

PECHS Agenda 2019-2020

Core Documents:

- PISD Teacher Pre-Launch Handout instead of platform final products - ([Link](#))
- [School Norms](#)
- Reflection Tool: https://docs.google.com/document/d/1cwQoVD89O_rxu-WNK_WJ1mmIbC57VejcYrEpwsXcyss/edit
- UIL: <https://docs.google.com/document/d/1rKBgsznLptiyhb536W9C86BHyotRZRu5ZGCZqPi8Fvc/edit>
- Grades: <https://docs.google.com/document/d/1suE86uL-BiKbDF4QRE6VPbhKM4v34OZLgEQAFq60WI8/edit>
- Hangout Groups
- Look Fors: <https://docs.google.com/document/d/1cOQCUodRcilhdBpnO-kfCpKSKmY5fENDYehrorTv7U/edit>
- [GLT Resource](#)
- WHAT TO LOOK FOR IN A PL CLASS: https://docs.google.com/presentation/d/1hkNh3duT-EiFu-_b_DXoq_pKkxL4rUOMdpiDH_D-Uvo/edit#slide=id.g441c5c62ee_3_116
- Lesson Plans: [Lesson Plan Template](#)

PLC Meeting Norms:

- 9th Grade GLT meets on Tuesdays during Eagle Time
- 10th Grade GLT meets on Thursdays during Eagle Time

<ul style="list-style-type: none">• Be on Time (start and end on time)	<ul style="list-style-type: none">• Come to the meeting prepared	<ul style="list-style-type: none">• Consistent Meeting Date and Time (9th will meet in 2403 and 10th will meet in 2408)
<ul style="list-style-type: none">• Step Out-Step In (limit personal cell-phone use)	<ul style="list-style-type: none">• Equity of voice	<ul style="list-style-type: none">• Start and end meetings on a positive note

Fall TOC

August	September	October	November	January	Feb	March	April	May
8/12/2019	09/09/2019	10/08/2019	11/05/2019	1/13/2020 - 1/14/2020	2/03/2020			
8/15/2019	09/16/2019	10/09/2019	11/11/2019	1/21/2020	2/13/2020			
8/20/2019	09/21/2019	10/21/2019	11/12/2019	1/27/2020				
9/24/2019	09/23/2019	10/22/2019	1/07/2020					
8/29/2019	09/30/2019	10/29/2019						

1/07/2020

10/08/2019

Team Meeting


Timekeeper - Dennis

Facilitator - Friend

Note taker - Omar

9th Grade GLT		
Topic	Notes	Action Items
Celebrate Wins (2 mins) → Did a recent intervention campaign meet its goals? → Is a student of concern demonstrating growth? → What are the bright spots in data (quantitative or qualitative)	→ Omar- First project done ◆ 95 submission on the day it was due. → Dennis First project submission ◆ Less than 15 students haven't turned it in.	<input type="checkbox"/>
Lesson Plans (5 min) → What were previous goals set in prior meetings? → What has been your experience implementing the intervention? → Did the intervention have its intended impact? Are goals being met?	→ Lesson Plan Template → Aldo sent email on parent teacher communication and conferences. Its to take notes on the reasoning of the conference.	<input type="checkbox"/> Add Due dates to lesson plan tool <input type="checkbox"/> Share with team
Examine Big Picture Data (10 mins) → How many students are behind in what areas? → Are students mainly behind because of unsubmitted Projects, lower than 70% cognitive skill averages, lower than 70% Math concept averages, or unpassed Power Focus Areas? → Are the students who are behind clumped into specific grade levels, Self-Direction classes, or subjects? Is data clumped for individual projects, math concepts, or Focus Areas?	→ DATA →	<input type="checkbox"/>
Identify Data to be Targeted (2-5 mins) Out of the data examined, what specific data will be the target of an intervention? Is the number and extent of the target reasonable?		<input type="checkbox"/>

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Determine the Root Cause of the Data (5-10 mins) → What is the root cause of this data? How can more granular data or qualitative observations shed light on why the data is the way it is? → Does the team have consensus on the root causes?	→ Incompletes: ◆ Ables: See a correlation on projects are all due. →  ◆ Gaps in foundation skills ◆ Reading Comp ◆ Attention spad → OBB	<input type="checkbox"/> Meet with these two FRIEND ✓
Plan Interventions (5-8 mins) → What intervention strategy will effectively target the driver of the data? → Will that intervention target all students, select groups of students, or individual students? → What is your theory of action? ◆ E.g. If we do _____, then these students will grow by _____. → How can that intervention be efficient for both teachers and students?	→ Week-at-a-Glance ZA - Mentor? ◆ Set Plan for her → How to address the issue being overwhelmed? ◆ Pacing of next project has changed for Ables. ◆ Workshops on issues →	<input type="checkbox"/>
Set Clear Goals (2-5 mins) • What is a reasonable positive shift in the data? What are the metrics for success? • What is the timeline for achieving that metric for success?		<input type="checkbox"/>

10/09/2019
Team Meeting
Timekeeper - Ann
Facilitator - Friend
Note taker - Sherrell

10th Grade GLT		
Topic	Notes	Action Items
Celebrate Wins (2 mins) → Did a recent intervention campaign meet its goals? → Is a student of concern demonstrating growth? → What are the bright spots in data (quantitative or qualitative)	Dolbee- great mentor meeting Clinch- over 95% kids passed Unit Test Gillam- agenda planning with students Gutierrez- college lab days success	<input type="checkbox"/>
Lesson Plans (5 min) Call List Progress Reports → What were previous goals set in prior meetings? → What has been your experience implementing the intervention? → Did the intervention have its intended impact? Are goals being met?	→ Lesson Plan Template → Teachers will submit backwards planning and daily agenda every Monday. → https://pasadenaisdorg-my.sharepoint.com/:x/g/personal/aprado_pasadenaisd_org/ETAXmdYQLMdJg9aDO09O_5EBocjS_B9Zal1HAf5nkg9QUw?e=YF21cT	<input type="checkbox"/> Add Backwards planning tool' <input type="checkbox"/> Share call list
Examine Big Picture Data (10 mins) → How many students are behind in what areas? → Are students mainly behind because of unsubmitted Projects, lower than 70% cognitive skill averages, lower than 70% Math concept averages, or unpassed Power Focus Areas? → Are the students who are behind clumped into specific grade levels, Self-Direction classes, or subjects? Is data clumped for individual projects, math concepts, or Focus Areas?	→ Planning ◆ Seating arrangements and grouping by data. ◆ Show them how to plan ◆ Progress Check-ins with students who S	<input type="checkbox"/>
Identify Data to be Targeted (2-5 mins) Out of the data examined, what specific data will be the target of an intervention? Is the number and extent of the target reasonable?	Tutorials- need a list of students that need to complete projects.	<input type="checkbox"/>
Determine the Root Cause of the Data (5-10 mins) → What is the root cause of this data? How can more granular data or qualitative observations shed light on why the data is the way it is?	→ Eagle Time	<input type="checkbox"/>

→ Does the team have consensus on the root causes?		
Plan Interventions (5-8 mins) → What intervention strategy will effectively target the driver of the data? → Will that intervention target all students, select groups of students, or individual students? → What is your theory of action? ◆ E.g. If we do _____, then these students will grow by _____. → How can that intervention be efficient for both teachers and students?	→ Week-at-a-Glance	<input type="checkbox"/>
Set Clear Goals (2-5 mins) • What is a reasonable positive shift in the data? What are the metrics for success? • What is the timeline for achieving that metric for success?		<input type="checkbox"/>

