

<b>Date: 8/25/22</b>			
WES PLC Agenda			
<b>PLC Driving Questions</b>			
What do we want students to learn?	How will we know if each child has learned it?	How will we respond when some students do not learn it?	What will we do if a student already knows the skill? How can we extend the learning?
Topic	Intended Result	Tool/Materials Needed	Outcome/Actual Results/Takeaways
Loose & Tight of a PLC Culture	Learning what it means to have a loose but tight PLC culture. We will do this learning through the Each One. Teach One. Strategy	Learning by Doing pg. 13-15 Presentation <a href="#">Link</a>	Discussion around what is PLC and what it is not, what it means to be loose and tight, why there needs to be a balance, and the purpose behind collective efficacy.
Collaborative Team Planning Cycle	Teams will learn how to use the cycle to guide their meetings so that the focus on students, learning, instruction, curriculum, and assessment.	Document <a href="#">Link</a>	What we will use to run and guide our collaborative meetings.
<b>Reflection</b>			
1	Did we discuss all topics? Do we need to revisit any?		
	We need to continue the discussion about the collaborative team planning cycle so that everyone is aware and understands.		
2	What are our next steps?		
	Developing Team Norms		
	Developing Team SMART Goals based on current and last year's grade level data.		
	northwest arkansas fall counselor meeting		

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Team Norms & Collective Commitments	To understand and determine how we must behave in order to create the school that will achieve our purpose.	<a href="#">Learning by Doing p. 41 Link</a>	created collective commitments in team binder
Collaborative Team Planning Cycle	Teams will learn how to use the cycle to guide their meetings so that the focus on students, learning, instruction, curriculum, and assessment.	Document <a href="#">Link</a>	We will use this cycle to run and guide our collaborative meetings.
Data Dive	Utilizing our data, we will dive into what our current reality is and identify areas of improvement.		Next meeting: dive into data and create smart goals
SMART Goals	What do we want our team goals to be? Is this a temporary/quarterly goal or is this an end of year goal?		
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5 minutes of fun "Worst Icebreaker Ever"	Culture & Team Building		
Discipline & Behavior Report	Transparency in sharing current reality of Conduct Referrals during 1st month of school, awareness of patterns forming, feedback, data analysis	eSchool Incident Count	
4 SEL Components overview	Examine the 4 Non-Negotiables for Bentonville Elementary to assess what supports are needed for full implementation.		
"Safe Place" Gap Analysis	Better understand the Why and How for this expectation. Define current reality, determine vision, identify steps to achieve preferred outcome.	<a href="#">Gap Analysis graphic organizer</a>	
Reflection			
1	Did we discuss all topics? Do we need to revisit any?	Setting Clear and Compelling Direction	
		Shaping Culture for Learning	
		Leading and Managing Change	
		Transforming Teaching and Learning	
		Managing Accountability Systems	
2	What are our next steps?		

