

APPENDIX II – 12

PROFESSIONAL DEVELOPMENT TO SUPPORT MAGNET SCHOOLS AND PROGRAMS

1. Effective Teacher Observations and Reflection Cycles

Improving Tier 1 instruction was a priority of the Magnet Department's professional development during 2017-18, designed around the work of Paul Bambrick-Santoyo's Leverage Leadership: A Practical Guide to Building Exceptional Schools (2012). The District offered PD over eight sessions and included best-practices and strategies on instruction, practice, and guidance for magnet and transition principals, coordinators, and instructional support personnel on implementing an effective teacher Observation and Reflection Cycle. The primary goals for this PD were to increase the ability to identify the key action steps in classroom observations and to have effective one-on-one reflective conversations and to develop the tools for holding teachers accountable to continual development, including specific initiatives for teachers struggling the most. Participants practiced these skills in magnet classrooms and staff monitored their effectiveness during classroom visits and structured debriefings that were incorporated into PD sessions at magnet host schools throughout 2017-18.

2. Designing Quality and Effective Tier 1 Instruction

In addition to the work done to support the effective implementation of the Observation and Reflection Cycle, the Magnet Department hosted Kim Gunn, an educational consultant who provided principals, coordinators, and instructional support personnel two sessions of professional development during the Fall of 2017 to build capacity within magnet schools. The PDs, "Teaching for Mastery Learning," reinforced knowledge on how to support teachers in designing quality and effective Tier 1 instruction. Specific topics included:

- Knowing your standards- unwrapping and stacking the standards
- Writing objectives aligned to the unwrapped standards
- Aligning the cognitive rigor to "teach to the objective"
- Developing a set and closure to *frame* the objective
- Using the gradual release of responsibility cycle
- Demonstrating use of the Essential Elements of Instruction
- Increasing student engagement through the use of collaborative structures
- Focusing on assessment as a tool to increase student understanding and learning

Mrs. Gunn also led three two-day professional development opportunities available to teachers at District magnet and transition schools during weekend sessions. These sessions focused on the same topics as above, through an instructional lens.

3. Professional Learning Communities (PLCs)

Throughout the 2017-18 school year, the District provided Magnet coordinators with the opportunity to broaden their capacity as PLC facilitators through enrollment in the District's Professional Learning Series (PLS) a District-sponsored course led by instructors trained by the New Teacher Center (NTC). PLS is broken into a two-year training, each consisting of four two-day sessions dedicated to training staff members to support teacher learning. For those Magnet coordinators enrolled in PLS Year 1, topics included learning conversation structures for planning, reflecting, and problem solving, with opportunity for observation and evidence-based feedback. Magnet coordinators participated in activities to develop comprehensive mentoring and coaching skills using the NTC Formative Assessment and Support system. This sequenced professional development explored the creation of conditions for equitable instruction, advancing instruction to support language development, differentiating instruction to support diverse learners, and mentoring as leadership. Magnet coordinators who had already participated in PLS during the 2016-17 school year participated again in PLS Year 2, building upon the comprehensive mentoring and coaching skills from PLS Year 1 using the same NTC Formative Assessment and Support system. By building their professional capacity, Magnet coordinators increased their knowledge and tools to more effectively lead fellow staff members through the PLC cycle. PLS training also is discussed in Section IV.B.4.

As part of the 2017-18 301 Pay for Performance Plan, teachers who participated in seven hours of PLC time during the course of the school year qualified for compensation. Teachers were required to submit PLC logs to site administration after each session. To support this plan and the District's emphasis on Danielson's Domain 3 (Instruction), the District included time for additional PLCs in the districtwide professional development calendar for early-release Wednesdays.