10/21/2019

9th Grade Team Meeting

Timekeeper - Ables
Facilitator - Friend
Note taker - Omar

9th Grade GLT		
Topic	Notes	Action Items
Celebrate Wins (2 mins) → Did a recent intervention campaign meet its goals? → Is a student of concern demonstrating growth? → What are the bright spots in data (quantitative or qualitative)	→ Ables- Many presentations completed! → Omar-55 students mastered their PFA. → Santos- Guided students on habit of success on completing PFA →	<input type="checkbox"/>
Fun Friday 30th (5 min) → What were previous goals set in prior meetings? → What has been your experience implementing the intervention? → Did the intervention have its intended impact? Are goals being met?	→ Friday- 10-12 - 9th Grade ◆ 12-230 - 10th grade ◆ Joy Santos Flyer	<input type="checkbox"/> Food Area Teaching Theater
Examine Big Picture Data (10 mins) → How many students are behind in what areas? → Are students mainly behind because of unsubmitted Projects, lower than 70% cognitive skill averages, lower than 70% Math concept averages, or unpassed Power Focus Areas? → Are the students who are behind clumped into specific grade levels, Self-Direction classes, or subjects? Is data clumped for individual projects, math concepts, or Focus Areas?	→ Tutorials- need a list of students that need to complete projects.	<input type="checkbox"/>
Identify Data to be Targeted (2-5 mins) Out of the data examined, what specific data will be the target of an intervention? Is the number and extent of the target reasonable?	◆ Need to know why this student needs to be exited.	<input type="checkbox"/>
Determine the Root Cause of the Data (5-10 mins) → What is the root cause of this data? How can more granular data or qualitative observations shed light on why the data is the way it is? → Does the team have consensus on the root causes?		<input type="checkbox"/>
Plan Interventions (5-8 mins) → What intervention strategy will effectively target the driver of the data? → Will that intervention target all students,	→ Progress Check Ins for RED Students → Eagle Time for students that need	<input type="checkbox"/>

select groups of students, or individual students? → What is your theory of action? <ul style="list-style-type: none">◆ E.g. If we do _____, then these students will grow by _____. → How can that intervention be efficient for both teachers and students?	to complete projects.		
Set Clear Goals (2-5 mins) <ul style="list-style-type: none">• What is a reasonable positive shift in the data? What are the metrics for success?• What is the timeline for achieving that metric for success?			<input type="checkbox"/>

10/22/2019

Team Meeting

Timekeeper - Ann
Facilitator - Friend
Note taker - Sherrell

10th Grade GLT			
Topic	Notes		Action Items
Celebrate Wins (2 mins) → Did a recent intervention campaign meet its goals? → Is a student of concern demonstrating growth? → What are the bright spots in data (quantitative or qualitative)	J- feeling more comfortable with connect G- trip to Dobie. Found some strategies that we might want to use <ul style="list-style-type: none">- Assessment Checklist		PFA checklist - Gilliam
Lesson Plans (5 min) Call List Progress Reports → What were previous goals set in prior meetings? → What has been your experience implementing the intervention? → Did the intervention have its intended impact? Are goals being met?	→ Lesson Plan Template → Teachers will submit backwards planning and daily agenda every Monday. → Fun Friday <ul style="list-style-type: none">◆		<input type="checkbox"/> Add Backwards planning tool' <input type="checkbox"/> Share call list
Examine Big Picture Data (10 mins) → How many students are behind in what areas? → Are students mainly behind because of unsubmitted Projects, lower than 70% cognitive skill averages, lower than 70% Math concept averages, or unpassed Power Focus Areas? → Are the students who are behind clumped into specific grade levels, Self-Direction classes, or subjects? Is data clumped for individual projects, math concepts, or Focus Areas?	→ Mandatory Tutorials		<input type="checkbox"/>
Identify Data to be Targeted (2-5 mins) Out of the data examined, what specific data will be the target of an intervention? Is the number and extent of the target reasonable?			<input type="checkbox"/>
Determine the Root Cause of the Data (5-10 mins) → What is the root cause of this data? How can more granular data or qualitative observations shed light on why the data is the way it is? → Does the team have consensus on the root causes?	→		<input type="checkbox"/>
Plan Interventions (5-8 mins) → What intervention strategy will effectively target the driver of the data? → Will that intervention target all students, select groups of students, or individual students? → What is your theory of action? <ul style="list-style-type: none">◆ E.g. If we do _____, then these students will grow by _____. → How can that intervention be efficient for	→		<input type="checkbox"/>

both teachers and students?			
Set Clear Goals (2-5 mins) <ul style="list-style-type: none">What is a reasonable positive shift in the data? What are the metrics for success?What is the timeline for achieving that metric for success?			<input type="checkbox"/>

10/29/2019

10th/9th Grade Team Meeting

Timekeeper - Ables
Facilitator - Friend
Note taker - Friend

10th/9th Grade GLT			
Topic	Notes		Action Items
Celebrate Wins (2 mins) → Did a recent intervention campaign meet its goals? → Is a student of concern demonstrating growth? → What are the bright spots in data (quantitative or qualitative)	<ul style="list-style-type: none">Jenks' and Ables project 2 had a better rolloutStudents are getting ahead on content assessments in Easington's class.Call Homes have helped. Follow Up		<input type="checkbox"/>
Lesson Plans → What were previous goals set in prior meetings? → What has been your experience implementing the intervention? → Did the intervention have its intended impact? Are goals being met?	<ul style="list-style-type: none">What is your plan?Lesson Plans<ul style="list-style-type: none">https://docs.google.com/document/d/1oVzWI52wUUC8QbdES3kTIQbButgWi96mO8bogCglg4Y/edit		<input type="checkbox"/>
Examine Big Picture Data (10 mins) → How many students are behind in what areas? → Are students mainly behind because of unsubmitted Projects, lower than 70% cognitive skill averages, lower than 70% Math concept averages, or unpassed Power Focus Areas? → Are the students who are behind clumped into specific grade levels, Self-Direction classes, or subjects? Is data clumped for individual projects, math concepts, or Focus Areas?	<ul style="list-style-type: none">Students behind:Reason for Incompletes:<ul style="list-style-type: none">Students behind on projectsStudents turned in essays late, delaying grading and updated dataWhat projects need to be addressed?<ul style="list-style-type: none">Survive (World Geography)Personal Artifacts (World History)		<input type="checkbox"/>
Identify Data to be Targeted (2-5 mins) Out of the data examined, what specific data will be the target of an intervention? Is the number and extent of the target reasonable?	<p>Intervention:</p> <p>What are we doing in Eagle Time?</p> <ul style="list-style-type: none">Is it "Time for intervention" more time?Is it targeted?What supports do MOST students need in Eagle Time?		<input type="checkbox"/>
Determine the Root Cause of the Data (5-10 mins) → What is the root cause of this data? How can more granular data or qualitative observations shed light on why the data is the way it is? → Does the team have consensus on the root causes?	<ul style="list-style-type: none">Root Cause?<ul style="list-style-type: none">PlanningDeadlinesGiving too much individual time with students rather than scaffolding projects and walkthroughs as a class		<input type="checkbox"/>
 → How can we start the second project off better then the first? → What changes are you going to make?	<ul style="list-style-type: none">Second Project PlanPlace Checkpoint Due Dates on the Lesson Plan toolLesson Plan:<ul style="list-style-type: none">https://docs.google.com/document/d/1oVzWI52wUUC8QbdES3kTIQbButgWi96mO8bogCglg4Y/edit		<input type="checkbox"/>

