



Apr 18, 2022

Team Members Present:

- Hall
- Thomas
- Davidson
- Boyd
- Long

- Sanders
- Johnson
- Oliphant
- Wallingsford
- Bohler
- Guest:

Four Essential Questions:

1. What do we want each/every student to learn?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How will we respond when students already know it?

Our Commitments:

- We will use data for intervention/extensions to support student learning.
- We will use data to drive our instructional decisions.
- We will seek evidence-based instructional practices to move student learning forward.
- We will keep our parents informed of student academic progress.
- We will establish relationships by greeting our students, sharing good things, and using our social contract to build a culture of family.
- We will create a culture of student discussion.
- We will identify all available resources to meet the needs of ALL students academically, through interventions and or extensions.
- We will identify all available resources to meet the needs of ALL adult learning.

House Keeping

Roles:

Facilitator: Oliphant
 Time Keeper: Johnson
 Charter: Hall
 Note Taker: Thomas
 Affirmer/Launcher/Good News: Davidson

Our Norms

- To ensure we are ending on time, we will stay on topic and use our time effectively.
- We will ensure there is a common understanding before moving forward to the next topic.

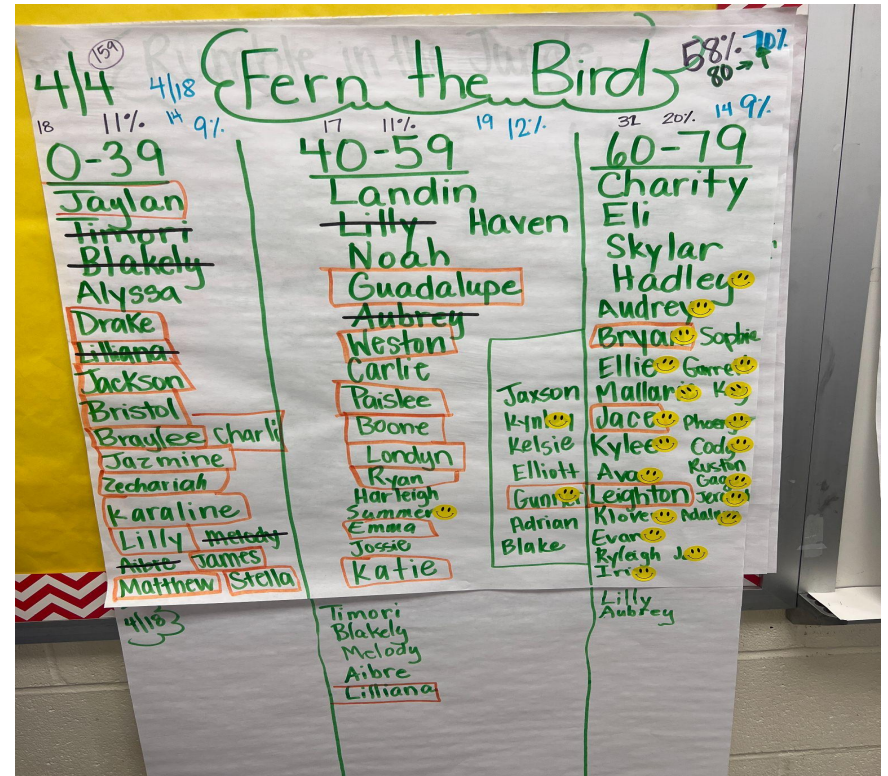


Team Builder: Boyd/Wallingsford

If you have questions: Go ahead and type it in here prior to the meeting! May be addressed at PLT on Monday, during our grade level on Thursday, or answered by someone else (Bohler, teammate, etc.)

2nd Grade Working Calendar

Time	Focus (Tools/Resources/Strategies)	Notes
2:30	Team Building:	
2:40	Manipulation of Sound Data	Chart growth
2:50	Chart Goats Dream <ul style="list-style-type: none"> • Sticker Fern the Bird • What % of kids are/are not reading 80-100 wpm for these passages? Smart Goal: By April 18, we will increase the number of students reading 80-100 wpm by 10% by continuing to use our nightly fluency checks and book journeys in the classroom.	Goat's Dream - 61% at or above 80 wpm Fern the Bird - 70% at or above 80 wpm



3:00

Fiction PreTest - Benchmark Unit 2 Assessment
(Getting Along)

Questions that match Report Card
 #9-Middle, End (sequence of events)
 #10-Beginning (sequence of events)
 #11-Where
 #12a, b-Who
 #16-Describes the closing of the story or event by explaining what the character learned.

Reassess this test if needed for report card data.



3:10	NWEA Test Guidelines and Testing Suggestions April 25-29: Literacy MAPS May 2-6: Math MAPS	<ul style="list-style-type: none"> • Reading: If a student has already taken MAP Growth 2-5 and scored 170 RIT or lower, the MAP Growth K-2 assessment is more appropriate. If a student has already taken MAP Growth K-2 Reading and has scored 190 RIT or higher, they are ready to take the MAP Growth 2-5 assessment. • Math: If a student has already taken MAP Growth 2-5 and scored 170 RIT or lower, the MAP Growth K-2 assessment is more appropriate. If a student has already taken MAP Growth K-2 Mathematics and has scored 200 RIT or higher, they are ready to take the MAP Growth 2-5 Mathematics assessment.
REMINDERS.....		
	Unit 7 Math Assessment	Give and bring back NEXT WEEK-April 25
	Look at Results -NWEA <ul style="list-style-type: none"> • Math Computation- 100 problem solving with regrouping • Math Computation- 100 numbers 	Give regrouping again the week of May 2.
Summer Camp	Assessment Data Wall	