Date: 9/21/22

Before the meeting, please add your data to the data chart.

Housekeeping	- Grades due 9/26 - Open House 9/29 from 5-6:30 - Hall Decorating (Flyer) - Rubric - Homeroom: 9/20, 9/22, 9/27 - Judging: 9/28 - Open House Showcase: 9/29 - Check Platform Support Profile Access
Bright Spots (3-5 min)	**88% on track in PFAs** **GREAT IDEAS for the decorating contest**
Revisit Goals (3 min)	**Goal: Our team will use built in SDL time in class, HR drafts with priority students, and the planning calendar in order to see 50% of students master the first PFA in each subject by 9/21.** *Did we meet our goal?* *88% on track in PFAs* *Did our process and action plan have its intended impact? Why or why not?* - Yes, PFA checklist - supports students in progress and teaches them the process, but some struggle with losing it; teach organization skills
Current Status (5 min)	*What is the current status of our students?* - Of the data points below, which one do you want to focus on improving for the next two weeks? - Project Feedback in CPs will be coming in soon

	# of Courses Off Track	Power Focus Area Progress	Courses with Overdue Projects	Courses with <70% Cog Skill Average	Courses with <70% Math Concept Avg
Current Data:	**37/66** on track in all courses	**58/66** on track in PFAs	**/** no overdue projects	**/** cog skills ≥70%	**/** concept avg ≥70%
Math	**37/66** on track	**58/66** on track in PFAs	**/** no overdue projects		**39/** concept avg ≥70%
ELAR	**37/66** on track	**58/66** on track in PFAs	**/** no overdue projects	**/** cog skills ≥70%	

	Science	**64/65** on track	**64/65** on track in PFAs	**65/65** no overdue projects	**0/65** cog skills ≥70%	
	History	**37/66** on track	**64/66** on track in PFAs	**66/66** no overdue projects	**0/66** cog skills ≥70%	

Root Causes & Action Plan (8 min)	[Root Cause and Action Plan Examples](#)

Root Cause	**Action Plan**
1. **Lack of organization skills** 2. **Students not checking or acting on feedback**	1. **Binder set up in class** a. Tab for each class 2. **Short mini lesson/task card directing students to look at their feedback** . Demonstrate how to look at feedback -Have students identify whether their feedback requires them to take action -If so, have them calendar *when* they are going to take action -Have the students identify whether they understand what action they need to take in regards to their feedback. -Remind them to ask their teacher for help if they don't know how to improve.

| **Set Goal (3 min)** | *Example: Our team will [specific action] in order to see [data goal] by [date].*

 Goal: *Our team will [hold a binder set up in each class and teach "reviewing feedback" mini-lessons with task cards] in order to see [# of students on track in increase to 75] by [10/5].* |