Set Clear Goals (2-5 mins) <ul style="list-style-type: none">• What is a reasonable positive shift in the data? What are the metrics for success?• What is the timeline for achieving that metric for success?	<ul style="list-style-type: none">- Maintain pacing with 2nd project, which will give time to address students who are struggling (3 week timeline)- Depending on class, set a percentage goal for students who should be on track with projects and PFAs- Be much more aware of students submitting checkpoints at the due date	<input type="checkbox"/>
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11/05/2019

10th/9th Grade Team Meeting

Timekeeper - Ables
Facilitator - Friend
Note taker - Friend

10th/9th Grade GLT		
Topic	Notes	Action Items
Fun Friday (2 mins) <ul style="list-style-type: none">→ Did a recent intervention campaign meet its goals?→ concern demonstrating growth?→ What are the bright spots in data	-Difficult of the logistics of Fun Friday. Can we move the days. To a progress report? - December 13th data could due date - Fun Friday could be 20th and 19th. Count down. -Due date for all projects are the 13th	<input type="checkbox"/>
Lesson Plans <ul style="list-style-type: none">→ What were previous goals set in prior meetings?→ What has been your experience implementing the intervention?→ Did the intervention have its intended impact? Are goals being met?	<ul style="list-style-type: none">→ Lesson Plans<ul style="list-style-type: none">◆ https://docs.google.com/document/d/1oVzWI52wUUC8QbdES3kTIQbButgWi96mO8bogCglg4Y/edit	<input type="checkbox"/>
<ul style="list-style-type: none">→ EagleTime→ Are students mainly behind because of unsubmitted Projects, lower than 70% cognitive skill averages, lower than 70% Math concept averages, or unpassed Power Focus Areas?→ Are the students who are behind clumped into specific grade levels, Self-Direction classes, or subjects? Is data clumped for individual projects, math concepts, or Focus Areas?	<ul style="list-style-type: none">→ Prado- Eagle Time is to complete overdue projects.→ Mandatory - Saturday	<input type="checkbox"/>
Check Points (2-5 mins) Due Dates Is the number and extent of the target reasonable?	Intervention: What are we doing in Eagle Time? <ul style="list-style-type: none">◆	<input type="checkbox"/>
Determine the Root Cause of the Data (5-10 mins) <ul style="list-style-type: none">→ What is the root cause of this data? How can more granular data or qualitative observations shed light on why the data is the way it is?→ Does the team have consensus on the root causes?	<ul style="list-style-type: none">→ Root Cause?	<input type="checkbox"/>
<ul style="list-style-type: none">→ How can we start the second project off better then the first?→ What changes are you going to make?	<ul style="list-style-type: none">→ Lesson Plan: https://docs.google.com/document/d/1oVzWI52wUUC8QbdES3kTIQbButgWi96mO8bogCglg4Y/edit	<input type="checkbox"/>
Set Clear Goals (2-5 mins) <ul style="list-style-type: none">• What is a reasonable positive shift in the data? What are the metrics for success?• What is the timeline for achieving that metric for success?	<ul style="list-style-type: none">- Maintain pacing with 2nd project, which will give time to address students who are struggling (3 week timeline)- Depending on class, set a percentage goal for students who should be on track with projects and PFAs- Be much more aware of students submitting checkpoints at the due date	<input type="checkbox"/>

Course/PFA	Date	PFA Assessment
9th Solve linear Equations	Nov 20th	Nov 15th
9th Cell Types	Nov 11th	Done
9th Voice	Nov 13th	Nov 8th
9th Elements of Culture	Nov 20th	Nov11th
10Plot devices	Nov 13	Nov 8th
10Islam	Nov 15	Nov 11th
10/9Poly	Nov 13th	6th and 7th and 8th
10Chem	Nov 20th	14th 15th

11/11/2019

9th Grade Team Meeting

Timekeeper - Omar
Facilitator - Friend
Note taker - Friend

9th Grade GLT		
Topic	Notes	Action Items
Celebrate Wins (2 mins) → Did a recent intervention campaign meet its goals? → Is a student of concern demonstrating growth? → What are the bright spots in data (quantitative or qualitative)	→	<input type="checkbox"/>
Plans and Organization (5 min) → What were previous goals set in prior meetings? → What has been your experience implementing the intervention? → Did the intervention have its intended impact? Are goals being met?	→ Workshops on Organization <ul style="list-style-type: none">◆ Can we do quick checks on agendas and Notes◆ Root of our issues◆ Habits of Success → Eagle Time Intervention <ul style="list-style-type: none">◆ Getting Organize	<input type="checkbox"/> Eagle Time Organization Tips
Examine Big Picture Data (10 mins) → How many students are behind in what areas? → Are students mainly behind because of unsubmitted Projects, lower than 70% cognitive skill averages, lower than 70% Math concept averages, or unpassed Power Focus Areas? → Are the students who are behind clumped into specific grade levels, Self-Direction classes, or subjects? Is data clumped for individual projects, math concepts, or Focus Areas?	- Addressing checkpoint submission and PFA attempts	<input type="checkbox"/>
Identify Data to be Targeted (2-5 mins) Out of the data examined, what specific data will be the target of an intervention? Is the number and extent of the target reasonable?		<input type="checkbox"/>

Determine the Root Cause of the Data (5-10 mins) → What is the root cause of this data? How can more granular data or qualitative observations shed light on why the data is the way it is? → Does the team have consensus on the root causes?		<input type="checkbox"/>
Plan Interventions (5-8 mins) → What intervention strategy will effectively target the driver of the data? → Will that intervention target all students, select groups of students, or individual students? → What is your theory of action? <ul style="list-style-type: none">◆ E.g. If we do _____, then these students will grow by _____. → How can that intervention be efficient for both teachers and students?	→	<input type="checkbox"/>
Set Clear Goals (2-5 mins) <ul style="list-style-type: none">• What is a reasonable positive shift in the data? What are the metrics for success?• What is the timeline for achieving that metric for success?	<ul style="list-style-type: none">- Maintain pacing with 2nd project, which will give time to address students who are struggling (3 week timeline)- Depending on class, set a percentage goal for students who should be on track with projects and PFAs- Be much more aware of students submitting checkpoints at the due date	<input type="checkbox"/>

11/1/2019

10th Grade Team Meeting

Timekeeper - Omar
Facilitator - Friend
Note taker - Friend

10th Grade GLT		
Topic	Notes	Action Items
Celebrate Wins (2 mins) → Did a recent intervention campaign meet its goals? → Is a student of concern demonstrating growth? → What are the bright spots in data (quantitative or qualitative)	 → Gillam- more students turning in Checkpoints for their second project → Jenks- more student submitted checkpoints	<input type="checkbox"/>
Plans and Organization (5 min) →	 → Workshops on Organization <ul style="list-style-type: none">◆ Can we do quick checks on agendas and Notes◆ Root of our issues◆ Habits of Success → Eagle Time Intervention <ul style="list-style-type: none">◆ Getting Organize	<input type="checkbox"/> Eagle Time Organization Tips
Addressing checkpoint submission and PFA attempts (10 mins) → How many students are behind in what areas? → Are students mainly behind because of unsubmitted Projects, lower than 70% cognitive skill averages, lower than 70% Math concept averages, or unpassed Power Focus Areas? → Are the students who are behind clumped into specific grade levels, Self-Direction classes, or subjects? Is data clumped for individual projects, math concepts, or Focus Areas?	 - Addressing checkpoint submission and PFA attempts	<input type="checkbox"/> Intervention Form
GOALS (2-5 mins)	 Maintain pacing with 2nd project, which will give time to address students who are struggling (3 week timeline)	<input type="checkbox"/>