Even with PLC trainings scheduled during early-release Wednesdays, the District expected magnets to go beyond the District requirement for PLC implementation. Thus, magnet coordinators submitted a fixed PLC schedule to the Magnet Department. Actual time devoted to PLCs varied by school according to a variety of factors, such as the number of elective teachers and the number of periods in the school day. PLC times also varied depending on the amount of time teachers were willing to spend after school. Added duty funds were available for those teams willing to work in PLCs beyond the school day. To assist schools in providing teachers with PLC time during the contract day, the District will be transitioning Booth-Fickett's middle school, Dodge, and Palo Verde to seven period days beginning the 2018-19 school year. Given the emphasis on building strong PLCs, the District offered magnet coordinators professional development focused on facilitating PLCs during the first two meetings of the 2018-19 school year. This PD provided foundational knowledge for facilitators to support collaborative work with school teams and deepened magnet coordinator understanding of the six essential characteristics of PLCs, the three big ideas, the four critical questions, and the team cycle of inquiry, using the district's PLC Guide and Rubric for schools. *See* Section IV.B.7 below. The District tasked Magnet coordinators with facilitating or being actively involved in PLC teams using knowledge from these professional development sessions (see below, **Magnet PLC Schedules**).

MAGNET PLC SCHEDULES

School	Monday	Tuesday	Wednesday	Thursday	Friday
Bonillas Elementary	1 st & 3 rd 1:00-2:30	2 nd & 4 th 1:00-2:30		5 th 1:10-2:40 Kinder 1:00-2:30	3 rd 8/18 1:00-2:30 1 st 9/8 & 1/19 1:00-2:30
Booth-Fickett K-8	4 th 9:10-11:35	Kinder 9:05-11:10 1 st 12:35-2:55		2 nd 9:10-11:35	3 rd 9:10-11:35 5 th 12:15-2:30
Borton Elementary		Kinder & 1 st 10:00-11:30 4 th & 5 th 1:00-2:30	2 nd 10:00 – 11:30	3 rd 12:30 – 2:00	
Carrillo Elementary	Specialists 9:30-10:30	3 rd 9:15-10:15 4 th 1:00-2:00	1 st 9:15-10:15 Kinder 12:00-1:00	2 nd 9:15-10:10 5 th 1:00-2:00	
Cholla High	Small PLC groups	Large PLC groups		Small PLC groups	Small PLC groups
Davis Elementary	4 th 9:15 – 11:45 2 nd 1:05 – 2:40	1 st 12:10 -1:15	3 rd 10:05 -10:50	Kinder 1:05 -2:45	5 th 1:05 -2:45
Dodge Middle	Science every other Monday 7:30-8:30 starting 08/28		LA every other wed. starting 8/30// 7 th opposite Wed to LA meetings 3:00 4:00	Social Studies Every 2 months on the 3 rd Thursday starting 9/21 7:30-8:30	
Drachman K-6	Scott/C. Flewelling 8:45-10:10 Haro/E. Flewelling 10:15-11:40 Hall/Donnelly 1:15-2:40	Carreon/Valdez 8:45-10:10 Rodriguez/Rosales 10:15 – 11:40 Bragoni/Hiller-Hannan 1:15-2:40	Dates that were indicated for hosting on campus 9/11, 9/12, 9/18, 9/19		Kronmiller/Nye 8:45-10:10 Bury/Walczak 10:15-11:40 Ingram/Morales-Bonilla 1:15-2:40
Holladay Elementary		2 nd 9:45-10:45 1 st & 2 nd 12:30-1:30	3 rd /4 th 9:45 – 10:25	5 th 9:45-10:45 Kinder 12:30-1:30	
Mansfeld Middle				7 th 8:55-9:33 8 th 9:47-10:25 Navigators 11:05-11:43 6 th 11:57–12:35	
Ochoa Elementary	4 TH & 5 TH 9:30 – 11:00	2 ND & 3 RD 9:30 – 11:00 Kinder & 1 st 12:30 – 2:00			
Palo Verde High		CRC LIT 8:00-9:23 AP World History & English 9 9:28-10:51 English 10 11:26-12:49		Algebra 1 & Algebra 2 8:00-9:23 Geometry 9:28-10:51	
Pueblo High		Transition School			

