.605s progress monitoring  
- Discuss Math progress w/P.V.  

**Materials needed for next meeting**  
- Progress Monitoring for FFB & Approaches  

**Additional Comments:**

---

<table>
<thead>
<tr>
<th>Mission View PLC</th>
<th>Collective Commitments</th>
</tr>
</thead>
</table>
| **IV-View** | 1. We will fulfill our responsibilities to the PLCs.  
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7. We will treat our entire community with respect, dignity, and trust.  
8. We will be accountable and responsible to the team and task.  
   - If you commit to do something...do it! |
| **C-Norms** |  |
| **P. View** | 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 PLC**

*Dream it. Achieve it!*

- Rethink
- Reignite
- Redesign
- Transform

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**Date:** 3/23/15

**PLC Name or Members:** Maria, Alma, Sandy

**Facilitator for this PLC:** Sandy

**Note Taker for this PLC:** Alma Holiman

**Agenda:**

**PLC Focus**

<table>
<thead>
<tr>
<th>What do students need to know and be able to do? (What is the task?)</th>
<th>Evidence / Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Read CVC sounds, phonetic letter sounds. Use word</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How will we know that they learned it? (How is the task supporting the learning outcome?)</th>
<th>Evidence / Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Progress Monitoring every three weeks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What will we do when they haven't learned it? (academic interventions)</th>
<th>Evidence / Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Continue with daily interventions by using different strategies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What will we do when they already know it? (academic extensions)</th>
<th>Evidence / Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provide extended activities to make use of that specific new &quot;learning or skill&quot;</td>
</tr>
</tbody>
</table>

**Assigned tasks for next meeting**

**Materials needed for next meeting**

- Bring 44 ELA Target Standards
- Bring 44 Math Target Standards and create 4th Quarter Math Assessment based on 36.

**Additional Comments:**

Assessment Formative Activities

**Form:**

- We will start and end on time.
- We will silence electronic devices.
- We will be present both physically and mentally at all meetings.
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**Mission View Collective Commitments**

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> If you commit to do something... do it!
**Mission View PLC**

*Dream it. Achieve it!*

- Rethink
- Reignite
- Redesign
- Transform

---

**Date:** 4/20/15  
**PLC Name or Members:** Maria Pena, 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.

<table>
<thead>
<tr>
<th>PLC Focus</th>
<th>Evidence / Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do students need to know and be able to do? (What is the task?)</td>
<td>Counting skills, join procedures, take away skills.</td>
</tr>
<tr>
<td>How will we know that they learned it? (How is the task supporting the learning outcome?)</td>
<td>Examples from students, teacher’s observation.</td>
</tr>
<tr>
<td>What will we do when they haven’t learned it? (academic interventions)</td>
<td>Provide practice of that specific skill in one-to-one way and small group intervention.</td>
</tr>
<tr>
<td>What will we do when they already know it? (academic extensions)</td>
<td>Provide time to practice (+) and (-) skills to gain fluency.</td>
</tr>
</tbody>
</table>

**Assigned tasks for next meeting:**
- Writing Rubric (criteria).
- Issues w/ Assessments.

**Materials needed for next meeting:**

**Additional Comments:**

Stop walk to Achieve - In class intervention.

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**Mission View Commitments**

- 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.

**PLC Focus**

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> If you commit to do something... do it!
Inquiry Cycle Plan

Analysis of student work: pre-instruction

Name: Luis Carbajal

Grade level/subject area: Second

Date: 11/28/15

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:

<table>
<thead>
<tr>
<th>FFB</th>
<th>Approaching</th>
<th>Meets</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessica IEP: C Nadya 67</td>
<td>*Rudy - Possible</td>
<td>Angelina *Kazmin</td>
<td></td>
</tr>
<tr>
<td>*Aaron 44</td>
<td>*Ruben Possible</td>
<td>*Liza Marie *Luis</td>
<td></td>
</tr>
<tr>
<td>Angeline</td>
<td>Jorge</td>
<td>Angel</td>
<td></td>
</tr>
<tr>
<td>Ernesto</td>
<td>Angel</td>
<td>Juan</td>
<td></td>
</tr>
<tr>
<td>&amp; Isela</td>
<td>Roberto</td>
<td>Jordan</td>
<td></td>
</tr>
<tr>
<td>Fathima</td>
<td>&amp; Domiguey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steven 55</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Describe Performance of students at that level.

<table>
<thead>
<tr>
<th>FFB</th>
<th>Approaching</th>
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<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Families</td>
<td>Beginning/Ending Blocks</td>
<td>Reading for Fluency</td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td>Re-Reading</td>
<td>Comprehension</td>
<td></td>
</tr>
</tbody>
</table>
What are possible misconceptions? What are students’ learning needs?

<table>
<thead>
<tr>
<th>FFB</th>
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<th>Meets</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

*Reading A-Z. Fluency passager 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) practice timed reading passage as evidenced by (assessment data) DIBELS ORE.

Rewrite inquiry question here:

How can I target my student 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.

<table>
<thead>
<tr>
<th>FFB</th>
<th>Approaching</th>
<th>Meets</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Blending</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>decode</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Retelling</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
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<tr>
<th>FFB</th>
<th>Approaching</th>
<th>Meets</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Confidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Improve Fluency</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Long Vowel</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vowel Sounds</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 fluency passages by reading level

- Grading day

Inquiry Question:

How can I improve (target populations) ___________ ability to ___________ Through the use of (teaching strategy) ___________ as evidenced by (assessment data) ___________

Next steps:

DRN Raymundo & Dominic
Julissa
Cody Fluency passages.
## Mission View PLC

**Dream it. Achieve it!**

### Date
8/9/15

### PLC Name or Members
Vicky, Monica, Sandy

### Facilitator for this PLC
Sandy

### Note Taker for this PLC
Sandy

### Agenda:
- Review Dibels PM data
- Adjust groups
- Review Math Data

### PLC Focus

<table>
<thead>
<tr>
<th>What do students need to know and be able to do? (What is the task?)</th>
<th>Evidence / Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Read fluency</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How will we know that they learned it? (How is the task supporting the learning outcome?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>At 50 WPM</td>
</tr>
<tr>
<td>Identify days of year count by Tens.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What will we do when they haven’t learned it? (academic interventions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hane a few kids to OKE Group. Fast fingers. Flash cards.</td>
</tr>
<tr>
<td>Omari to move down.</td>
</tr>
<tr>
<td>Mary.</td>
</tr>
<tr>
<td>Vanessa. (How many 10’s &amp; teens 11-19 - (Tens plus) counto</td>
</tr>
<tr>
<td>How many 10’s &amp; teens 11-19 - (Tens plus) counto</td>
</tr>
<tr>
<td>Move up to the hundreds. Double Ten Frame.</td>
</tr>
<tr>
<td>More explicit.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What will we do when they already know it? (academic extensions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving Place Value Assessment.</td>
</tr>
<tr>
<td>Bring Sla.</td>
</tr>
<tr>
<td>Run off Dibels Pi Assess.</td>
</tr>
<tr>
<td>120 chart.</td>
</tr>
</tbody>
</table>

### Assigned tasks for next meeting
- Giving Place Value Assessment. / Bring Sla. 
- Run off Dibels Pi Assess.
- More explicit.

### Materials needed for next meeting
- Timed test - Monica
- 120 chart

### Additional Comments:

### Mission View PD/PI
- We will start and end on time.
- We will silence electronic devices.
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⇒ If you commit to do something...do it!
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 ______________________

K.CC.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__________ ________