	Depending on class, set a percentage goal for students who should be on track with projects and PFAs Be much more aware of students submitting checkpoints at the due date	
Determine the Root Cause of the Data (5-10 mins) → What is the root cause of this data? How can more granular data or qualitative observations shed light on why the data is the way it is? → Does the team have consensus on the root causes?		<input type="checkbox"/>
Plan Interventions (5-8 mins) → What intervention strategy will effectively target the driver of the data? → Will that intervention target all students, select groups of students, or individual students? → What is your theory of action? <ul style="list-style-type: none">◆ E.g. If we do _____, then these students will grow by _____. → How can that intervention be efficient for both teachers and students?	→	<input type="checkbox"/>
Set Clear Goals (2-5 mins) <ul style="list-style-type: none">• What is a reasonable positive shift in the data? What are the metrics for success?• What is the timeline for achieving that metric for success?	-	<input type="checkbox"/>

11/18/2019

9th Grade Team Meeting

Timekeeper - Omar
Facilitator - Friend
Note taker - Friend

9th Grade GLT		
Topic	Notes	Action Items
Celebrate Wins (2 mins) → Did a recent intervention campaign meet its goals? → Is a student of concern demonstrating growth? → What are the bright spots in data (quantitative or qualitative)	→ - getting better of balancing Projects and PFAs. On a good → - Doing well on PFAs and having since of urgency for turning things in → Santos - Repetition and spiraling has helped students. Goal setting has been going well. → Lina - 12 students are not passing college class.	<input type="checkbox"/>
Plans and Organization (5 min) → What were previous goals set in prior meetings? → What has been your experience implementing the intervention? → Did the intervention have its intended impact? Are goals being met?	→ Mentoring <ul style="list-style-type: none">◆ College class and how they are doing. Final Exam and Paper.◆ Wgeo is due this Friday.◆ Unit 2 test in Alg1	<input type="checkbox"/> Email this to 9th greade
Examine Big Picture Data (10 mins) → How many students are behind in what areas? → Are students mainly behind because of unsubmitted Projects, lower than 70% cognitive skill averages, lower than 70% Math concept averages, or unpassed Power Focus Areas? → Are the students who are behind clumped into specific grade levels, Self-Direction classes, or subjects? Is data clumped for individual projects, math	-	<input type="checkbox"/>

concepts, or Focus Areas?		
Identify Data to be Targeted (2-5 mins) Out of the data examined, what specific data will be the target of an intervention? Is the number and extent of the target reasonable?		<input type="checkbox"/>
Determine the Root Cause of the Data (5-10 mins) → What is the root cause of this data? How can more granular data or qualitative observations shed light on why the data is the way it is? → Does the team have consensus on the root causes?		<input type="checkbox"/>
Plan Interventions (5-8 mins) → What intervention strategy will effectively target the driver of the data? → Will that intervention target all students, select groups of students, or individual students? → What is your theory of action? ◆ E.g. If we do _____, then these students will grow by _____. → How can that intervention be efficient for both teachers and students?	→	<input type="checkbox"/>
Set Clear Goals (2-5 mins) <ul style="list-style-type: none">What is a reasonable positive shift in the data? What are the metrics for success?What is the timeline for achieving that metric for success?	-	<input type="checkbox"/>

11/19/2019

10th Grade Team Meeting

Timekeeper - Gillam
Facilitator - Prado
Note taker - Gillam

10th Grade GLT		
Topic	Notes	Action Items
Celebrate Wins (2 mins) → Did a recent intervention campaign meet its goals? → Is a student of concern demonstrating growth? → What are the bright spots in data (quantitative or qualitative)	Prado- We have room to grow, so let's aim for 100%	<input type="checkbox"/>
Mentoring (5 min) →	→ All teachers at 100% every 2 weeks. Teachers should mentor a minimum of half of their students every week.	<input type="checkbox"/> Eagle Time Organization Tips
Addressing checkpoint submission and PFA attempts (10 mins) → How many students are behind in what areas? → Are students mainly behind because of unsubmitted Projects, lower than 70% cognitive skill averages, lower than 70% Math concept averages, or unpassed Power Focus Areas? → Are the students who are behind clumped into specific grade levels, Self-Direction classes, or subjects? Is data clumped for individual projects, math concepts, or Focus Areas?	- PFA checklist (different colors) - All teachers should do an introductory lesson for Focus Areas - Students should complete introductory notes in platform.	<input type="checkbox"/> Intervention Form
GOALS (2-5 mins)	Maintain pacing with 2nd project, which will give time to address students who are	<input type="checkbox"/>

	struggling (3 week timeline) Depending on class, set a percentage goal for students who should be on track with projects and PFAs Be much more aware of students submitting checkpoints at the due date		
Determine the Root Cause of the Data (5-10 mins) → What is the root cause of this data? How can more granular data or qualitative observations shed light on why the data is the way it is? → Does the team have consensus on the root causes?			<input type="checkbox"/>
Plan Interventions (5-8 mins) → What intervention strategy will effectively target the driver of the data? → Will that intervention target all students, select groups of students, or individual students? → What is your theory of action? ◆ E.g. If we do _____, then these students will grow by _____. → How can that intervention be efficient for both teachers and students?	→ Anchor Chart created for all students will include due dates for Checkpoints/Cooldowns, PFAs, Additional, Cognitive Skills, and Final Products. The charts will also include resources for students.		<input type="checkbox"/>
Set Clear Goals (2-5 mins) • What is a reasonable positive shift in the data? What are the metrics for success? • What is the timeline for achieving that metric for success?	-		<input type="checkbox"/>

12/02/2019

9th Grade Team Meeting

Timekeeper -
Facilitator -
Note taker -

9th Grade GLT			
Topic	Notes		Action Items
Mandatory Assessment date (min) →	→		<input type="checkbox"/>
Saturday 5 Mins → What students must come? → What is the cut off? → Does this include PFA and Projects → When are we sending this out?	→ Projects and Unit Test and Three PFAs or more. → Friday GOLDEN TICKET → Wed		<input type="checkbox"/>
Three week Push! (10 mins) → Saturday → Fun Friday → Tutorials → Workshops → Mandatory Assessments	-		<input type="checkbox"/>
Checkpoints Is the number and extent of the target reasonable? Call home for Checkpoints	Calls for Checkpoints		→
Fun Friday			<input type="checkbox"/> Food with Santos
College Exam	→ Dec 9th and 10th		<input type="checkbox"/>
Set Clear Goals (2-5 mins) • What is a reasonable positive shift in the data? What are the metrics for success? • What is the timeline for achieving	-		<input type="checkbox"/>

that metric for success?		
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1/07/2020