School	Monday	Tuesday	Wednesday	Thursday	Friday
Robison Elementary	K/Kresser 8:45-9:25 K/Reynolds 9:30-10:10 1/Hopwood 10:35-11:15 1/Jacobs 11:20-12:00 4/Zowada 1:15-1:55 4/Minker 2:00-2:40	2/Gallego 8:45-9:25 2/Bruce 9:30-10:10 5/TBA 10:35-11:15 5/Zittlosen 11:20-12:00 3/McDonald 1:15-1:55 3/Morley 2:00-2:40	K/Reynolds 8:45-9:25 K/Kresser 9:30-10:10 5/Alex 10:35-11:15 5/Zittlosen 11:20-12:00 EARLY DISMISSAL	2/Gallego 8:45-9:25 2/Bruce 9:30-10:10 1/Jacobs 10:35-11:15 1/Hopwood 11:20-12:00 3/Marley 1:15-1:55 3/McDonald 2:00-2:40	PID/Molina 8:45-9:25 IID/Hedgcock 9:30-10:10 5/Maria 10:35-11:15 5/Alex 11:20-12:00 4/Zowada 1:15-1:55 4/Minker 2:00-2:40
Roskrige K-8	4 th 9:00	5 th 9:00 8 th 11:00 Electives 11:50 7 th 2:03	Kinder 9:40 1 st 9:45	2 nd 9:00	
Safford K-8	Elective I Rm 412 9:00-9:48// SS Rm 404 & Interventions Rm 102 9:52-10:42// Science Rm 201 & Elective II Rm 202 10:46-11:36// Elective III Rm 304 1:12-2:02// ELA Rm 411 2:06-2:56 K-2 Rm E102 10:30-11:30 3 rd Rm E207 1:50-2:50 5 th Rm E201 2:50-3:50	3 rd Rm E207 1:50-2:50 4 th Rm E205 10:30-11:30	SCHEDULE SAME ALL WEEK	K-2 Rm E102 10:30-11:30	4 th Rm E205 10:30-11:30



Tucson High			PLC 2:00-3:30 ONLY ON WEDNESDAYS SEE SCHEDULE IN BINDER	
Tully Elementary	5 th 9:15-10:45 Kinder 1:00-2:30	2 nd 9:45-11:15 3 rd 1:00-2:30		4 th 9:30-11:00 1 st 1:00-2:30
Utterback Middle	Science 8:53 - 9:43 Social Studies 9:47 - 10:38 Math 2:01 - 2:52 ELA & Electives 2:56 - 3:50	←—————→		
			PLC's are done daily	

District magnet schools reported more than 2,500 team hours spent in PLCs during the 2017-18 school year. In quarterly reports, each magnet school recorded the average phase of development for teams based on the five PLC components of Collaborative Culture, Guaranteed Curriculum, Common Assessment, Ensuring Learning, and Enriching Learning. Site-level PLC facilitators maintained PLC logs on each campus, which included agendas for each PLC, the date and time of the meeting, and the participants (see end, **Example-Magnet PLC Log for Holladay ES**). Most schools included specific details regarding data analysis and action steps.

The Magnet Department visited each school at least once per semester and made unofficial visits on an as-needed basis. To track these visits, the Magnet Department created an observation template based on the District’s rubric (see below). After visits, the observer and facilitator met to debrief the session and discuss strengths and enhancements. If needed, the Magnet Department notified school administrators and directors of any areas needing specific support.

Magnet PLC Observation Template 2017-18

TUCSON UNIFIED SCHOOL DISTRICT			PLC Observation Form		
School/Team:		Are norms reviewed/posted?		Are Collective Commitments communicated/posted?	
Facilitator:				Is there an agenda?	
Date:					
SMART Goal: Specific; Measurable; Attainable; Results-focused; Time-bound:			PLC Focus		
OBSERVATION INDICATOR			EVIDENCE / Comments/Notes		
RATING			Reflection		
EVIDENCE (Cut and paste from District Rubric)			What's working? What are instructional challenges?		
Collaborative Culture	Learning Literal Refined Internalized	*	What do students need to know and be able to do? What is the task or instructional focus? What is the standard or learning target? What are the instructional strategies?		
Guaranteed Curriculum	Learning Literal Refined Internalized	*	How will we know that they learned it? How is the task supporting the learning outcome? What student samples or data are we reviewing? What is our CFA (Common Formative Assessment)?		
Common Assessment	Learning Literal Refined Internalized	*	What will we do when they haven't learned it? Which changes in instructional practices do we need to consider? What Tier 1 academic or behavioral supports shall we consider?		
Ensuring Learning	Learning Literal Refined Internalized	*	What will we do when they already know it? What instructional practices or academic extensions will we consider to enrich learning?		
Enriching Learning	Learning Literal Refined Internalized	*			

