

| Date: 8/25/22 | | | |
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| WES PLC Agenda | | | |
| PLC Driving Questions | | | |
| 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 Link | 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 Link | What we will use to run and guide our collaborative meetings. |
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| Reflection | | | |
| 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. | | |
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| 2 | What are our next steps? | | |
| | Developing Team Norms | | |
| | Developing Team SMART Goals based on current and last year's grade level data. | | |
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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. | Learning by Doing p. 41 Link | Created team norms and 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 Link | 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 begin creating 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? | | |
| Reflection | | | |
| 1 | Did we discuss all topics? Do we need to revisit any? | | |
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| 2 | What are our next steps? | | |
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Date: 9/8/22

WES PLC Agenda

PLC Driving Questions

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| Topic | Intended Result | Tool/Materials Needed | Outcome/Actual Results/Takeaways |
| 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. | Gap Analysis graphic organizer | |

Reflection

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| 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? | |
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| WES PLC Agenda - Collaborative Planning Cycle | | | | STUDENTS: | AREA of CONCERN: | Classroom Teacher | Intervention |
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| PLC Driving Questions | | | | Manuel Cruz Mancia | Doesn't know letters and struggles with counting; doesn't fall in with friends when grouping | Jackman | Small group with Phonemic Awareness and Letter ID. (Working on Aa, Bb, Cc) |
| 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? | Elijah | Letter identification; | Shiohira | Working on letter ID Aa BbCc and their formation |
| | | | | Brody | | Shiohira | Working on letter ID Aa BbCc and their formation |
| | | | | Toby | | Shiohira | Working on letter ID Aa BbCc and their formation |
| Topic | Intended Result | Tool/Materials Needed | Outcome/Actual Results/Takeaways | Minna Chen | | Smith | Working on letter ID Aa-Hh and their formation |
| Team RTI | Review students currently in Tier 2 and Tier 3. Review any possible students who may need to move tiers. | Various Sources | | | | | |
| SMART Goals | Begin creating literacy and math SMART Goals | Example in Plan Book p. 12 also Example Template | SMART Goals - Link | Jan | | Elington | Working on letter ID Aa BbCc and their formation |
| | | | | Elijah | | Elington | Working on letter ID Aa BbCc and their formation |
| Reflection | | | | Paxon | | Elington | Working on letter ID and their formation |
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| Smart Goal Data | find out how close we are to meeting our team goal; discuss what we are doing with students that haven't reached their goal; share ideas | names of students that haven't met their goal | Counting to 20: 8 working on counting to 20 (not counting Jackman's class; Alli is absent) What are we doing to practice? Round robin counting, one on one, pound the number they skip Letter ID: 14 still working on letter ID (26) What are we doing? (starting with abc: fluency sheets, lay out cards--teacher says name and student can find the letter then practice formation), sing abcs, letter matching |
| Students of concern | How's it going? | | still working with coaches & teachers |
| Bowen | Listening Comprehension | | How can we work on this in class? use picture cards, bring in some that don't belong |
| Reflection | | | |
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| 2 | What are our next steps? | | |
| | Next time, let's discuss phonological awareness | | |
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| Smart Goals | How's it going? What are we doing with kids that haven't met the goal? | | Math goals met, almost all students have mastered but 3. |
| Smart Goals | What should we focus on next? | Scoring Rubrics-What's a 1, 2 or 3 | racy: Uses sounds taught to label or write a sentence. Math: Quickly identify a number of items in a set from 0-5 without counting (Conceptually Subitize) |
| Data | | | |
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| Collective Commitments: We are going to be respectful and work together to create purposeful instruction. We will be open-minded and honest when communicating. We will be authentic while creating a positive atmosphere. We will have FUN! | | | | Campus SMART Goals - Link | |
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| PLC/RtI | Review and overview of Brett's training | | | Tier 2 reteach, Tier 3 more than a year behind. All students get Tier 1 and Tier 2. Focus is on the essential standards. | |
| Next Steps | Discuss end of quarter results for SMART Goal. Start thinking about essential skills for Q2. Finalize Q2 SMART Goal. | | | | |
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| SMART Goals - Link | | | | | | | | | | |
| Roles: | Owens-facilitator | Smith-time-keeper | Jackman-recorder | Elington-participant | Shiohira-participant | Long-participant | | | | |
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| 2nd Quarter Math Preview | | Unpack 2nd quarter math standards | | | | 12 essential standards. Main focus counting and cardinality. Counting within 50. Cardinality within 10. Writing numbers to 10. Number of the day (What number comes before? What number comes after? Count on from that number to 50.) | | | | |
| SMART GOAL | | Update on first quarter goals & 2nd quarter numbers | | | | Knows 12 letter sounds Can conceptually subitize within 5 | | | | |
| Reflection | | | | | | | | | | |
| 1 | Did we discuss all topics? Do we need to revisit any? | | | | | | | | | |
| | *Cruz in Mrs. Jackman's class* | | | | Move to Tier 2 Kassandra has a small group | | | | | |
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| Students of concern | | | | | | | | | | | | |
| Elijah - Literacy & Math (Shiohira) | | | | | | | Move to tier 2 services | | | | | |
| Brody - Literacy (Shiohira) | | | | | | | Move to tier 2 services | | | | | |
| Reflection | | | | | | | | | | | | |
| 1 | | Did we discuss all topics? Do we need to revisit any? | | | | | | | | | | |
| | | We are teaching blends the wrong way;distorting sounds by teaching blends. Bowen will send us an article. See UFLI Foundations | | | | | | | | | | |
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| 2 | | What are our next steps? | | | | | | | | | | |
| | | Bowen will meet with Shiorhira first week of December to discuss "Tier 2 plan" | | | | | | | | | | |
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