

Date: 8/25/22			
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.
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.		
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 collective commitments in team binder; Will make time as a team to create team norms.
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. Thoughts to consider: extra time to dive into data as a team regularly, enrichment activities, ideas about incorporating GC and library to help extend learning for the grade level, supporting sped "what does proficiency look like?"; continue the discussion of modify vs accommodate
Data Dive	Utilizing our data, we will dive into what our current reality is and identify areas of improvement.		Next meeting will 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?		
2	What are our next steps?		

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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.	Gap Analysis graphic organizer	
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?		

WES PLC Agenda - Collaborative Planning Cycle				STUDENTS:	AREA of CONCERN:	Classroom Teacher	Intervention
PLC Driving Questions							
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Topic	Intended Result	Tool/Materials Needed	Outcome/Actual Results/Takeaways	Kade Ferguson	Literacy/Math	Ladd	Sridevi's group
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		Zach Liddekee/ Bailey Jones	Reading Fluency/Comprehension	Rushing	Amy Baker's group
SMART Goals	Begin creating literacy and math SMART Goals	Example in Plan Book p. 12 also Example Template	SMART Goals: Literacy Math	Idan Nelson	Fluency & comprehension/Mainly due to defiance	McDaniel	
				Brooklyn Hufford	Monitoring	Carter	Sridevi's group
Reflection							
1	Did we discuss all topics? Do we need to revisit any?						
2	What are our next steps?						

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PLC Driving Questions			
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SMART Goals	-Discuss how we are going to post our individual classroom growth for the fourth grade literacy and math smart goals	SMART Goals: Literacy Math	-Use a poster in a graph format for the class as a whole. Create growth graphs, for SMART goals by the end of next week.
SMART Goals	-Discuss the next steps for our grade level smart goals		-Find Grade Level Assessment for Math & Literacy SMART Goals, for November. (Send to Print)
	RTI parent letter	Parent RTI Letter	-Have all RTI students' parents sign a copy at Parent Teacher Conferences in October.
Reflection			
1	Did we discuss all topics? Do we need to revisit any?		
	Yes, not at this time.		
2	What are our next steps?		

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PLCs, Norms, & Collaborative Commitments	-Discuss what a PLC is, what our Norms are for meetings, and what we said our Collective Commitments were		Norms will drive our roles and responsibilities in task management and our we will revisit our Collective Commitments at the beginning of each meeting
PLC Roles	-Discuss the Role each member plays in the PLC process		We will create a Rotation Chart for sharing the roles and responsibilities
Quarter 1 SMART Goals	-Revisit our Quarter 1 SMART Goals and clarify some of our thinking	Essential Standards	We need to identify what our next CFAs will be
Quarter 2: Essential Standards	-Identify Quarter 2 Essential Standards	Essential Standards	We will work on this task at our next meeting
Reflection			
1	Did we discuss all topics? Do we need to revisit any?		
	We need to revisit the roles of each member by going over the "Rotation Chart".		
2	What are our next steps?		
	Our next steps will be to identify the Essential Standards for Quarter 2, set new SMART Goals, plan CFAs, and create our targeted "Student Need" list for each of our classrooms based on the current progress with the Quarter 1 Essential Standards/Learning Targets.		

