



Jan 19, 2022

Team Members Present:

- Corley
- Overton
- Hale
- Pierce
- Long
- Guest:

- Pace
- Allen
- Williams
- Hollinger
- Hunt
- Bohler
- Bonner

Our Norms

- 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:

- 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:

- 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																																																																																																																																																																																																																																
2:50-2:55	Team Builder-	We will seek evidence-based instructional practices to move student learning forward.																																																																																																																																																																																																																																
2:55--3:20	Math- look at kids struggling with numbers 0-10 and make a chart. Next steps with these kiddos.	<p>5 (3%) students still struggling with 0-5</p> <p>8 (4%) students still struggling with 6-10</p> <p>Students falling in 0-5 have a plan in place or will be working with Joani. 6-10 will receive intervention in classroom.</p>																																																																																																																																																																																																																																
3:20-3:40	<p>Look at Decoding/Encoding</p> <p>Kinder Comparison</p> <table border="1" data-bbox="300 878 1060 1295"> <thead> <tr> <th>Kinder</th> <th colspan="3">jam</th> <th colspan="3">rob</th> <th colspan="3">fun</th> <th colspan="3">sip</th> <th colspan="3">let</th> </tr> <tr> <th>STUDENT NAME</th> <th>j</th><th>a</th><th>m</th> <th>r</th><th>o</th><th>b</th> <th>f</th><th>u</th><th>n</th> <th>s</th><th>i</th><th>p</th> <th>l</th><th>e</th><th>t</th> </tr> </thead> <tbody> <tr> <td>Grade Level Average</td> <td>83%</td><td>65%</td><td>81%</td> <td>83%</td><td>83%</td><td>81%</td> <td>86%</td><td>64%</td><td>73%</td> <td>90%</td><td>69%</td><td>79%</td> <td>89%</td><td>56%</td><td>82%</td> </tr> <tr> <td>Overton</td> <td>94%</td><td>89%</td><td>89%</td> <td>89%</td><td>94%</td><td>89%</td> <td>94%</td><td>61%</td><td>83%</td> <td>89%</td><td>72%</td><td>78%</td> <td>94%</td><td>50%</td><td>83%</td> </tr> <tr> <td>Corley</td> <td>82%</td><td>47%</td><td>53%</td> <td>82%</td><td>65%</td><td>65%</td> <td>59%</td><td>29%</td><td>35%</td> <td>71%</td><td>35%</td><td>59%</td> <td>82%</td><td>12%</td><td>65%</td> </tr> <tr> <td>Hale</td> <td>65%</td><td>65%</td><td>76%</td> <td>71%</td><td>65%</td><td>59%</td> <td>71%</td><td>59%</td><td>76%</td> <td>76%</td><td>47%</td><td>76%</td> <td>76%</td><td>41%</td><td>82%</td> </tr> <tr> <td>Pace</td> <td>94%</td><td>94%</td><td>100%</td> <td>100%</td><td>100%</td><td>94%</td> <td>94%</td><td>88%</td><td>82%</td> <td>100%</td><td>88%</td><td>88%</td> <td>94%</td><td>82%</td><td>94%</td> </tr> <tr> <td>Hunt</td> <td>65%</td><td>47%</td><td>82%</td> <td>59%</td><td>76%</td><td>88%</td> <td>82%</td><td>53%</td><td>71%</td> <td>100%</td><td>76%</td><td>82%</td> <td>88%</td><td>59%</td><td>82%</td> </tr> <tr> <td>Hollinger</td> <td