

PLC Progress - 9/21/2021

Kindergarten - 1st Grade - 2nd Grade - 3rd Grade - 4th Grade - 5th Grade - Related Arts

What is going well?

- Collecting Data
- Accountability
- Creating CFA's
- Identifying students
- Identifying essential standards
- Developed data organization
- Collaborating as a team
- We know our kids better
- Data sheet for assessments
- Being intentional
- Collaboration
- Standards focused
- Collaborating well with each other
- Staying focused and on task - narrow focus
- Developing common assessments
- Collaborating and sharing ideas
- Collecting data
- Following agenda
- Staying on time and topic
- All present
- Discussions across the curriculum

What is not going well?

- Time to administer CFA's and input data
- What do we do next?
- Time for intervention
- Testing
- Time for intervention
- Progression of skill mastery
- Sharing student data and sharing students due to scheduling
- Finding out why some students are not mastering
- Time
- Collaboration of all team members
- Deeper understanding of trackers
- utilizing/creating/understanding more about the assessments and tools
- Next steps - post assessments
- Struggling with shared students of team teachers.
- Data analysis
- Time
- Why the score is what it is
- Creating strategies and interventions
- Sharing notes
- We are singletons
- Don't know long-range plans of grade levels

What have we learned?

- No one is perfect. We all struggle at times.
- Covid is REAL
- Focus on specific skills
- Ideas for intervention
- Student needs and weaknesses
- Student strengths and weaknesses
- It's ok to slow down
- Better data collectors - student struggles

What do we want to improve?

- Intervention for students
- Time management
- Staying focused in PLC meetings
- Intervention/Ways to move students
- New ideas to build confidence and show progression
- Becoming more confident in our PLC
- Meaningful assessments
- Learning how to slow down

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- Better prepared for instruction
- A lot from each other
- How to create meaningful assessments that focus on the essential standards
- Integration of ELA and SS
- Backwards design
- Purposefully using data
- Mastery connect
- Checking in with instruction/assessment practices
- Share similar struggles/behavior issues

- Learn why students are not mastering skills.
- Scores
- Move students out of red and into green
- Continue to learn more about the process
- Balancing reteaching with new teaching
- Using data to guide instruction
- Self reflecting
- Focus on why they scored
- Focus on strategies to use
- Motivating students
- Consistent behavior plans/punishment across the board
- Working with grade level teams to incorporate their standards in our classes