

Notes from PLC:

-Sharing and Caring

Michelle:

-Michelle shared Star Benchmark Data for the grade level.

-Math-IXL-intervention and high intervention students. Email Mrs. Jones to get their accounts opened. Use their class links to get into it. They can go into diagnostics and use "Step into the Arena" to help with their placement at the beginning of each week.

-SRTI-progress monitor every two weeks on Easy CBM if you are going to SRTI on them. It is okay to progress monitor in other ways if they just need to be watched, but does not have to be Easy CBM unless they will be going to SRTI.

-Lexia-discussed levels and looked at how the units gained is more important than the actual time. The time is just to support getting them to the required units. Show students their reports so they can see what they are actually working on and where their progress is. Deliver the struggling students their lessons-they do not have to be the scripted ones on Lexia, but make sure to give them that one on one intervention. We looked over data to pick students for intervention with Michelle.

Miranda:

-TCAP Data: she will email us the list of subgroups. She talked about how we need to know these children's names and to monitor their progress. They will count in more than one category some times and we need to make sure we are supporting these students.

Data:

-Strengths- increased in achievement-

Math: 56.8%-60.7%-subgroup increase and 72.0%-75.6%-subgroup increase

ILA: 50%-55.6%-hispanic subgroup

-Refine and continue to look at growing these groups:

Math-focus on disabilities group and BHN group

ILA-focus on BHN group

-Subgroups-look at Star Data, Easy CBM, Lexia, Splash Math, IXL-have a big picture of all the areas that they need support in and continue to monitor.

Intervention: Miranda wants us to make sure that we do not forget to meet with all students during intervention. She does not want us to let the middle of the road students to miss having time with us and not just work on stations-check in with them and make sure they know what and why they are doing things. Monitor to support them. Do not forget that intervention is not a program but should be delivered from the teacher. She wants us to make sure we show them some progress with graphing-show the students so they know where they are growing.

