



Power Team Meeting

1/23/19

Interventions and CPR Bubbles



Power Team Norms

Time and Place

- *Data Room/Media Center-Common planning or Announced Time
- *Start on time –end on time.
- *Minimum of 30 minutes, if goals are not met additional meetings may be required.

Listening

- *Listen to and hear all viewpoints, but limit air time;

Participation

- *Be prepared and ready to participate
- *Be fully present and involved; Express genuine feelings, no outside business
- *Maintain focus on overall goal and person speaking



Power Team Norms Cont'd

Confidentiality

- *Maintain confidentiality; what is said remains private as we work through data and complex issues of teaching
- *Data/Results are used for continued learning and improving instructional strategies; not for evaluations
- *Speak about learners and educators respectfully
- *If concerned about an outcome made by the team seek administration for advice; no gossiping outside the group



Power Team Norms Cont'd

Decision Making

- *This is a decision making body; decisions made by the group can only be modified by the group
- *We will reach decisions by consensus (Fist to Five)
- *Publically support decisions made by the team

Expectations

- *Cell phone on silent, no texting (understanding emergency situations, in basket if needed)
- *Sidebar conversations are not invited
- *Agenda will be given with at least 24 hours



Power Team Norms Cont'd

What will we do if someone violates a norm?

*The group agrees to respectfully redirect each other.

These are for faculty and power team meetings.



Interventions: Lexia and Symphony

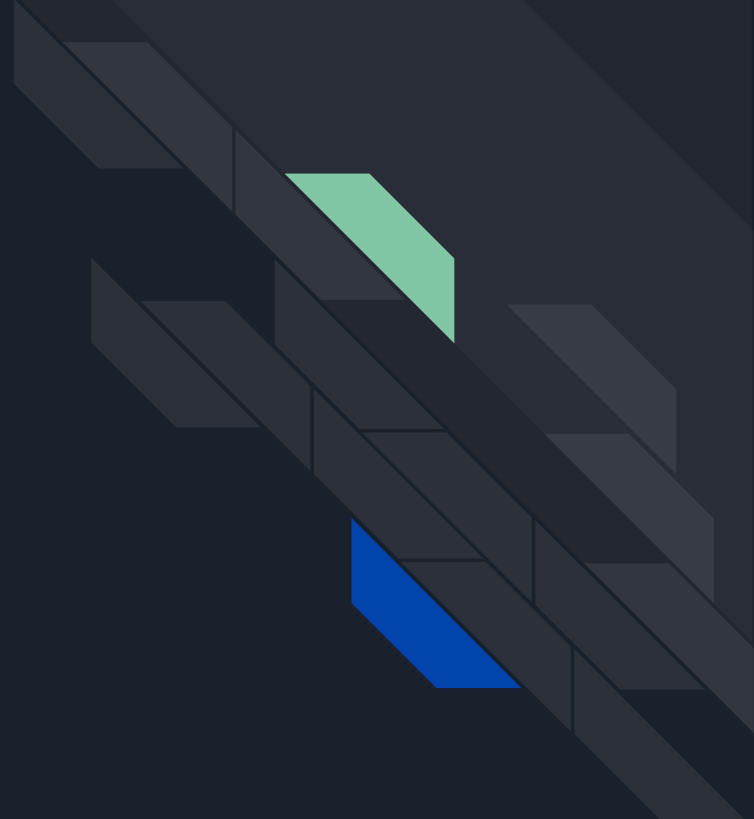
- How is your Reading ELT organized?
 - 45 minutes
 - Small groups
 - Lexia/Reading Plus


Are there specific needs?

- How is your Math ELT organized?
 - 30 minutes
 - Small groups
 - Symphony/Ascend


New information from training!

Celebrations






READING LEARNING TARGETS




I can determine the theme of a story, drama or poem and summarize the text.

5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Reading Literature



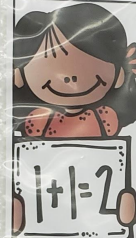
WRITING LEARNING TARGETS




ELAGSE5W2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic, clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast); especially,
- Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.