Fall Reflection Meeting

Timekeeper -
Facilitator
Note taker -

GLT			
Topic	Notes		Action Items
Celebrate Wins (2 mins) → What you do for break?	→		<input type="checkbox"/>
Fall Reflection (15mins) → Aldo Prado → Friend	https://docs.google.com/presentation/d/1M3aDYCkz4dZwgjrgE7GgiHCJm_n8jV6oW7VAnOYMKtE/edit?usp=sharing		<input type="checkbox"/>
Spring Instructional Goals (10 mins) → Workshops → Effective Launch	Effective Launch		<input type="checkbox"/>
New Tool: Google Keep Progress Check-In List for students Checkpoint Feedback Mentor Checkin Goals	Keep notes inside the platform Notes <ul style="list-style-type: none">◆ Binder -Avid◆ Each teacher make sure notes are completed. Then the notes can be taken for a grade.		Notes <ul style="list-style-type: none">- Notes will be taken as a grade.- Teacher will submit their list of students that has taken notes to the AVID teacher- If a student has passed the test on the first try, the student doesn't have to prove that they have taken notes.- Who needs to print off no
Projects and Checkpoints → Due Dates → Calendar dates → Do we want to change PFA dates on the calendar? → Anchor Charts Process and Introduction to students	→ Platform Due Dates <ul style="list-style-type: none">◆ 10th Grade◆ 9th Grade → Internalization Example		<input type="checkbox"/> Karen needs another anchor chart
Housekeeping → Open table" → Check to see if section are complete	→ Map Tasting <ul style="list-style-type: none">◆ 16th and 17th◆ Morning, afternoon		<input type="checkbox"/>
Set Clear Goals (2-5 mins) <ul style="list-style-type: none">● Strive. What is a reasonable positive shift in the data? What are the metrics for success?● What is the timeline for achieving that metric for success?	→		<input type="checkbox"/>

1/13/2020

9th Grade Team Meeting

Timekeeper -
Facilitator
Note taker -

9th Grade GLT			
Topic	Notes		Action Items
Week-at-a-Glance (2 mins) → Lets run down what we are doing for the week → Workshops	→ Week at a Glance → Workshops <ul style="list-style-type: none">◆ https://docs.google.com/document/d/1lIWVo9lbml6PAQ46HHvoEy5C19TOXb-FUfL4_e4qK5c/edit		<input type="checkbox"/>

Plans and Organization (5 min) → Plans for Eagle Time cycle 5? → ? → Map Testing Thursday	→ Map Testing 01/16/2020 ◆ Go to: teach.mapnwea.org • Sign in ◆ Home room • Math 6+ • Reading 6+		<input type="checkbox"/>
Examine Big Picture Data (10 mins) → How many students are behind in what areas? → Are students mainly behind because of unsubmitted Projects, lower than 70% cognitive skill averages, lower than 70% Math concept averages, or unpassed Power Focus Areas? → Are the students who are behind clumped into specific grade levels, Self-Direction classes, or subjects? Is data clumped for individual projects, math concepts, or Focus Areas?	-		<input type="checkbox"/>
Identify Data to be Targeted (2-5 mins) Out of the data examined, what specific data will be the target of an intervention? Is the number and extent of the target reasonable?			<input type="checkbox"/>
Determine the Root Cause of the Data (5-10 mins) → What is the root cause of this data? How can more granular data or qualitative observations shed light on why the data is the way it is? → Does the team have consensus on the root causes?			<input type="checkbox"/>
Plan Interventions (5-8 mins) → What intervention strategy will effectively target the driver of the data? → Will that intervention target all students, select groups of students, or individual students? → What is your theory of action? ◆ E.g. If we do _____, then these students will grow by _____. → How can that intervention be efficient for both teachers and students?	→		<input type="checkbox"/>
Set Clear Goals (2-5 mins) • What is a reasonable positive shift in the data? What are the metrics for success? • What is the timeline for achieving that metric for success?	-		<input type="checkbox"/>

1/21/2020

10th Grade Team Meeting

Timekeeper -
Facilitator
Note taker -

9th Grade GLT		
Topic	Notes	Action Items
Week-at-a-Glance (2 mins) → Lets run down what we are doing for the week → Workshops	→ Week at a Glance ◆ https://docs.google.com/presentation/d/1xk3v1Jgx9Oh7QeEuulN4JD_lBrxk5Lwj8GkH3-SiBxO/edit#slide=id.p → Workshops ◆ https://docs.google.com/document/d/1lIWVo9lbml6PAO46HHvoEy5Ct9T0Xb-FUfL4_e4qK5c/edit	<input type="checkbox"/>
Interventions → Eagle Time → Workshops ◆ PFA ◆ Checkpoints	→ Who are we drafting? → Workshops ◆ What planned workshops do we have coming up? ◆ Lessons on WKSPS: https://docs.google.com/document/d/1lIWVo9lbml6PAO46HHvoEy5Ct9T0Xb-FUfL4_e4qK5c/edit	<input type="checkbox"/>
Examine Big Picture Data (10 mins) → How many students are behind in what areas? → Are students mainly behind because of	- 35/112 Students are on track in PFAs - ALG2 51/73 - 38 - Chem 49/112 - 63 - ENG 53/112 - 59	<input type="checkbox"/>

unsubmitted Projects, lower than 70% cognitive skill averages, lower than 70% Math concept averages, or unpassed Power Focus Areas? → Are the students who are behind clumped into specific grade levels, Self-Direction classes, or subjects? Is data clumped for individual projects, math concepts, or Focus Areas?	<ul style="list-style-type: none">- WH - 31/61 - 30- 77/112 Students are on track in PROJECTS- ALG2 73/73 - All on track- Chem 111/112 - 1 off track- ENG 79/112 - 33 Off track- WH - 56/61 - 5 off track- PFAs and ELA Projects- PLA project, All PFAS	
Identify Data to be Targeted (2-5 mins) Out of the data examined, what specific data will be the target of an intervention? Is the number and extent of the target reasonable?		<input type="checkbox"/>
Determine the Root Cause of the Data (5-10 mins) → What is the root cause of this data? How can more granular data or qualitative observations shed light on why the data is the way it is? → Does the team have consensus on the root causes?		<input type="checkbox"/>
Plan Interventions (5-8 mins) → What intervention strategy will effectively target the driver of the data? → Will that intervention target all students, select groups of students, or individual students? → What is your theory of action? <ul style="list-style-type: none">◆ E.g. If we do _____, then these students will grow by _____. → How can that intervention be efficient for both teachers and students?	→	<input type="checkbox"/>
Set Clear Goals (2-5 mins) <ul style="list-style-type: none">• What is a reasonable positive shift in the data? What are the metrics for success?• What is the timeline for achieving that metric for success?	-	<input type="checkbox"/>

1/27/2020

9th Grade Team Meeting

Timekeeper -
Facilitator -
Note taker -

9th Grade GLT		
Topic	Notes	Action Items
Celebrate Wins (2 mins) → Did a recent intervention campaign meet its goals? → Is a student of concern demonstrating growth? → What are the bright spots in data (quantitative or qualitative)	→ symphonic band, students enjoyed it. → Noe <ul style="list-style-type: none">◆ Home situation: Can we make phone calls home to help;◆ College Textbook online	<input type="checkbox"/> Friend find online text. <input type="checkbox"/> Next tuesday start priority Eagle Time
Plan and Week at a Glance → Why we do what we do?	Week at a Glance https://docs.google.com/presentation/d/1pvlOYqfjTeYjbQW6uUf375Uwe-yOSOCO1gl2WS_Wlcs/edit#slide=id.g7ce835d651_0_0	<input type="checkbox"/>
Instructional Look-For - Framing lesson and launching checkpoints	→ Prado and Friend walk throughs <ul style="list-style-type: none">◆ Launch of Class◆ Launch of Checkpoints	
Examine Big Picture Data (10 mins) → How many students are behind in what areas? → Are students mainly behind because of unsubmitted Projects, lower than 70% cognitive skill averages, lower than 70% Math concept averages, or unpassed Power Focus Areas? → Are the students who are behind clumped into specific grade levels, Self-Direction classes, or	<ul style="list-style-type: none">- Mandatory Tutorials: First semester project<ul style="list-style-type: none">- Summer school- Naila Acosta: Cell Phone<ul style="list-style-type: none">- Off task- If phone is out collect and give to Mr Gonzales-	<input type="checkbox"/>

