Date: 8/25/22						
WES PLC Agenda						
		PLC Drivi	ing Qu	estions		
What do we want stu learn?	idents to	How will we know if each child learned it?	d has	How will we res some students d		What will we do if a student alreayd knows the skill? How can we extend the learning?
Topic		Intended Result		Tool/Materials Needed	Out	come/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 <u>Link</u>	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 behi collective efficacy.	
Collaborative Team Planning Cycle Teams will learn how to use the cycle to guide their meetings that the focus on students, learning, instruction, curriculum, a assessment.				Document Link	What we will use to run and guide our collaborative meetings.	
		Ref	flectio	n		
1 Did we disc	uss all topics	s? Do we need to revist any?				
	ntinue the discu	ssion about the collaborative team pla	nning c	ycle so that		
2 What are o	ır next steps	s?				
Developing Tea						
1 0		ls based on current and last year's grad	le level d	lata.		
northwest arka	ansas fall couns	elor meeting				

WES PLC Agenda						
		PLC Driving Ques	stions			
What do we want students t	o learn?	How will we know if each child has learned it?	How will we respons	nd when some ot learn it?	What will we do if a student alreayd knows the skill? How can we extend the learning?	
Topic		Intended Result	Tool/Materials Needed	Outcome/Actual Results/Takeaways		
Team Norms & Collective Committments		and deteremine how we must behave in order to the school that will achieve our purpose.	Learning by Doing p. 41 Link	created collective commitments in team binder		
Collaborative Team Planning Cycle	eam Planning Cycle Teams will learn how to use the cycle to guide their me that the focus on students, learning, instruction, curricu assessment.			We will use this cycle to run and guide our collaborative meetings.		
Data Dive	Utilizing our da	a, 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		nat do we want our team goals to be? orary/quarterly goal or is this an end of year goal?				
		Reflection				
1 Did we discr	uss all topics	s? Do we need to revist any?				
2 What are our next steps?						

WES PLC Agenda							
			PLC Driving Ques	stions			
What do we	want students	to learn?	How will we know if each child has learned it?	How will we responstudents do no		What will we do if a student alreayd knows the skill? How can we extend the learning?	
Topi	С		Intended Result	Tool/Materials Needed	ls Outcome/Actual Results/Takeaways		
5 minutes of fun "W Ever"	orst Icebreaker	Culture & Team	Building				
Discipline & Behavio	or Report		sharing current reality of Conduct Referrals h of school, awareness of patterns forming, analysis	eSchool Incident Count			
4 SEL Components	overview	Examine the 4 N	Ion-Negotiables for Bentonville Elementary to ports are needed for full implementation.				
"Safe Place" Gap Analysis Better understand the Why a current reality, determine vis preferred outcome.			nd the Why and How for this expectation. Define determine vision, identify steps to achieve me.	Gap Analysis graphic organizer			
Reflection							
	Did we disc	uss all topics	s? Do we need to revist any?		Se	etting Clear and Compelling Direction	
						Shaping Culture for Learning	
						Leading and Managing Change	
1					Т	ransforming Teaching and Learning	
1	3					Managing Accountability Systems	
	What are of	ur next steps	5?				
2							

	ning Cycle								
PLC Driving Questions						STUDENTS:	AREA of CONCERN:	Classroom Teacher	
						Asher Slavens	literacy (writing)	Phillips	Pledger
hat do we want student	s to learn?	How will we know if each child has	How will we res			Eloisa Pedrozo Fierro	literacy	Phillips	
learned it? some students		some students do	o not learn it?	an caya knows the skin. How can	Kalum Smith	literacy	Andrews		
						Aliyah Bright literacy & math		andrews	
Торіс	Intended Result Tool/Materials Needed				Lex Bassett	Literacy	Foreman		
			Kellie's Spreadsheet and other sources			Kolbie Cunningham Thadwith Abhilash Sebastian Dennett Mattie Gonzalez	Literacy	Pearson	
SMART Goals	SMART Goals Begin creating literacy and math SMART Goals Book p. 12 also			12 <u>SMART Goals</u>		Adalyn Rains Literacy & Math		Pearson	
						Maeve Heuston	literacy and math	Richard	
		Reflection				Chris Alay	Literacy/math	Foreman	_
1 Did we discu	ıss all topics	s? Do we need to revist any?							_
2 What are ou	r next stens	??							
2 What are or	ii iicat stept	•							

