PPE’s Treasure Map

Team Meeting

Grade\_\_1\_\_\_ Date\_\_10/11/18\_\_\_\_

**Present:**

**ELA Standard: \_**LAFS.1.RI.1.1, LAFS.1.RL.1.2**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Discussion and analysis of student work samples

* What patterns do we see in student practices?
	+ Students are not familiar enough with going back into the text for text evidence.
	+ Students are becoming better with test taking stamina.
* What are the common errors among students?
	+ They provide unrelated details.
	+ Not following along; staying on track.
	+ Compare/contrast two passages (discussed reversing the test)
* What have students mastered?
	+ Still in progress

i-Ready Data

* What does the data show regarding student engagement and effort?
	+ Data shows many students are at least one grade level below and working on Pre-K and/or Kindergarten skills.
	+ It is very difficult to keep some students engaged in lessons.
	+ Students are still having difficulty logging in.
* What adjustments have been made for individual students?
	+ Sitting next to them and helping them log in to i-Ready.
	+ Changing i-Ready passwords to make sign on easier.
	+ Conferencing with students that are scoring less than 70% on lessons.
	+ Using i-Ready Reward Chart for lessons passed to motivate students.
	+ Adding lesson focused on a target skill.

**WRITING Standard**: \_LAFS.1.W.1.2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Resources (aligns to the rigor of the Standards):
	+ Whole Group (10-15 min): Model through read-alouds, picture sorts
	+ Small Group: Model through read-alouds, picture sorts
	+ Independent/Learning Centers: Word work and reading response journals
	+ Assessment Instruments (formal/informal/formative/summative): Writing prompt “Tell What Makes a Bat Unique or Special”

Discussion and analysis of student work samples

* What patterns do we see in student practices?
	+ Lack of conventions, spelling, creating sentences, writing stamina
* What are the common errors among students?
	+ Lack of conventions, spelling, creating sentences, writing, stamina
* What have students mastered?
	+ Still in progress

**MATH Standard**: \_MAFS.1.OA.1.1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Discussion and analysis of student work samples

* What patterns do we see in student practices?
	+ Students lack test taking stamina
	+ Students have not had enough practice writing to explain their answers
* What are the common errors among students?
	+ Not following along; staying on track.
	+ The bar model
	+ Writing to explain their answers
	+ Reversing operations
* What have students mastered?
	+ Still in progress

i-Ready Data

* What does the data show regarding student engagement and effort?
	+ More lessons are being passed on i-Ready Math than Reading
* What adjustments have been made for individual students?
	+ Sitting next to them and helping them log in to i-Ready.
	+ Changing i-Ready passwords to make sign on easier.
	+ Conferencing with students that are scoring less than 70% on lessons.
	+ Using i-Ready Reward Chart for lessons passed to motivate students.
	+ Providing students with paper/pencil or whiteboard to solve problems.
	+ Adding lessons specific to the standard and skill being taught.

**SCIENCE Standard**: \_SC.1.L.14.3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Discussion and analysis of student work samples

* What patterns do we see in student practices?
	+ Students have enjoyed the living and nonliving lessons.
* What are the common errors among students?
	+ Lack of higher order thinking experience
* What have students mastered?
	+ Students have mastered the first standard (Five Senses)

Other