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Collaborative Commitments			
Topic	Intended Result	Tool/Materials Needed	Outcome/Actual Results/Takeaways
Review and Post Collaborative Commitments (Norms)	-To make sure that we understand and know what our focus is as a team		
Share the "Leadership Roles" rotation	-To allow each team member to contribute and grow as a leader	Collaborative Team Meetings "Leadership Roles"	
Quarter 1: SMART Goal (CFAs) Main Idea & Supporting Details	-To create or find CFAs to assess our quarter 1 SMART Goals -To create our targeted "Student Need" list for each of our classrooms based on the current progress with the Quarter 1 Essential Standards/Learning Targets	Quarter 1: Essential Standards Literacy: SMART Goal	Revert back to "house" graphic organizer to teach supporting details. Lower grades are using this method. If students are still struggling to determine a main idea from a topic, try going back to nonfiction text features.
Quarter 2: Essential Standards & Identify SMART Goals Adding/Subtracting Fractions in Word Problems	-To identify the quarter 2 essential standards we would like to create SMART Goals for (one literacy and one math) and then to create those SMART Goals	Quarter 2: Essential Standards Math: SMART Goal	Unit Fraction Counting Collections Recording Sheet (Jessica has sets of unit fraction collections)
Reflection			
1	Did we discuss all topics? Do we need to revisit any?		
	We discussed both math and lit data from the assessments George's teeth and the Puzzle. Luke will give the puzzle assessment and will re-enter his data.		
2	What are our next steps?		
	Give RI.4.9 Integrates information from two texts on the same topic. Give the pre-assessment the week of November 28th. Have data entered by Dec. 8th.		

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<u>Collaborative Commitments</u>			
Topic	Intended Result	Tool/Materials Needed	Outcome/Actual Results/Takeaways
Literacy SMART Goal	Discuss CFA results and determine what to do next.	Carnivorous Plant	Before you give the test talk about what you are going to do beforehand so everyone is on the same page and gives the assessment the same. Discuss the passage and how you are going to build their background knowledge before so everyone is getting the same knowledge. We don't want skewed results. Have students discuss what they know about the topic and maybe vocabulary.
Math SMART Goal	Discuss CFA results and determine what to do next.	Lauren's Pie	Struggling with what the whole is in the story- read different word problems and discuss what the whole is-just find the whole. Need small group activities email Jen
Reflection			
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Literacy SMART Goal	Discuss CFA results and determine what to do next.	Pioneer Families & China/Italy	
Math SMART Goal	Discuss CFA results and determine what to do next.	"Painting Room"	
	Discuss integrating two text CFA		
Reflection			
1	Did we discuss all topics? Do we need to revisit any?		
2	What are our next steps?		

Fourth Grade					
Student Name	Teacher	Tier 2 Literacy	Tier 2 Math	Tier 3 Lieteracy	Tier 3 Math
Jonathan Alay	Vaught			R	R
Trevor Alderson	Ladd	x			
Monroe Bassett	Carter	x			
Cece Benfield	Eckert			R	R
Mercedes Cattaneo	Eckert			x	
Shep Crowley	Eckert			R	R
Avery Dennett	Eckert			x	R
Michael DiGiacomo	Rushing	x			
Barrett Eichelberger	Eckert			x	
Jennah Gonzalez-Khan	McDaniel	x			
Aubrey Hastings	Eckert			R	R
Lucas Hollandsworth	Rushing	x			
Dishitha Jaganathan	Eckert			x	
Ella Grace Kingery	Ladd	x			x
Zach Liddekee	Rushing	x	x		
Lucy Lloyd	Carter	x			
Ezekiel Lutters	Eckert			R	R
Camryn Obenshain	Ladd		x	x	
Nayana Sunith	Vaught	x			R
Alex Phillips	Ladd	x			
Zach Ward	Vaught			R	

RtI Considerations 2022-2023 Math RtI , Literacy RtI						
Fourth Grade						
Student Name	Teacher	SEAS?	ESL?	SPED?	Area of Concern	PLC Notes
Kade Ferguson	Ladd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Literacy	progress monitoring with read works for comprehension
					Math	
Zach Liddekee	Rushing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Literacy	
					Math	
Bailey Jones	Rushing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Literacy	
					Math	
Idan Nelson	McDaniel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Literacy	
					Math	
Brooklynn Hufford		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Literacy	
					Math	
Elsa Carter	Vaught	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Literacy	Needs a current Tier 2 pocket for a comprehension learning target. Literal comprehension deficit on MAP ORF as well as below grade level performance in classroom. Progress monitoring will be with MAP ORF literal comprehension.
					Math	
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