MART Goals - <u>Link</u>						
		PLC Driving Q	ıestions			
Vhat do we want students to learn?		How will we know if each child has learned it?	How will we res some students d		What will we do if a student alreayd knows the skill? How can we extend th learning?	
Topic		Intended Result	Tool/Materials Needed	Ċ	Outcome/Actual Results/Takeaways	
		RTI parent letter	Parent RTI Letter	*All tier 2 and tier Kellie's are tier 3	3 need to have parent letter signed at PT conferences. *All o	
Pearson's students of concern	*nex	t steps for Pearson's student of concern				
Math SMART Goal	*share team pi	rogress and share ideas on how to get the last few to 120	SMART Goal spreadsheet			
MAP Fluency- Listening Comprehension	strategies on ho	ll share results with the team *Collaborate on ow to improve listening comprehension for whole rategies for individuals who struggle even more	MAP Reading Fluency scores	<u>Listening Activities</u>		
		Reflection	on			
1 Did we disc	uss all topic	s? Do we need to revist any?				
	•					
2 What are o	ur next steps	3?				

MES DI C Agonda C	Collaborative Dlan	ning Cyclo					Campus SMART	Cools Link
SMART Goals - Lin								
SPIAINI GOAIS - LIII	<u>IK</u>		PLC Driving Qu	.actions			+	
				lestions				
			How will we know if each child has	will we know if each child has How will we re		What will we do if a student alreayd		
			learned it? some students do not learn it? knows the skill		o not learn it?	knows the skill? How can we extend the		
					learning?			
Topi	ic		Intended Result	Tool/Materials Needed	Outcome/Actual Results/Takeaways			
Kellie's G	- Provin	determine if the	he student's who see Kellie are receving Teir 2 or					
			Tier 3 services					
Matrix an			review requirements and changes for Matrix					
Best TV s	shows	to det	ermine which shows are worth watching					
							_	
			Reflection	on				
1	Did wo disc	ucc all topics	s? Do we need to revist any?					
1	Did we disc	uss all topics	s: Do we need to revist any:				-	
							-	
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י	What are or	ir nevt ctone	.7				1	
	vviiat are ot	ar next steps);					
							-	
							-	

ES PLC Agenda - <u>Collaborative Plan</u>	ning Cycle					Campus SMART	Goals - Link
MART Goals - <u>Link</u>							
		PLC Driving Qı	ıestions				
What do we want studen	ts 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 alreayd knows the skill? How can we extend the learning?		
Topic		Intended Result Tool/Materials Outcome/Actual Results/Takeaways Needed					
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 studentthe teacher will read the word and the student will write it on the dry erase board.			
Smart Goal-Math	95% of the stu	dents have 1-120. What can we do with those few kids that did not reach the goal	120s chart, 0		ting whole group, repetition, I say, You say counting activity, Differentiated chart, Orering Numbers, Crossing Decades game Extension: Differentiated chart-build the chart using the expanded form cards, have students place the cards backwards 120-0		
		Reflection	on				
1 Did we disc	uss all topic	s? Do we need to revist any?					
2 What are or	ır next steps	3?					

ES PLC Agenda - Collaborative Pla	nning Cycle					Campus SMART	Goals - Link
MART Goals - <u>Link</u>		PLC Driving Qu	ıestions				
Vhat do we want students to learn?				spond when o not learn it?	What will we do if a student alreayd knows the skill? How can we extend the learning?		
Topic		Intended Result Tool/Materials Outcome/Actual Results/Takeaways Needed					
Concerns	Do we hav	e 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.		<u>organizers</u>	-Use the main top in Technology at I -Wild Turkey pass The White Table. -Turkey Trouble for Turkey Trouble su com/file/d/1gs7w7			
Math	Q1: What do we	want students to learn? Work together to unpack an upcoming math essential skill	Standard Unpack	Essential skill- do See unpack for ad Math Unpack			
Amy's Groups	confirm Amy's done today, so	groups, tasks and day/times *We HAVE to get this when Amy joins us we will need to move to this:)	Amy's Groups	Amy is taking all t	he kiddos. See document for times and groups.		
		Reflectio					
		Reflection	DI1				
1 Did we disc	cuss all topic	s? Do we need to revist any?					
2 What are o	ur next step	s?					
	•						