TUCSON UNIFIED
SCHOOL DISTRICT

PLC Observation Form

Scripting/Notes:

-

Strengths (List 3-5):

-

Enhancements (List 1-2):

-

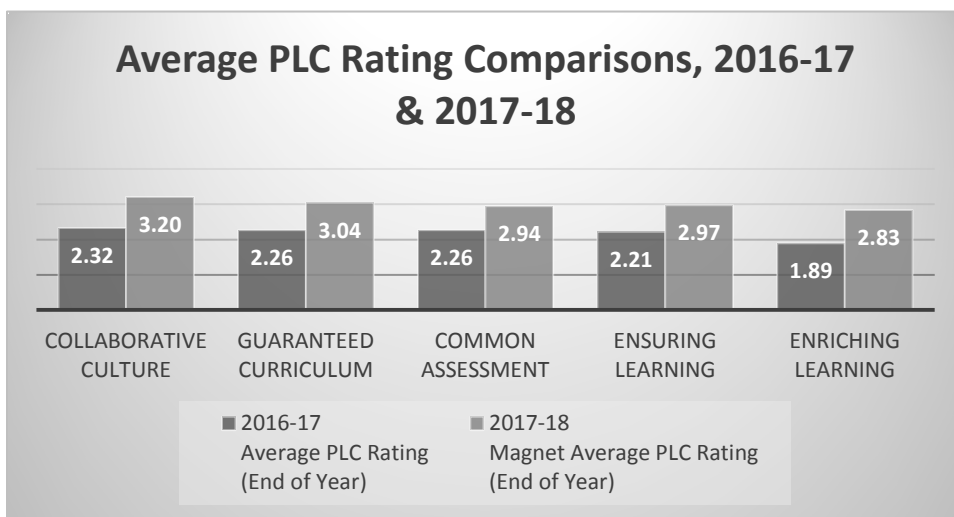
Next Steps (include timeline):

<p>PLC Team:</p> <ul style="list-style-type: none"> • 	<p>Magnet Site Coordinator:</p> <ul style="list-style-type: none"> • 	<p>Magnet Department:</p> <ul style="list-style-type: none"> • <p>Principal:</p> <ul style="list-style-type: none"> •
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Next PLC Observation:

During spring 2016, the District evaluated magnet schools’ progress in effectively implementing and utilizing PLCs. Staff also observed PLCs in the fall of 2017 and the spring of 2018. The District compared spring 2017 results with the PLC ratings from spring 2016. The average rubric ratings indicate improvement in all identified areas from over the course of the year. The graph below indicates the growth made between end-of-year reporting during the 2016-17 school year and the 2017-18 school year.

Magnet School PLC Growth, SY2016-17 to SY2018-19



Magnet schools showed growth in all components from SY2016-17 to SY2017-18. Based on analysis of the above data and Magnet Department observations of PLCs at all magnet schools, the District focus area for magnet schools during SY2018-19 will be on common assessment. Out of the five components, this component showed the least growth (.68) and was noted as an area needing support during district observations. Particular areas of concentration will be:

1. Teams consistently apply common criteria to assess student work and discuss formative instructional practices.
2. Teams discuss common formative assessments at the Focus stage of the Inquiry Cycle; administer CFAs in the Teach stage of the Inquiry Cycle; analyze results together at the Assess stage of the Inquiry Cycle; and implement targeted re-teaching or enrichment based on collective data analysis in the Respond stage of the Inquiry Cycle.

