

KINDERGARTEN PLC

Norms:

- Be present
- Give grace
- Be vulnerable
- Pace and plan together
- Everyone share something
- Start on time, end on time

Team Member Roles:

Hannah: Facilitator
Lakynn: Norms
Robyn: Note Taker
Kay: Time Keeper
Becca: Communicator

• Lead with Character, Learn with Confidence, Love with Courage

• At Mathews Elementary, all students are empowered to achieve academic, social, and emotional excellence in a safe, supportive environment. We partner with our families and community to create a culture where students discover their strengths and reach their maximum potential. We intentionally set high expectations for all students and celebrate the belief that all children can and will learn through meaningful, engaging learning experiences. In pursuit of this vision, we commit to inspire critical thinkers, productive citizens, and life-long learners.

The teachers and staff at Mathews Elementary are committed to fulfilling the building and district mission. In doing so:

*We will make all decisions with student learning as our focus

*Together we will embrace responsibility for all student learning and developing each student's potential

*We will model everything we expect from our students including life-long learning, respect, and responsibility

*We will collaboratively monitor the achievement of our individual students by using the results of common formative assessments to guide our processes of continuous improvement.

Dates:

Link the slide to the week

Q1	Q2	Q3	Q4
Week 6 Week 7 Week 8 Week 9	Week 10 Week 11 Week 12 Week 13 Week 14 Week 15 Week 16 Week 17	Week 18 Week 19 Week 20 Week 22 Week 23 Week 24 Week 25	

Kindergarten PLC Digital Binder

Building	Grade Level	District
<u>Math Fluency Jan-May</u>	<u>21-22 Kinder ES and Learning Targets</u>	
<u>Mathews Mission, Vision, Goals</u>	<u>22-23 Kinder ES and learning targets</u>	<u>Elementary Curriculum Resources</u>
<u>Flowchart</u>	<u>Mathew's CFA Bank By Grade-Level</u>	<u>Digital Curriculum Binder</u>
<u>Mathews Staff Canvas</u>	<u>Evaluate</u>	<u>2021-2022 Assessment Schedule</u>
<u>Mathews Parent Canvas</u>	<u>Evaluate Mathews K-1 Students</u>	<u>Essential Standards</u>
<u>PLC Meeting Posters</u>	<u>MTSS Tracking Sheet</u>	<u>Curriculum Framework</u>
<u>Test Taking Strategies</u>	<u>CFA Math Data</u>	<u>Instructional Practices Guides</u>
<u>K-Mathews RU2 & WU2/3 Planning Template</u>	<u>CFA ELA Data</u>	<u>Kindergarten quarter by quarter standard</u>
<u>Q3- Units</u>	<u>Year Long Plan</u>	
<u>Back wards Design Process</u>	<u>Instructional Strategies Bank</u>	
<u>Units</u>	<u>Kindergarten Team Drive</u>	
	<u>The Mitten Unit</u>	

DATA (Monday)

**Template
ONLY**

Date:

What do we want students to be able to do? How will we know if they can?

What will we do if they can't? What will we do if they already can?

- Quick formative assessment discussion/effective teaching practices (ALL standards)
 - Spiral
 - Small group instruction
 - Whole group reteaching
- CFA analysis (essential standards)
 - RTI needs/grouping (<80%)
 - Extension needs/grouping
- Evaluate discussion
- Which teaching practices were most effective?
- Identify most missed question (vocabulary, DOK, Question Type)
- Develop a plan of action

Notes:

PACING (Monday) **Template**

Date:

ONLY

What do we want students to be able to do?
How will we know if they can?

End In Mind

- Identify Upcoming Essential Standards to discuss
- Study the Item Specifications & unwrap the standards
- Identify the learning target(s)
 - # of Learning Targets = Verbs in Standard
 - Agree on what proficiency looks like
 - Create student "I can" statements
- Discuss what do we want them to:
 - Know, Do, Vocabulary, DOK
- Create CFAs (or modify last year's CFA to meet this year's process)
 - Aligned to learning targets
 - Varied question types aligned to DOK/Rigor
 - Keep it short
 - Agree what proficiency looks like based on the CFA questions

Remember, you do not have to create a CFA for each learning target. Some learning targets can be combined and assessed at the same time. Your team will come to consensus on this topic while discussing the learning targets. The model below is just a visual representation.

Notes:

Math:

Reading:

Language:

Writing:

Content:

PLANNING (Tuesday) **Template**

Date:

ONLY

What do we want students to be able to do?

How will we know if they can?

What will we do if they can't?

What will we do if they already can?