l						Campus SMART Goals - Link	
SMART Goals - <u>Link</u>							
PLC Driving Questions							
What do we want studen	ts to learn?			pond when o not learn it?	What will we do if a student alreayd knows the skill? How can we extend the learning?		
Торіс		Intended Result	Tool/Materials Needed	(Dutcome/Actual Results/Takeaways		
Concerns	Do we hav	e students that are an immediate concern for academics or behavior?		of concern" tab), c	dalyn- Pearson, Eloise- Phillips (Howard updated the "student heck back in January on all 4 kids, Asher Slaven on Pledger's ny's group, Gyan-not showing growth, Pledger will Dibel: l Gyan.		
Collaboration Week	unde	rstand 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 aritifact. Phillips- slides		Example of artifact slideshow from last year				
Common Formative Assessment	Discuss how we are going to give the CFA on main topic and key details. Use the upassage to discuss.		Family Tradition Passage	Read passage on T	Thursday after "Turkey Bowl". Reread on Friday.		
SMART Goal for literacy blends to get them past through" and "Words ti		es for Patience to do with the groups that are on nem past that hump. Use the "Phonics and Spelling I "Words their Way" sorts. Mark pages to copy and prepare supplies for Patience.	Patience's Groups				
		Reflection	on				
1 Did we disc	cuss all topic	s? Do we need to revist any?					
2 What are o	ur next step	s?					

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	х	x		
Sam Cruz Collins	Richard	х			
Cora Conn	Richard	х			
Ryker Danenhav	Richard	х			
Brianna Phillips	Foreman	х			
Asher Slavens	Phillips	х			

					RtI Co	onsiderations 2022-2023 Math Rtl, Literacy Rtl
		CEACO	FCLO	CDEDO	A6	Kindergarten
Student Name	Teacher	SEAS?	ESL?	SPED?	Area of Concern	PLC Notes
Asher Slavens	Phillips	~		V	Literacy Math	9/22-writing MAP Math 155, Lit 145 11/17 Pledger thinks he may be able to graduate out of her group. Having a speech eval done.
Eloisa Pedrozo Fierro	Phillips				Literacy Math	11/17 seeing Amy. Phillips thinks it may have to do a lot with language but is struggling
Kalum Smith	Andrews				Literacy Math	
Aliyah Bright	Andrews			V	Literacy Math	
Lex Bassett	Foreman				Literacy Math	
Kolbie Cunningham	Pearson			V	Literacy Math	9/29-still working on letter names, going to reassess with letter sounds. Identified with a language impairment, chronic lung disorder, work to do when at nospital. MAP Math 157, ltt 164 11/4 - Last doy at Willowbrook. Virtual
Thadwith Abhilash	Pearson		~		Literacy	
Sebastian Dennett	Pearson				Literacy	
Mattie Gonzalez	Pearson				Math Literacy	
Adalyn Rains	Pearson				Math Literacy	P/29 Counts to 20, Lit letter sounds and letter names. Reassess any skills from NSA/ASP that were not FS then meet with Howard. MAP Moth 149, Lit 145 11/17 On an H PAST above grade level. Mixes up vowels
Maeve Heuston	Richard				Math	INIT/ Struggling in literacy and math. Bowen spake with Dr. Ross, her k virtual teacher, she said it was a struggle to get her to do anything, she basically just look at the screen all year. Seeing Redger-progress monitaring her on phonological awareness with MAP reading fluency. On an H on the PAST which is obove grade level. Mikes up vowels
Chris Alay	Forman	V	~		Math	reading fluency. On an H on the PAST which is above grade level. Mixes up vowels 9/22 Recommended for full eval testing MAP Math 152, Lit 153
Avnoor	Foreman	~	~		Math Literacy	9/29 Reassess NSA/ASP skills not mostered and meet with Howard. MAP Math 163, Lit 157
Olivia MAP	Richard			V	Math Literacy	9/29 concerned about her not talking and how to grade her. MAP Math 176, MAP Lit 163
Gyan	Pearson		~		Math Literacy	11/17 slow growth, working in a diagraph group along with cvc words
					Math Literacy	
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