

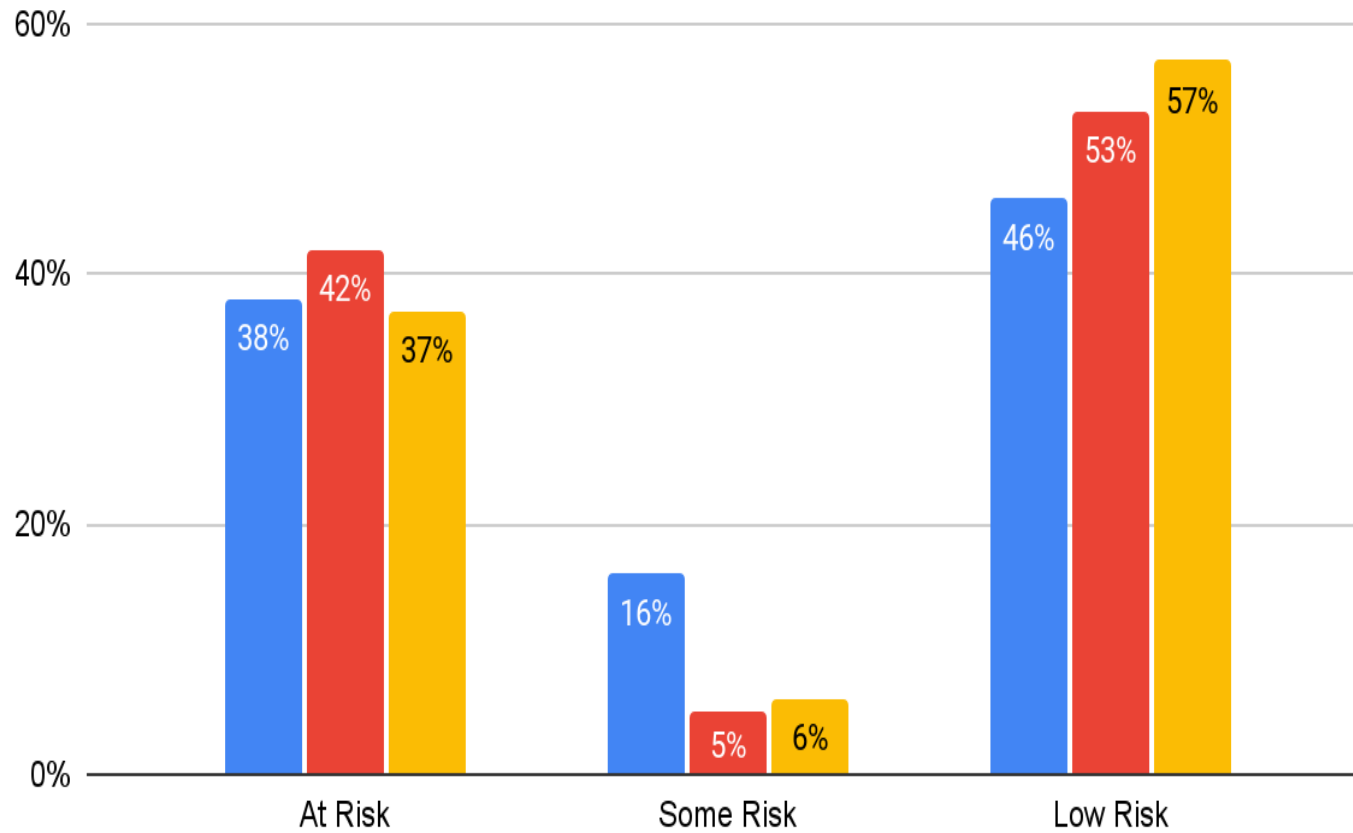


Apr 27, 2022	
Team Members Present: <input checked="" type="checkbox"/> Corley <input checked="" type="checkbox"/> Overton <input checked="" type="checkbox"/> Hale <input checked="" type="checkbox"/> Piercee <input type="checkbox"/> Long <input checked="" type="checkbox"/> Tomlinson	<input type="checkbox"/> Pace <input checked="" type="checkbox"/> Allen <input checked="" type="checkbox"/> Williams <input checked="" type="checkbox"/> Hollinger <input checked="" type="checkbox"/> Hunt <input type="checkbox"/> Bohler <input checked="" type="checkbox"/> Bonner
Our Norms <ul style="list-style-type: none"> To ensure that we will come prepared and ready to work, we will make sure to use supportive reminders to bring our data binders and needed materials. We will maintain intentional conversations to ensure that we focus on students and instruction. We will launch each topic with common understanding by using time to address next steps and questions. 	Our Commitments: <ul style="list-style-type: none"> 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: Corley Reminder: Hale Norms: Pace Time Keeper: Bonner Charter: Tomlinson Note Taker: Allen Affirmer/Launcher/Good News: Missy Team Builder: Hunt/Hollinger
	Four Essential Questions: <ul style="list-style-type: none"> What do we want each/every student to learn? How will we know if each student has learned it? How will we respond when some students do not learn it? How will we respond when students already know it?