Example-Magnet PLC Log for Holladay ES

Holladay PLC Agenda and Minutes

PLC Team Name: 1 and 2 ELD

Date: 10-3-17

Members Present: Ms. Hall, Ms. Herfkens

Absent: Ms. Mills

Time: 12:30-2:30pm

Time Keeper: Ms. Hall

Facilitator for this PLC: Ms. Comey

Norms:

- TBA
- Commitments TBA when Ms. Mills returns

WIG:

All students will increase a year, or a year and a half growth in reading as measured by NSGRA by May of 2018

Agenda:

- CFA analyze data(Writing and Language standard
- Analyze student work-writing samples
- Writing rubric
-

PLC Focus	Evidence/Comments/notes																
<p>Reflection</p> <ul style="list-style-type: none"> • What's working? • What are instructional challenges? 	<p>Attendance is significantly impacting learning</p>																
<p>What do students need to know and be able to do?</p> <ul style="list-style-type: none"> • What is the task of instructional focus? • What is the standard or learning target? • What are the instructional strategies? 	<p>1.RL.3 We want the students to know how to identify characters, setting, and main events</p> <p>Students will score 3 out of 4 for mastery</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>MP</th> <th>PP</th> <th>P</th> <th>HP</th> </tr> </thead> <tbody> <tr> <td>Hall 3</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Ms. Sandy 6</td> <td>7</td> <td>9</td> <td>4</td> </tr> <tr> <td>9</td> <td>8</td> <td>10</td> <td>5</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Instructional Strategies • Small group using multiple choice strategies • More mini-lesson • Graphic organizers-story- maps • Sequencing skills B-M-E 	MP	PP	P	HP	Hall 3	1	1	1	Ms. Sandy 6	7	9	4	9	8	10	5
MP	PP	P	HP														
Hall 3	1	1	1														
Ms. Sandy 6	7	9	4														
9	8	10	5														
<p>What were some of the reasons for these results?</p>	<ul style="list-style-type: none"> • Too many students • Inattentive students 																

<ul style="list-style-type: none"> • How is the task supporting the learning outcome? • What student samples or data are we reviewing? • What our CFA (Common Formative Assessments)? 	<ul style="list-style-type: none"> • Test format was unfamiliar • Larger print needed • Test needs to be "kid friendly" <p>CFA was looking at student produced work</p> <p>1.W.3 Narrative Writing: We looked over and read the stories the students wrote and we discussed the standard and broke the standard into parts We need to do more work to unwrap the standard to break it down into manageable parts</p>																				
<p>What will we do when they haven't learned it?</p> <ul style="list-style-type: none"> • Which changes in instructional practices so we need to consider? • What Tier 1 academic or behavioral supports shall we consider? 	<p>1.RF.3 Know and Apply Grade Level Phonics</p> <table border="1" data-bbox="618 667 1304 793"> <thead> <tr> <th>MP</th> <th>PP</th> <th>P</th> <th>HP</th> </tr> </thead> <tbody> <tr> <td>Hall 5</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Ms. Sandy 6</td> <td>6</td> <td>10</td> <td>6</td> </tr> <tr> <td>11 32%</td> <td>7 21%</td> <td>10 29%</td> <td>6 18%</td> </tr> <tr> <td></td> <td></td> <td></td> <td>34</td> </tr> </tbody> </table> <p>Strategies: Make a separate strategy group Hall: Jonathan, Brianna, Khaled Ms. Sandy: Adian, Zarius, Ramon Tier 1 Support: Make a separate strategy group using push sounds, Elkonin boxes and writing letter-sound correspondence</p>	MP	PP	P	HP	Hall 5	1	0	0	Ms. Sandy 6	6	10	6	11 32%	7 21%	10 29%	6 18%				34
MP	PP	P	HP																		
Hall 5	1	0	0																		
Ms. Sandy 6	6	10	6																		
11 32%	7 21%	10 29%	6 18%																		
			34																		
<p>What will we do when they already know it?</p>	<p>We are not there yet, none of the students have met the standards</p>																				
<p>What instruction practices or academic extensions will we consider to enrich learning?</p>	<p>Not there yet</p>																				
<p>Assigned tasks for next meeting</p>	<p>CFA Dictation sentences that will assess: Capitalization, ending punctuation, high frequency words, and printing upper and lower case letters correctly</p> <ol style="list-style-type: none"> 1. The man had a snack. 2. We went up the hill. <p>Rubric: 4 all components 3 missing one component 2 missing two components 1 missing three or more components</p>																				
<p>Materials needed for next meeting</p>	<p>Bring CFA performance dictation sentences</p>																				