subjects? Is data clumped for individual projects, math concepts, or Focus Areas?			
Reading Strategies and Lextile levels <ul style="list-style-type: none">◆ Natural Reader◆ Immersave Reader			<input type="checkbox"/>
Determine the Root Cause of the Data (5-10 mins) → What is the root cause of this data? How can more granular data or qualitative observations shed light on why the data is the way it is? → Does the team have consensus on the root causes?			<input type="checkbox"/>
Plan Interventions (5-8 mins) → What intervention strategy will effectively target the driver of the data? → Will that intervention target all students, select groups of students, or individual students? → What is your theory of action? <ul style="list-style-type: none">◆ E.g. If we do _____, then these students will grow by _____. → How can that intervention be efficient for both teachers and students?	→		<input type="checkbox"/>
Set Clear Goals (2-5 mins) <ul style="list-style-type: none">• What is a reasonable positive shift in the data? What are the metrics for success?• What is the timeline for achieving that metric for success?	-		<input type="checkbox"/>

DATE 2/4/2020

10th Grade Team Meeting

Timekeeper - Dr. Clinch

Facilitator

Note taker - K. Gutierrez

10th Grade GLT		
Topic	Notes	Action Items
Celebrate Wins (2 mins) → Did a recent intervention campaign meet its goals? → Is a student of concern demonstrating growth? → What are the bright spots in data (quantitative or qualitative)	→ Dolbee: Thanks for the support! A lot of kids turned in work. Less overdue work. → Jenks: Son started senior baseball → Clinch: Students getting caught up in Alg 2	<input type="checkbox"/>
Plans and Organization (5 min) → What were previous goals set in prior meetings? → What has been your experience implementing the intervention? → Did the intervention have its intended impact? Are goals being met?	-Best intervention: WORKSHOPS -Launch projects in a way they don't overlap with other subjects. -Review PFA before the students take it. -Create alternative assessments IF needed. Read questions to students that need accommodations. -Review vocabulary. Word walls.	<input type="checkbox"/>
Examine Big Picture Data (10 mins) → How many students are behind in what areas? → Are students mainly behind because of unsubmitted Projects, lower than 70% cognitive skill averages, lower than 70% Math concept averages, or unpassed Power Focus Areas? → Are the students who are behind clumped into specific grade levels, Self-Direction classes, or subjects? Is data clumped for individual projects, math concepts, or Focus Areas?	-	<input type="checkbox"/>
Identify Data to be Targeted (2-5 mins) Out of the data examined, what specific data will be the target of an intervention? Is the number and extent of the target reasonable?		<input type="checkbox"/>
Determine the Root Cause of the Data (5-10 mins)		<input type="checkbox"/>

<div>→ What is the root cause of this data? How can more granular data or qualitative observations shed light on why the data is the way it is?</div> <div>→ Does the team have consensus on the root causes?</div>			
<div>Plan Interventions (5-8 mins)</div> <div>→ What intervention strategy will effectively target the driver of the data?</div> <div>→ Will that intervention target all students, select groups of students, or individual students?</div> <div>→ What is your theory of action?<div><div>E.g. If we do _____, then these students will grow by _____.</div></div></div> <div>→ How can that intervention be efficient for both teachers and students?</div>	<div>→ Mandatory PFA Days.</div> <div>→ Friday: go to HR Teacher to catch up.</div> <div>→ Saturday workshops</div> <div>→ Parent Meetings next week(before grading period closes)</div> <div>→ Catch up wednesday 02/12</div> <div>OT Students will be placed in intervention all day.</div>		<div><input type="checkbox"/></div>
<div>Set Clear Goals (2-5 mins)</div> <div><div>• What is a reasonable positive shift in the data? What are the metrics for success?</div><div>• What is the timeline for achieving that metric for success?</div></div>	-		<div><input type="checkbox"/></div>

2/03/2020

9th Grade Team Meeting

Timekeeper -
Facilitator -
Note taker -

9th Grade GLT			
Topic	Notes		Action Items
<div>Week At a Glance (2 mins)</div> <div>→ Any Urgent Dates?</div> <div>→ How much time do we have to take PFAS?</div> <div>→ Any areas of concern?</div>	<div>→ Week At A Glance</div> <div>→ Encouraging students taking notes for PFAs</div> <div>→</div>		<div><input type="checkbox"/></div>
<div>Reminder of Norms</div> <div>→ Goals and reflection of goals</div> <div>→ Assessments</div> <div>→ Cellphones</div> <div>→ Workshops</div>			<div><input type="checkbox"/></div>
<div>Examine Big Picture Data (10 mins)</div> <div>→ How many students are behind in what areas?</div> <div>→ Are students mainly behind because of unsubmitted Projects, lower than 70% cognitive skill averages, lower than 70% Math concept averages, or unpassed Power Focus Areas?</div> <div>→ Are the students who are behind clumped into specific grade levels, Self-Direction classes, or subjects? Is data clumped for individual projects, math concepts, or Focus Areas?</div>	<div>- School Data Break</div>		<div><input type="checkbox"/></div>
<div>Identify Data to be Targeted (2-5 mins)</div> <div>Out of the data examined, what specific data will be the target of an intervention?</div>			<div><input type="checkbox"/></div>
PFA Behind			
<div>→ Red Students</div> <div><div><div>Who are they?</div><div>What can we do to address</div><div>Seating Chart</div></div></div>	<div>- M</div> <div>- M</div> <div>- M</div> <div>- M</div>		<div><input type="checkbox"/></div>

<ul style="list-style-type: none">• Check list• Are these students taking daily goals and reflecting on those goals			
Plan Interventions (5-8 mins) <ul style="list-style-type: none">→ What intervention strategy will effectively target the driver of the data?→ Will that intervention target all students, select groups of students, or individual students?→ What is your theory of action?<ul style="list-style-type: none">◆ E.g. If we do _____, then these students will grow by _____.→ How can that intervention be efficient for both teachers and students?	<ul style="list-style-type: none">→ Parent Conference Plans/Agreement with Parents→ Mandatory Work Days - This or Next Wednesday for students failing 3 or more classes→ This Friday - plan is mentor day→ Saturday Tutorials		<input type="checkbox"/>
Set Clear Goals (2-5 mins) <ul style="list-style-type: none">• What is a reasonable positive shift in the data? What are the metrics for success?• What is the timeline for achieving that metric for success?	-		<input type="checkbox"/>