Time	Focus (Tools/Resources/Strategies)	Notes																																																																																																																																																																																																																																																																																																																																																																																	
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2:55-?	<p>END of Year Assessment- Which ones and when do we need to give them.</p> <table border="1" data-bbox="304 423 1060 820"> <thead> <tr> <th></th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> <th>G</th> <th>H</th> <th>I</th> <th>J</th> <th>K</th> <th>L</th> <th>M</th> <th>N</th> <th>O</th> <th>P</th> <th>Q</th> <th>R</th> <th>S</th> <th>T</th> <th>U</th> <th>V</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Kinder DSA</td> <td colspan="3">sat</td> <td colspan="3">mop</td> <td colspan="3">rug</td> <td colspan="3">fin</td> <td colspan="3">web</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>STUDENT NAME</td> <td>sat</td> <td>a</td> <td>t</td> <td>m</td> <td>o</td> <td>p</td> <td>r</td> <td>u</td> <td>g</td> <td>f</td> <td>i</td> <td>n</td> <td>w</td> <td>e</td> <td>b</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>Grade Level Average</td> <td>99%</td> <td>97%</td> 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Average	99%	97%	98%	97%	97%	96%	97%	94%	95%	97%	92%	96%	96%	91%	94%							4	Overton	94%	94%	94%	94%	100%	94%	94%	94%	100%	94%	94%	94%	94%	89%	83%	94%						5	Corley	100%	100%	94%	88%	100%	100%	100%	94%	94%	100%	94%	94%	94%	94%	94%	94%						6	Hale	100%	100%	100%	100%	94%	94%	100%	94%	94%	100%	89%	100%	89%	89%	100%							7	Pace	100%	100%	100%	100%	100%	100%	100%	100%	100%	94%	88%	100%	100%	100%	100%							8	Bonner	100%	100%	94%	94%	100%	100%	94%	88%	76%	94%	82%	89%	88%	88%	94%							9	Hollinger	94%	89%	100%	94%	89%	94%	89%	83%	89%	94%	89%	89%	100%	83%	89%							10	Marsh	100%	94%	100%	100%	94%	100%	100%	94%	100%	94%	100%	100%	100%	94%	100%							11	Williams	100%	100%	100%	100%	100%	89%	94%	100%	100%	94%	100%	94%	100%	89%	89%							12	Allen	100%	100%	100%	100%	100%	94%	100%	100%	100%	100%	100%	100%	100%	100%	100%							13	Pierce	100%	94%	100%	100%	94%	100%	100%	100%	94%	100%	94%	100%	94%	100%	94%	100%						14	Hunt	100%	100%	100%	94%	100%	100%	100%	100%	88%	94%	100%	94%	100%	88%	100%							15																							<p>Finish phonological screener</p> <p>Form B DSA DSA Form DSA Grids</p> <p>Rescreen reading cvc with Marsh kids by the end or those that haven't passed yet.</p> <p>Unit 8 Math end of unit screener Questions 1-10</p> <p>4th quarter Assessment</p> <p>Use this as your class needs either whole group/small group of those students who have not mastered skills. If they have already shown to master skills on previous assessments, this is not necessary.</p>
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		<p>magic e folder resource</p> <p>Long i (i_e) is first week in May</p> <p>Please share any resource as you find it to begin a good resource for these skills.</p>																																																																																																																																																																																																																																																																																																																																																																																	
3:30-3:45	<p>Next PLT Literacy Assessment (May 13) Discuss at the PLT on May 18</p> <p>NWEA literacy assessment New report card</p>	<p>Unit 9 Benchmark Assessment</p> <p>Grid for Benchmark Assessment</p>																																																																																																																																																																																																																																																																																																																																																																																	

Kindergarten Developmental Spelling Assessment

■ 19-20 ■ 20-21 ■ 21-22



Blending/ReadCVC 920-940

Kadyn - Allen
Addison- Hunt
Penny- Hunt
Kobe- Pierce
Casen-Bonner
Remi - Bonner
Saphira - Bonner
Ayden-Corley
Caleb - Hollinger
Emaline - Hollinger

Needs Both writing and reading 900-940

Trystan - Tomlinson
Killian-Overton
Trey-Williams (cannot blend orally)
Sawyer-Bonner