Comments: Adian MTSS

08

Holladay PLC Agenda and Minutes

PLC Team Name: 2nd Grade
Members Present: Ms. Reyes, Ms. White

Date: 1-16-18

Time: 9:30-11:30 am

Facilitator for this PLC: Ms. Comey, Ms. Terry

Agenda:

- Announcements
- Highly Leveraged Standards
- ASW Pre-test for math and ELA

PLC Focus	Evidence/Comments/notes																
<p>Reflection</p> <ul style="list-style-type: none"> • What's working? • What are instructional challenges? 																	
<p>What do students need to know and be able to do?</p> <ul style="list-style-type: none"> • What is the task of instructional focus? • What is the standard or learning target? • What are the instructional strategies? 	<p>Math: 2.NBT.5 2.NBT.6 Mid-Module 5 Assessment Pre-test out of 25 questions No students met the standard 100% MP</p> <table border="1"> <thead> <tr> <th>MP less than 14</th> <th>PP 15/16/25</th> <th>P 20/21/25</th> <th>HP 22+/25</th> </tr> </thead> <tbody> <tr> <td>White 13</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Reyes 17</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>30</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Reasons: Flipped the equation Add and subtract mixed problems Equation written in unfamiliar way (unknown addend) Working with 3 place values-3 digits Did not use strategies Arrow strategy not taught yet Critical response questions-students have to explain and analyze problems</p>	MP less than 14	PP 15/16/25	P 20/21/25	HP 22+/25	White 13	0	0	0	Reyes 17	0	0	0	30	0	0	0
MP less than 14	PP 15/16/25	P 20/21/25	HP 22+/25														
White 13	0	0	0														
Reyes 17	0	0	0														
30	0	0	0														
<p>How will we know that they haven't learned it?</p> <ul style="list-style-type: none"> • How is the task supporting the learning outcome? 	<p>Strategies for teaching: Teach different equation combinations Adding and subtracting are inverse relationships and can be used to check answers Solve unknown number as an addend Example: _____+400=598 Part+part=whole</p>																

<ul style="list-style-type: none"> • What student samples or data are we reviewing? • What our CFA (Common Formative Assessments)? 	<p>End of Module 5 Pre-test ELA: 2.RL.2.5 Pre-test</p> <table border="1"> <thead> <tr> <th>MM 0,1,2/5</th> <th>PP 3/5</th> <th>P 4/5</th> <th>HP 5/5</th> </tr> </thead> <tbody> <tr> <td>White: 4 31%</td> <td>3 23%</td> <td>2 15%</td> <td>4 31%</td> </tr> <tr> <td>Reyes: 13 72%</td> <td>3 17%</td> <td>2 11%</td> <td>0 0%</td> </tr> <tr> <td>17</td> <td>6</td> <td>4</td> <td>4</td> </tr> </tbody> </table>				MM 0,1,2/5	PP 3/5	P 4/5	HP 5/5	White: 4 31%	3 23%	2 15%	4 31%	Reyes: 13 72%	3 17%	2 11%	0 0%	17	6	4	4
	MM 0,1,2/5	PP 3/5	P 4/5	HP 5/5																
White: 4 31%	3 23%	2 15%	4 31%																	
Reyes: 13 72%	3 17%	2 11%	0 0%																	
17	6	4	4																	
<p>Reasons: Question types: pick two were difficult With 5 questions can't miss more than 2 to be not proficient Students used own interpretation and made incorrect assumptions Example: Trees turn brown they are dead Students need to be able to identify the beginning of a story Strategies: Teach beginning, middle and end Use graphic organizers comparing and eventually VENN diagrams Teach vocabulary: lesson, moral, central message, what did they learn?</p>																				
What will we teach for ELA?	<p>Daily 5 Restart stamina as students are not following norms Focus lessons need to be short and on-going Accountability for students Need and ways to confer with students, needs to be happening every day Use of daily notebooks were discussed Homework other than reading was discussed</p>																			
Assigned tasks for next meeting	Bring materials and check lists and standards																			
Materials needed for next meeting	Engage Modules																			