DATE

10th Grade Team Meeting

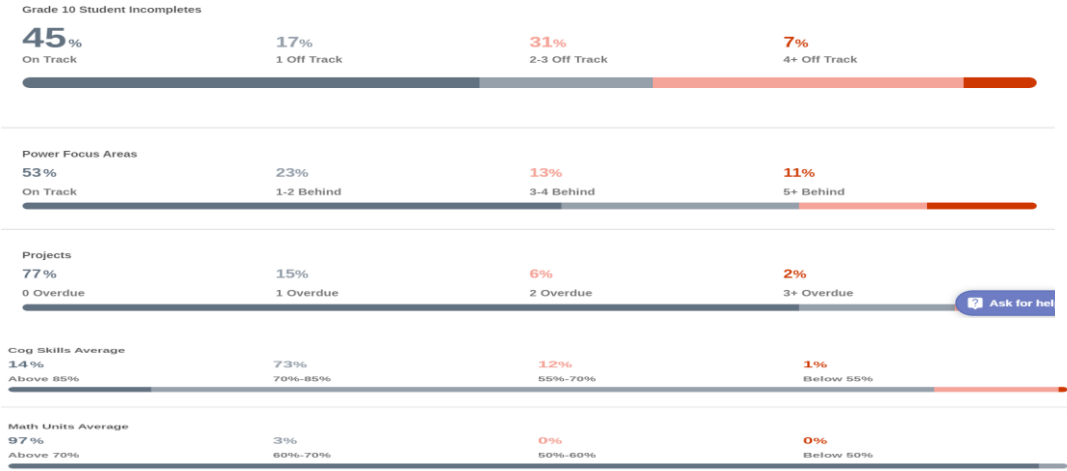
Timekeeper - Clinch

Facilitator - Prado

Note taker - Karen

10th Grade GLT			
Topic	Notes		Action Items
Celebrate Wins (2 mins) <ul style="list-style-type: none">→ Did a recent intervention campaign meet its goals?→ Is a student of concern demonstrating growth?→ What are the bright spots in data (quantitative or qualitative)	→		<input type="checkbox"/>
Plans and Organization (5 min) <ul style="list-style-type: none">→ What were previous goals set in prior meetings?→ What has been your experience implementing the intervention?→ Did the intervention have its intended impact? Are goals being met?			<input type="checkbox"/>
Examine Big Picture Data (10 mins) <ul style="list-style-type: none">→ How many students are behind in what areas?→ Are students mainly behind because of unsubmitted Projects, lower than 70% cognitive skill averages, lower than 70% Math concept averages, or unpassed Power Focus Areas?→ Are the students who are behind clumped into specific grade levels, Self-Direction classes, or subjects? Is data clumped for individual projects, math concepts, or Focus Areas?	-		<input type="checkbox"/>
Identify Data to be Targeted (2-5 mins) <p>Out of the data examined, what specific data will be the target of an intervention?</p> <p>Is the number and extent of the target reasonable?</p>			<input type="checkbox"/>
Determine the Root Cause of the Data (5-10 mins) <ul style="list-style-type: none">→ What is the root cause of this data? How can more granular data or qualitative observations			<input type="checkbox"/>

shed light on why the data is the way it is? → Does the team have consensus on the root causes?			
Plan Interventions (5-8 mins) → What intervention strategy will effectively target the driver of the data? → Will that intervention target all students, select groups of students, or individual students? → What is your theory of action? <ul style="list-style-type: none">◆ E.g. If we do _____, then these students will grow by _____. → How can that intervention be efficient for both teachers and students?	→ PFA this and next week: Algebra 2, Chem, Eng 2. Need to see th in the WAAG		<input type="checkbox"/>
Set Clear Goals (2-5 mins) <ul style="list-style-type: none">• What is a reasonable positive shift in the data? What are the metrics for success?• What is the timeline for achieving that metric for success?	-		<input type="checkbox"/>



2/13/2020

9th Grade Team Meeting

Timekeeper -

Facilitator -

Note taker -

9th Grade GLT		
Topic	Notes	Action Items

On Track Overall		Power Focus Areas On Track	Completed All Projects	Cog Skills Above 70%	Math Units Above 70%
<div><div></div></div>	16%	86%	100%	92%	N/A
	16%	84%	100%	0%	96%
	30%	74%	92%	91%	N/A
	70%	71%	97%	99%	N/A
					<input type="checkbox"/>
Fun Friday - March 6 → What are our criteria?	→ Houston Opera <ul style="list-style-type: none">60 tickets for both gradesThey also must be off the "not clear list" ie they cant owe money → Mentor <ul style="list-style-type: none">Based off mentors decision → Do not tell students what the surprise is.. → Library Fun? <ul style="list-style-type: none">				<input type="checkbox"/> Gift cards for
Spring Regional Convening →	<ul style="list-style-type: none">Has everyone signed up?https://springregionalconvening2020.sched.com/Teamwork focus-				<input type="checkbox"/>
End of the six weeks	-				<input type="checkbox"/>
Determine the Root Cause of the Data (5-10 mins) → What is the root cause of this data? How can more granular data or qualitative observations shed light on why the data is the way it is? → Does the team have consensus on the root causes?					<input type="checkbox"/>
Plan Interventions (5-8 mins) → What intervention strategy will effectively target the driver of the data? → Will that intervention target all students, select groups of students, or individual students? → What is your theory of action? <ul style="list-style-type: none">E.g. If we do _____, then these students will grow by _____. → How can that intervention be efficient for both teachers and students?	→				<input type="checkbox"/>
Set Clear Goals (2-5 mins) <ul style="list-style-type: none">What is a reasonable positive shift in the data? What are the metrics for success?What is the timeline for achieving that metric for success?	-				<input type="checkbox"/>

2/13/2020

10th Grade Team Meeting

Timekeeper -
Facilitator
Note taker -

10th Grade GLT

Topic	Notes		Action Items
Celebrate Wins (2 mins) → Wednesdays Push → Friday Mentor day →	<div><div>Student Outcomes</div><div><div>50%</div><div>20%24%6%</div><div>On Track1 Off Track2-3 Off Track4+ Off Track</div><div>View Details</div></div><div><div>Student Outcomes</div><div><div>50%</div><div>20%24%6%</div><div>On Track1 Off Track2-3 Off Track4+ Off Track</div><div>View Details</div></div></div><div><div>57%</div><div>Power Focus Areas On Track</div><div><div>87%</div><div>No Overdue Projects</div><div><div>24%</div><div>Cog Skills Above 85%</div><div><div>96%</div><div>Math Units Above 70%</div></div></div></div></div></div>		
Fun Friday - March 6 → What are our criteria?	<div>→ Houston Opera<ul style="list-style-type: none">◆ 60 tickets for both grades◆ They also must be off the "not clear list" ie they cant owe money</div> <div>→ Mentor<ul style="list-style-type: none">◆ Based off mentors decision</div> <div>→ Do not tell students what the surprise is..</div> <div>→ Library Fun?<ul style="list-style-type: none">◆</div>		<input type="checkbox"/>
Spring Regional Convening →	<div>- Has everyone signed up?</div> <div>- https://springregionalconvening2020.sched.com/</div> <div>→</div> <div>- Teamwork focus</div> <div>-</div>		<input type="checkbox"/>
Off Track in one course			
Identify Data to be Targeted (2-5 mins) Out of the data examined, what specific data will be the target of an intervention? Is the number and extent of the target reasonable?			<input type="checkbox"/>
Determine the Root Cause of the Data (5-10 mins) → What is the root cause of this data? How can more granular data or qualitative observations shed light on why the data is the way it is? → Does the team have consensus on the root causes?			<input type="checkbox"/>
Plan Interventions (5-8 mins) → What intervention strategy will effectively target the driver of the data? → Will that intervention target all students, select groups of students, or individual students? → What is your theory of action? <ul style="list-style-type: none">◆ E.g. If we do _____, then these students will grow by _____. → How can that intervention be efficient for both teachers and students?	→		<input type="checkbox"/>
Set Clear Goals (2-5 mins) <ul style="list-style-type: none">• What is a reasonable positive shift in the data? What are the metrics for success?• What is the timeline for achieving that metric for success?	-		<input type="checkbox"/>

9/09/2019

Meeting Agenda:

Agenda:

Eagle Time: How will it be used? (Prado/Friend)

Customer Service. (Prado)

-Mentoring: How to use the new system? (Omar)