- Share & discuss best practices and instructional strategies
- Create lessons aligned to pacing meeting
 - How many teaching days will each learning target take?
 - When will we give CFAs
- Select activities and assignments aligned to rigor/DOK identified in pacing meeting
 - Discussion of quick formative assessment options (exit tickets, showdown, etc.)
 - Share & discuss best practices and instructional strategies
 - Create lessons aligned to pacing meeting
 - How many teaching days will each learning target take?
 - When will we give CFAs
 - Select activities and assignments aligned to rigor/DOK identified in pacing meeting
 - Discussion of quick formative assessment options (exit tickets, showdown, etc.)

Notes:

Math:

Reading:

Language:

Writing:

Content:

WRAP UP (Wednesday)

Date:

Notes:

**Template
ONLY**

Week 6

September 26

DATA (Monday)

Date: 9/26/22

Sorting & Name Data
MTSS Forms
Evaluate

What do we want students to be able to do? How will we know if they can?

What will we do if they can't? What will we do if they already can?

- Quick formative assessment discussion/effective teaching practices (ALL standards)
 - Spiral
 - Small group instruction
 - Whole group reteaching
- CFA analysis (essential standards)
 - RTI needs/grouping (<80%)
 - Extension needs/grouping
- Evaluate discussion
- Which teaching practices were most effective?
- Identify most missed question (vocabulary, DOK, Question Type)
- Develop a plan of action

Notes:

-Adjust Learning Target Slide (KDSA1)

-Evaluate window opens today and ends Oct 7.

*Discussed Shayne Brock pulling kids for intensive behavior teaching on Tuesday, Wednesday, & Thursday

*Discussed how kids sorted and ideas for RTI

*Names-formation and capitals and lowercase in name will be a 2

*Evaluate- ELA this week and Math next week

PACING (Monday)

Date: 9/26/22

What do we want students to be able to do?
How will we know if they can?

End In Mind

- Identify Upcoming Essential Standards to discuss
- Study the Item Specifications & unwrap the standards
- Identify the learning target(s)
 - # of Learning Targets = Verbs in Standard
 - Agree on what proficiency looks like
 - Create student "I can" statements
- Discuss what do we want them to:
 - Know, Do, Vocabulary, DOK
- Create CFAs (or modify last year's CFA to meet this year's process)
 - Aligned to learning targets
 - Varied question types aligned to DOK/Rigor
 - Keep it short
 - Agree what proficiency looks like based on the CFA questions

Remember, you do not have to create a CFA for each learning target. Some learning targets can be combined and assessed at the same time. Your team will come to consensus on this topic while discussing the learning targets. The model below is just a visual representation.

Notes:

Math:

Reading: KR1Ab-I wonder chart- pumpkins/KWL

Language:

Writing: Break the writing standard apart for KL1Bg-orally vs print, KL1Bf (adjectives)

Content:-senses-(boxes with parts

Cutting open a pumpkin for senses.- Kay

Fence & Motion and verbs

PLANNING (Tuesday)

Date: **9/27/22**

Write the standard for the objective next to the plans.

What do we want students to be able to do?

How will we know if they can?

What will we do if they can't?

What will we do if they already can?

- Share & discuss best practices and instructional strategies
- Create lessons aligned to pacing meeting
 - How many teaching days will each learning target take?
 - When will we give CFAs
- Select activities and assignments aligned to rigor/DOK identified in pacing meeting
 - Discussion of quick formative assessment options (exit tickets, showdown, etc.)
 - Share & discuss best practices and instructional strategies
 - Create lessons aligned to pacing meeting
 - How many teaching days will each learning target take?
 - When will we give CFAs
 - Select activities and assignments aligned to rigor/DOK identified in pacing meeting
 - Discussion of quick formative assessment options (exit tickets, showdown, etc.)

Notes:

Math: pumpkin seed counting- Kay Use pumpkin candies for counting too

Reading: verbs

Language: sight word: is/to

Writing: labeling a pumpkin, adjectives "my pumpkin is ____"

Content: Cut open and examine pumpkin - Kay Generation Genius- push and pull; activity; vocab- faster, go farther, change direction, stop,

WRAP UP (Wednesday)

Date: 9/28/22

Notes:

- Catch Lakynn up on planning conversation from Tuesday.
- Common comment for two standards we just assessed
- Team Bonding idea
- Treadmill (ask BG)
- Sensory sight words
- reading teachers request
- 1-missing letters/not legible
- 2-some uppercase, not correct path of movement
- 3-uppercase first letter all letters are present (reversals are fine)
- Soar coalition update (document defiance as a minor, purpose of the minors is to document the problem to put a plan in place) If they need an office consequence, don't say they need a break.
- Added a column on MTSS, Share with people need to know. Chris will watch your class so you can do a peace path.
- extra questions?
- Admin?