>82%</td><td>65%</td><td>88%</td> <td>94%</td><td>94%</td><td>94%</td> <td>94%</td><td>76%</td><td>88%</td> <td>100%</td><td>59%</td><td>88%</td> <td>88%</td><td>71%</td><td>88%</td> </tr> <tr> <td>Marsh</td> <td>94%</td><td>41%</td><td>71%</td> <td>71%</td><td>76%</td><td>71%</td> <td>88%</td><td>71%</td><td>76%</td> <td>88%</td><td>76%</td><td>71%</td> <td>82%</td><td>47%</td><td>76%</td> </tr> <tr> <td>Williams</td> <td>88%</td><td>61%</td><td>83%</td> <td>83%</td><td>83%</td><td>83%</td> <td>100%</td><td>67%</td><td>67%</td> <td>94%</td><td>78%</td><td>78%</td> <td>94%</td><td>72%</td><td>78%</td> </tr> <tr> <td>Allen</td> <td>83%</td><td>72%</td><td>89%</td> <td>94%</td><td>89%</td><td>83%</td> <td>94%</td><td>72%</td><td>78%</td> <td>94%</td><td>89%</td><td>89%</td> <td>100%</td><td>67%</td><td>89%</td> </tr> <tr> <td>Bonner</td> <td>65%</td><td>47%</td><td>82%</td> <td>71%</td><td>41%</td><td>82%</td> <td>88%</td><td>41%</td><td>76%</td> <td>88%</td><td>47%</td><td>59%</td> <td>88%</td><td>29%</td><td>71%</td> </tr> <tr> <td>Pierce</td> <td>94%</td><td>88%</td><td>94%</td> <td>82%</td><td>65%</td><td>82%</td> <td>82%</td><td>65%</td><td>76%</td> <td>88%</td><td>59%</td><td>88%</td> <td>82%</td><td>35%</td><td>82%</td> </tr> </tbody> </table> <p>By</p>	Kinder	jam			rob			fun			sip			let			STUDENT NAME	j	a	m	r	o	b	f	u	n	s	i	p	l	e	t	Grade Level Average	83%	65%	81%	83%	83%	81%	86%	64%	73%	90%	69%	79%	89%	56%	82%	Overton	94%	89%	89%	89%	94%	89%	94%	61%	83%	89%	72%	78%	94%	50%	83%	Corley	82%	47%	53%	82%	65%	65%	59%	29%	35%	71%	35%	59%	82%	12%	65%	Hale	65%	65%	76%	71%	65%	59%	71%	59%	76%	76%	47%	76%	76%	41%	82%	Pace	94%	94%	100%	100%	100%	94%	94%	88%	82%	100%	88%	88%	94%	82%	94%	Hunt	65%	47%	82%	59%	76%	88%	82%	53%	71%	100%	76%	82%	88%	59%	82%	Hollinger	82%	65%	88%	94%	94%	94%	94%	76%	88%	100%	59%	88%	88%	71%	88%	Marsh	94%	41%	71%	71%	76%	71%	88%	71%	76%	88%	76%	71%	82%	47%	76%	Williams	88%	61%	83%	83%	83%	83%	100%	67%	67%	94%	78%	78%	94%	72%	78%	Allen	83%	72%	89%	94%	89%	83%	94%	72%	78%	94%	89%	89%	100%	67%	89%	Bonner	65%	47%	82%	71%	41%	82%	88%	41%	76%	88%	47%	59%	88%	29%	71%	Pierce	94%	88%	94%	82%	65%	82%	82%	65%	76%	88%	59%	88%	82%	35%	82%	<p>DATA RECORDING SHEET</p> <p>Total sounds correct</p> <p>23 (12%) students in the red (0-5)</p> <p>34 ((18%) students in the yellow. (6-10)</p> <p>Students who know 6 or less sounds will see an interventionist.</p>
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Upcoming dates	

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	VW
Kinder		jam			rob			fun			sip			let								
STUDENT NAME		j	a	m	r	o	b	f	u	n	s	i	p	l	e	t						
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Hale		65%	65%	76%	71%	65%	59%	71%	59%	76%	76%	47%	76%	76%	41%	82%						
Pace		94%	94%	100%	100%	100%	94%	94%	88%	82%	100%	88%	88%	94%	82%	94%						
Hunt		65%	47%	82%	59%	76%	88%	82%	53%	71%	100%	76%	82%	88%	59%	82%						
Hollinger		82%	65%	88%	94%	94%	94%	94%	76%	88%	100%	59%	88%	88%	71%	88%						
Marsh		94%	41%	71%	71%	76%	71%	88%	71%	76%	88%	76%	71%	82%	47%	76%						
Williams		88%	61%	83%	83%	83%	83%	100%	67%	67%	94%	78%	78%	94%	72%	78%						
Allen		83%	72%	89%	94%	89%	83%	94%	72%	78%	94%	89%	89%	100%	67%	89%						
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