

	Date	Time	Members Present
Today's Meeting	1/8/18 moved to 1/12/18	8:35	Oliver, Parrish, Deaver, Early
Next Meeting	2/12/18 Lesson Progressions for the 3rd Nine Weeks are due 1/19/18	8:35	

Today's Agenda Items

1. Guided Reading Groups should already be in place; reflected in your lesson plans with **AT LEAST** Group Members, TRC Level, and Focus Skills. TRC Question Stems - responding to text through writing: How is this reflected in your lesson plans? How are you ensuring that students are being exposed to the question stems and vocabulary needed to be successful? Post-it Notes, index cards, HOTs question strips, HW: 2 TRC questions using AR book; IDEA: copy on colored cardstock paper and put on ring
2. Hello Literacy Phonics
 - i. What have you done? *Great Reader Strategy cards/anchor chart *used as extension lessons-Author's Purpose-PIE penguin passages *refer to All Months Bundle-Monthly Books by Title
 - ii. What are your roadblocks? *resources, book titles, preparation time, drilling suggested idea up-down to meet learner needs (differentiating)
3. Do you have enough books for your Browsing Boxes? If not, then... - Do not worry about browsing box levels.
 - I. Post on Facebook
 - II. Send note to parents
 - III. Donors Choose
 - IV. Scholastic points
4. New Lesson Plan Template for Guided Reading (Have you taken a look at this? How will you integrate it into your current weekly lesson template?) use it as a guide when planning/adding skills group plans to weekly LPs
5. Vocabulary Program (Wordly Wise)
 - I. How it's being used? to reinforce vocabulary extension and application through whole group & skills groups
 - II. Is it effective?
 - III. Direct Instruction- not being used for H.W. or for grades
6. Possible Retentions emotionally/socially vs academic

Deaver - at risk students were retained in 1st

Early - Jayden Herring M)71 SS)73 WrE)71 ELA)63 *PEP, but unable to transition to Tier II or III, 6 absences
***home factors that influence learning and achievement

MaKenzie Lancaster WrE)70 ELA)73 *PEP, but unable to transition to Tier II or III, recent change may affect, 3 abs.
***home factors that influence learning and achievement

Flavio Ramirez-Rubio M)66 SS)72 ELA)79 *ESL, has potential but does not comply, selective mutism?, 1 absence

Zyrhiana Thompson M)68 SS)75 WrEx)60 ELA)76 *already repeated and EC, 3 absences

Oliver - Austin DeLeon (PEP in place) academics, immaturity, attention issues
Zachary Adams (PEP) in place-academic and attention issues,

Parrish - ? about Xavier Maye; Cortrell Reed (only been here for a short time but seems low, hoping to put PEP in place soon waiting on TRC Data); Zaelynn Stanberry (missed a TON of school)

Agenda Items for the Next Meeting **(Since we will not be meeting for a month, you should discuss the following in your grade level PLCs and be ready to present a plan in February)**

1. Guided Reading Groups (Update after MOY assessment)
 - MOY Data - grouping students across the grade level for intervention/remediation
 - Grade Level common time to address needs- 30 minutes out of your Literacy Block
2. Based on MOY Data, We will update the Problem Solving Process Four-Square below.

Problem Solving Process

<p>Precise Problem Statement (What?, When?, Where?, Who?, Why?, How Often?)</p> <p>ELA: Teaching/motivating students how to locate text evidence in the story, writing in complete sentences</p>	<p>Goal and Timeline (What? By When?)</p> <p>Utilize TRC question stems with Reading Street Text. (Include these in your lesson plan each week)</p> <p>Directly teach how to respond to TRC question stems each week.</p>
<p>Current Levels</p> <p>Will update once MOY assessments have been completed</p>	<p>Solution- Actions (By Who? By When?)</p> <p>Used since BOY- PIE (author's purpose-Persuade, Inform, Entertain)</p> <p>October 2017-Jen Jones-Great Reader Strategy cards 12-11 through 12-19-17 Vocabulary Diagram (Frayer's model) 12-11-17 Problem Solver (problem-solution anchor chart)</p>

Problem Solving Process

<p>Precise Problem Statement (What?, When?, Where?, Who?, Why?, How Often?)</p> <p>Math: Looking for the key vocabulary to help them solve word problems, getting students to actually use what has been taught (strategies, key terms)</p>	<p>Goal and Timeline (What? By When?)</p>
<p>Current Levels</p>	<p>Solution- Actions (By Who? By When?)</p> <p>Teach key vocabulary/ anchor charts (Math) - We already use the "Steps to Problem Solving" anchor chart and key terms (from the Problem Types Resource Notebook)</p> <p>12-11-17....refer to as needed-anchor chart on the front board CUBES (Circle, Underline, Box, Evaluate/Eliminate, Show Your Work)</p>

Organizational/Housekeeping Task List

Item	Discussion	Decisions and Tasks	Who?	By When?
How to motivate students to complete work in a timely fashion.		Problem Solving Activity		Email was sent 12/8/17 Have you completed

How to teach students to be problem solvers			(See K. Griffin)	this Problem Solving Activity with your students? Yes, 12/11/17
Cleanliness of Classrooms	How often... Carpets vacuumed? Floors mopped? Sinks scrubbed? Tables washed/sanitized? Trash emptied?	Custodian Sheets need to be completed weekly by Mr. Calvin. If not, then mark which items were done each day. Turn sheets in to Mrs. Piro's box.	Mr. Calvin 2nd Grade teachers Piro/Lynch	Weekly Notify daily if major issues are not addressed
Possible Retention Lists	See spreadsheet in PLC Google Folder			
Phonics Resources to match the needs of students	Need some resources with Phonics lessons. Currently using the Hello Literacy Monthly bundles	Florida Center for Reading Research FCRR.org	Teachers will email Mrs. Piro for resources for specific areas/resources	Will check on this again at our next PLC meeting in February