






BBS Collaborative Team Agenda & Minutes

Date: Monday, ^{Nov.} 1st, 2020 Time: 2:45 – 3:30 Location: Room # 4

Meeting Norms: <ul style="list-style-type: none">● Active participation & engagement by all.● Positive attitude.● Mutual respect.● Be flexible.● Be prepared.● Be united.	Attendees: <p>Andy Ruelas </p> <p>Cira Siso </p> <p>Estela Aguirre </p> <p>Patricia Brady </p> <p>Vicente Hernandez </p>
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Objectives (Based on Teacher/Campus Goals)

1. What do we expect our students to learn? (Goals/Priority Standards/9 Week Checklist/Data)
Demonstrate where to begin reading by pointing (first word, top/left)

2. How we know they learned it? (Examine Formative Assessment/Analyze Student Work Samples to Know What They Know)
When they place their finger under the first word of the sentence.

Action Plan (Based on Student Results)

3. How will we respond for students that didn't learn it? (Rtl/Reteach/Address Errors & Misconceptions/Support Skills)
Highlight the first word, Hand over hand pointing

4. How will we respond for students that already know it? (Rtl/Deepen/Extend Skills)
Dropping finger and tracking with their eyes.

BBS Collaborative Team Agenda & Minutes

Date: 11-30-20	Time: 2:45-3:30	Location: Room 9
<p>Meeting Norms:</p> <ul style="list-style-type: none"> 👤 Active participation & engagement by all. 👤 Positive attitude. 👤 Mutual respect. 👤 Be flexible. 👤 Be prepared. 👤 Be united. 	<p>Attendees:</p> <p>Haley Bradley <i>Haley Bradley</i> Christina Pea <i>CPea</i> Sandra Cotrino <i>Sandra Cotrino</i></p>	
Objectives (Based on Teacher/Campus Goals)		
<p>1. What do we expect our students to learn? (Goals/Priority Standards/9 Week Checklist/Data)</p> <p>We are continuing to work on Picture Vs. Print directionality, about half of our classes are performing on level for this skill. (PreK 3 about 20 percent is performing on level).</p>		
<p>2. How we know they learned it? (Examine Formative Assessment/Analyze Student Work Samples to Know What They Know)</p> <p>Essential learning checklist, small groups, whole group, OS assessments.</p>		
Action Plan (Based on Student Results)		
<p>3. How will we respond for students that didn't learn it? (Rtl/Reteach/Address Errors & Misconceptions/Support Skills)</p> <p>Peer modeling, small group instruction, read alouds, library center</p>		
<p>4. How will we respond for students that already know it? (Rtl/Deepen/Extend Skills)</p> <p>The students can share books with friends and start to explore with book making, incorporate big books more into the teacher center and start exploring punctuation marks.</p>		