MATH LEARNING TARGETS

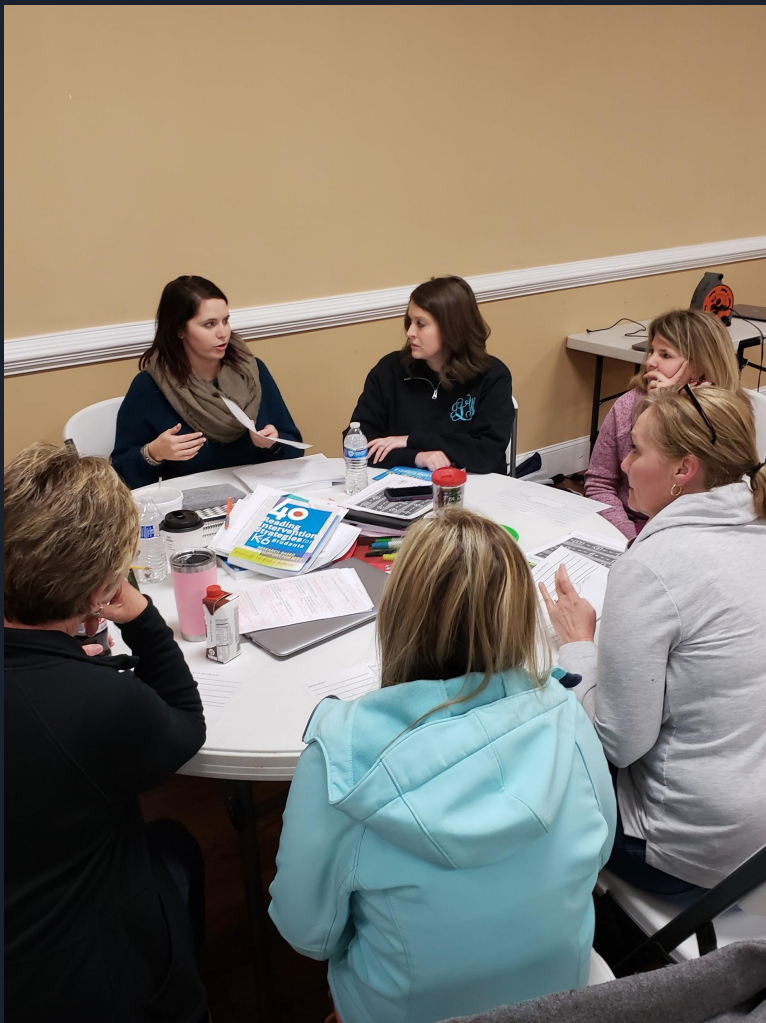


I can divide up to four-digit dividends and two digit divisors.

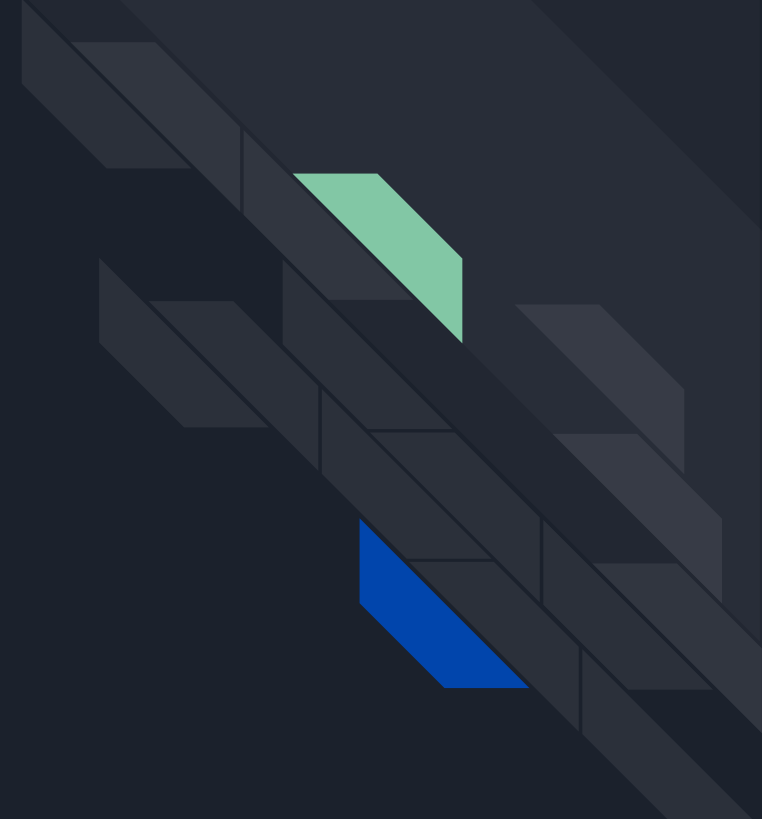
5.NBT.6 Find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors using long division based on the properties of division, and the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or place value disks.

Numbers and Operations in Base Ten





Easy CBM & STAR DATA Reading





Kindergarten

	Fall:	Winter:
Low:	53%	75%
Some:	26%	16%
High:	21%	9%



1st Grade

	Fall:	Winter:
Low Risk:	64%	69%
Some Risk:	23%	19%
High Risk:	13%	12%



2nd Grade

	Fall:	Winter:	January
Above:	20%	29%	30%
On Watch:	9%	14%	16%
Intervention:	12%	17%	12%
Urgent:	59%	39%	41%



3rd Grade

	Fall:	Winter:	January
Above:	32%	40%	44%
On Watch:	13%	9%	18%
Intervention:	24%	24%	10%
Urgent:	32%	27%	28%



4th Grade

	Fall:	Winter:	January:
Above:	24%	35%	31%
On Watch:	18%	18%	20%
Intervention:	18%	12%	20%
Urgent:	40%	35%	29%



5th Grade

	Fall:	Winter:	January:
Above:	19%	26%	30%
On Watch:	14%	12%	15%
Intervention:	30%	26%	29%
Urgent:	36%	33%	26%



CPR Bubbles

**How many in green?
How many moved up to green?
How many moved below green?**

**How many in blue?
How many moved up to blue?
How many moved below blue?**

**How many in yellow?
How many are moved up to yellow?
How many moved below yellow?**

**How many in red?
How many moved out of red?**



CPR Bubbles

1. What are some possible causes of movement?
2. What are we willing to do for students who regressed?
3. What is the plan specifically for those students in red? Yellow? Lowered?