PLC Driving Questions				STUDENTS:	AREA of CONCERN:	Classroom Teacher	
What do we want students to learn?	How will we know if each child has learned it?	How will we respond when some students do not learn it?	What will we do if a student already knows the skill? How can we extend the learning?	Asher Slavens	literacy (writing)	Phillips	Pledger
				Eloisa Pedrozo Fierro	literacy	Phillips	
				Kalum Smith	literacy	Andrews	
				Aliyah Bright	literacy & math	andrews	
Topic	Intended Result	Tool/Materials Needed	Outcome/Actual Results/Takeaways	Lex Bassett	Literacy	Foreman	
Team RTI	Review students currently in Tier 2 and Tier 3. Review any possible students who may need to move tiers.	Kellie's Spreadsheet and other sources		Kolbie Cunningham Thadwith Abhilash Sebastian Dennett Mattie Gonzalez	Literacy	Pearson	
SMART Goals	Begin creating literacy and math SMART Goals	Example in Plan Book p. 12 also <a href="#">Example Template</a>	<a href="#">SMART Goals</a>	Adalyn Rains	Literacy & Math	Pearson	
				Maeve Heuston	literacy and math	Richard	
Reflection				Chris Alay	Literacy/math	Foreman	
1	Did we discuss all topics? Do we need to revisit any?						
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SMART Goals - <a href="#">Link</a>			
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	RTI parent letter	<a href="#">Parent RTI Letter</a>	*All tier 2 and tier 3 need to have parent letter signed at PT conferences. *All of Kellie's are tier 3
Pearson's students of concern	*next steps for Pearson's student of concern		
Math SMART Goal	*share team progress and share ideas on how to get the last few to 120	SMART Goal spreadsheet	
MAP Fluency- Listening Comprehension	*Bowen will share results with the team *Collaborate on strategies on how to improve listening comprehension for whole group and strategies for individuals who struggle even more	MAP Reading Fluency scores	<a href="#">Listening Activities</a>
<b>Reflection</b>			
1	Did we discuss all topics? Do we need to revisit any?		
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WES PLC Agenda - <a href="#">Collaborative Planning Cycle</a>				<a href="#">Campus SMART Goals - Link</a>
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Kellie's Group	determine if the student's who see Kellie are receiving Teir 2 or Tier 3 services			
Matrix and ASP	Howard to review requirements and changes for Matrix			
Best TV shows	to determine which shows are worth watching			
<b>Reflection</b>				
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Smart Goal-Literacy	Ideas to help kids be successful with blends		Centers- more activities with blends. Practice fluency sheets, passages, and sorts with a partner. This would be a great "Read with a partner" activity. Also, teacher student--the teacher will read the word and the student will write it on the dry erase board.	
Smart Goal-Math	95% of the students have 1-120. What can we do with those few kids that did not reach the goal		Counting whole group, repetition, I say, You say counting activity, Differentiated 120s chart, Ordering Numbers, Crossing Decades game Extension: Differentiated 120's chart-build the chart using the expanded form cards, have students place the cards backwards 120-0	
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Concerns	Do we have students that are an immediate concern for academics or behavior?			
Literacy	We've been focusing on retelling fiction and main topic for nonfiction. Decide on a common formative assessment to help determine next steps in instruction.	<a href="#">organizers</a>	-Use the main topic & detail house to get a formative assessment from chapter 2 in Technology at Home & School big book. (Teacherease grade) -Wild Turkey passage for topic and key details (Teacherease grade) instead of The White Table. -Turkey Trouble for retelling (Teacherease grade) instead of The Keeping Quilt. Turkey Trouble support: <a href="https://drive.google.com/file/d/1gs7w7gNNtNGKq00rCmVCy56vp-iajlyW/view?usp=share_link">https://drive.google.com/file/d/1gs7w7gNNtNGKq00rCmVCy56vp-iajlyW/view?usp=share_link</a>	
Math	Q1: What do we want students to learn? Work together to unpack an upcoming math essential skill	<a href="#">Standard Unpack</a>	Essential skill- doubles, doubles +1 See unpack for additional information <a href="#">Math Unpack</a>	
<b>Amy's Groups</b>	<b>confirm Amy's groups, tasks and day/times *We HAVE to get this done today, so when Amy joins us we will need to move to this:)</b>	<a href="#">Amy's Groups</a>	Amy is taking all the kiddos. See document for times and groups.	
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Concerns	Do we have students that are an immediate concern for academics or behavior?		Maive- Richard, Adalyn- Pearson, Eloise- Phillips (Howard updated the "student of concern" tab), check back in January on all 4 kids, Asher Slaven on Pledger's radar to exit to Amy's group, Gyan-not showing growth, Pledger will Dibel: Adalyn, Eloise and Gyan.	
Collaboration Week	understand our role in the collaboration week	Yates		
Literacy plans for next week	OL- family heirlooms/artifacts. Families email a pic and a blurb about the artifact. Phillips- slides	<a href="#">Example of artifact slideshow from last year</a>		
Common Formative Assessment	Discuss how we are going to give the CFA on main topic and key details. Use the upassage to discuss.	<a href="#">Family Tradition Passage</a>	Read passage on Thursday after "Turkey Bowl". Reread on Friday.	
SMART Goal for literacy	Plan activities for Patience to do with the groups that are on blends to get them past that hump. Use the "Phonics and Spelling through..." and "Words their Way" sorts. Mark pages to copy and prepare supplies for Patience.	<a href="#">Patience's Groups</a>		
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First Grade					
Student Name	Teacher	Tier 2 Literacy	Tier 2 Math	Tier 3 Lieteracy	Tier 3 Math
Christopher Alay	Foreman			x	x
Avnoor Braich	Foreman	x	x		
Sam Cruz Collins	Richard	x			
Cora Conn	Richard	x			
Ryker Danenhav	Richard	x			
Brianna Phillips	Foreman	x			
Asher Slavens	Phillips	x			