Additional Comments:

Holladay PLC Agenda and Minutes

PLC Team Name: 5th grade
Members Present: Ms. Reeves
Absent: Ms. Kunnie, Ms. Hixon

Date: 11-30-17

Time: 9:45-11:45 am
Time Keeper:

Facilitator for this PLC: Ms. Comey

Norms:

- Be on Time 9:50am
- No multi-tasking, mindful use of technology, be in the present
- Equity of voice balancing , not talking too much or talking over others
- Balancing negative talk with positive talk
- Stick to the agenda 50% ELA and 50% Math and be prepared with data and materials that has been previewed

WIG:

All students will increase a year and a half growth in reading as measured by NSGRA by May of 2018

Agenda:

- Announcements
- Where are we?
- What are we going to review for the benchmarks
- Writing
- CFA Post for Division and Pre-for Fractions

PLC Focus	Evidence/Comments/notes
Reflection <ul style="list-style-type: none"> • What's working? • Challenges? 	Steve is acting out and being immature-is taking up a lot of time to get him back on task-Reeves Ms. Kunnie- the whole class is different without Pamela, the climate and culture is completely changed
What do students need to know and be able to do? <ul style="list-style-type: none"> • What is the task of instructional focus? • What is the standard or learning target? • What are the instructional strategies? 	5.NF.A.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators Targeted Learning Goal: +,-, equivalency, unit fractions, unit makes up a whole, size of a fraction is proportional to the whole Task is to teach fractions in a way that students can understand and build on their knowledge of math Strategies: Exploratory learning

	<ul style="list-style-type: none"> • Area model, linear model, area, and the circular model, giving students practice with different areas in multiple of was • Using manipulatives • Anchor charts • Candy Hershey bar math • Beyond Pizza and Pies • Real-life representations of fractions • Fraction kits and games
Reasons for Results	<p>Students have "holes" in their learning, some students are still acquiring addition and subtraction facts, some students cannot make a ten or identify a ten.</p> <p>Some students have weak base-ten knowledge to build on Connection to decimals, and connection to money</p>
What will we do when they don't know it?	
	<p>Quick Write: How many ways can you make a dollar? How many ways can we make fraction? Students need multiple ways to practice</p>
What instruction practices or academic extensions will we consider to enrich learning?	
Assigned tasks for next meeting	<p>Need a CFA post for Decimals Need a CFA pre-for Fractions Kunnie's Class-give a quick dip-stick assessment with decimals, and try and to a small intervention with those kids before the benchmark Use Q3 to review decimals as students need to have this skill</p>
Materials needed for next meeting	

ELA: Students are struggling with the standards and common core. Per Reeves, SchoolCity ELA assessment is difficult for students as they cannot dig deeper into understanding
 Example: Inferencing, problem solving, citing reasons and evidence and support with details
 Had a long conversation about book sorting, book themes, types of books, how books are constructed (Spider and the Fly)
 Read more picture books when you have the time
 Read Aloud every day
 5.RI.2 Determine the main idea of a text and explain how they are supported by the key details

5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question

5.W.2 a-e Write informative texts to examine a topic and convey ideas and information clearly
Using the writing prompt to teach how to write to a prompt and to organize an informational essay to include both structure and content

Reading:

Using schoolcity sample text and questions to help students quote from and text and ask and answer questions