-How to use data to drive my instruction? (Chase)

-Calibration of Cognitive Skill, aka how to grade projects on level (Friend)

-Norms: Importance of making students Taking Notes (ALDO)

-Open House

Topic	Notes	Action Items
Customer Service	→	<input type="checkbox"/>
Eagle Time: How will it be used?	→ https://sites.google.com/pasadenaisd.org/collegeconnect/intervention	
Mentoring: Omar	→	
How to use Data?	https://www.summitlearning.org/v2/teacher/data/exploration/9	<input type="checkbox"/>
Calibration of Cognitive Skill, aka how to grade projects on level	→ How do we make sure we are on the same page? → COG SKILL: https://docs.google.com/spreadsheets/d/1iA6LXLSjhZYUtvscEcPFmxc5Efj0EM0ILslqSm7io5g/edit#gid=0 →	
Norms: Importance of making students Taking Notes	→ https://sites.google.com/pasadenaisd.org/collegeconnect/norms	
e		

8/29/2019

Topic	Notes	Action Items
Map Testing	→ Go to: teach.mapnwea.org <div>◆ Sign in</div> → Home room <div>◆ Math 6+</div> <div>◆ Reading 6+</div>	<input type="checkbox"/>
Mentoring	→ HOw to set up Mentoring: https://www.youtube.com/watch?v=xkJjqv9NEOw → How to pace myself?	
Breaking down the data	→ How to launch class based off the data from the day before. → "Is what your doing right now, based off data?"	
		<input type="checkbox"/>
	→	
	→	

8/22/2019

Meeting Agenda:

Agenda Overview w/ Time Frames: 2:35-3:10 p.m.

- 2nd-week Onboarding
- Project Dates: Need to know your dates
- Student Notebooks
- Friday-

Blackboard Logins

HR sign in to SOS

Claim Email

- Reflection Tool: https://docs.google.com/document/d/1cwOoVD89O_rxu-WNK_WJ1mmlbC57VejcYrEpwsXcyss/edit
- UIL: <https://docs.google.com/document/d/1rKBgsznLptiyhb536W9C86BHyotRZRu5ZGCZgPi8Fvc/edit>
- T-tess and Look Fors
- <https://docs.google.com/document/d/1gACP8-7uKSQialKE6Yb657XYWa98yEsEIS1uoFpcSll/edit>

Reference: Menu of Resources

<div>BEFORE YOU DIG IN...!!!</div> <div>A lot of these resources come from the same three places, and they are color coded according to the bullet points below:<ul style="list-style-type: none">Learning Strategies Page (LS) - This page has explanations, templates, and examples of study strategies that students can use to study efficiently and effectively.Teacher Accessibility Resource Bank (TARB)- This is a curated selection of methods for increasing the accessibility of classroom content, covering all topics from literacy to executive function.Habits Supports (HSP)- This is still being built out, but it has basic information for all of the Habits of Success and teacher toolkits for supporting students in developing each of the Habits of Success.</div> <div>If you don't find what you need in the table below, try clicking through one or more of the comprehensive resources above or look in the Learning Space (where most of the rest of these materials come from).</div>							
Habits Development				Productive Environment		Personalization	
Goal	Plan	Learn, Show, Reflect	Maintain Focus	Norms/ Routines	Other	Workshops	Check-ins
Goals and Plans in Platform: Overview, This Week Goals, Focus Area Goals		LS: Cornell Notes	HSP: Exec. Fxn. Teacher Hacks	Workshop Norms, Systems, and Routines	Tips for Timely Check-ins	[Reading] Maximizing Teacher Time Checklist	
LS: SMART Goals	LS: Break Big Task into Chunks	LS: Outline Notes	HSP: Self-Regulation Teacher Hacks	[Resource] Norms, Routines, and Procedures	[Session] Learning Environment	[Session] Focus Area Workshops (see FRC 2018 materials)	[Resource] Building Attachment
WOOP Goals	TARB: Plan for Past-Due Assignments	LS: Test Myself	Time-Boxing	[Mini PD]: Content Assessment Norms/Routines	[Skill-Builder] Differentiated Collaboration	[Resource] Partial-Group Content & LS Intervention	TARB: Check-in/ Check-out
HSP: Self-Direction Teacher Hacks	TARB: Sequencing Personalized Learning Time	Leverage the Focus Area Features (click "Focus Area Tour" - top right of any focus area)	TARB - Provide Options	Norm and enforce a quiet environment /	TARB: Separating independent work time and collaboration time	[Mini-PD] Facilitating Workshops	[Activity] Tool for coaching students in HoS
Post-it Goals	Playlist Study Steps Flowchart	Boosting Meta-cognition and Exec. Fxn. in the Classroom	TARB: Check-in/ Check-out	Strategic Seating	[Template] Self-directed Learning Plan Template	[Resource] Menu of Workshop Types (with examples)	[Session] Using Active Listening and Questioning Strategies
[Mini-PD] Facilitating Goal-Setting	Bullet Journaling	TARB: Test Taking Strategies	Pomodoro Technique / TARB: Visual Timer	Teaching Channel's Back-to-School Starter Packs	Classroom Management Strategies Playlist	Level 2 Interventions: Supporting Groups of Students	[Session] Identifying Student Needs by Level

8/20/2019

Science & Math GLT
Meeting Time: 215pm to 2:45pm
Attendees- Sherrell Gillam, Aislinn Clinch, Omar Gonzalez, Steven Friend
Friday- Gillam will review SMART Goals and Monday Long- Term Goals

NOTES
Monday,September 3rd- oth and 10th will begin SDL Cycle
Objective.
Tuesday wi

Topic	Objectives	10 Grader GLT	9th Grade GLT
How to Study a Focus Area (Overview)	<ul style="list-style-type: none">Describe the steps to study a focus area.	Whole week All teachers	
Learning Strategies: Set a Goal	<ul style="list-style-type: none">Set a SMART goal.	Monday- Gillam will complete Long-Term Goals	
Learning Strategies: Make a Plan	<ul style="list-style-type: none">Make an effective plan for studying a focus area.	Dolbee- will complete a different Plan	
Learning Strategies: Cornell Notes	<ul style="list-style-type: none">Use Cornell notes to study a text.	Tuesday- Gutierrez will complete Cornell Notes	
Learning Strategies: Study	<ul style="list-style-type: none">Use flashcards to study.	Wednesday- Clinch will complete Study	
Learning Strategies: Show evidence	<ul style="list-style-type: none">Use effective test-taking techniques.	Thursday- Jenks will complete <ul style="list-style-type: none">Process of EliminationConquer Test Anxiety	Diagnostic and Norms and Routines
Learning Strategies: Reflect	<ul style="list-style-type: none">Reflect on the strategies used.Everyone is completing Mentoring	ALL- Math Reflection too I	ALL

Commented [1]: +adolbee@pasadenaisd.org You will select a note taking strategy from the Learning Resources within the Platform.
Assigned to Ann Dolbee

Commented [2]: Tuesday- Gutierrez will complete Cornell Notes +KGutierrez2@pasadenaisd.org
Assigned to Karen Gutierrez

Commented [3]: +aclinch@pasadenaisd.org I looked through the Learning Strategies and I think the Review and Prepare for Assessment might be the best category to focus on. There are three different strategies to choose from
Assigned to Aislinn Clinch

Commented [4]: +kjenks@pasadenaisd.org Test taking strategies
Assigned to Keith Jenks

Commented [5]: For future reference...when you assign this...Since, I am knew...what date do you want me to cover this, is this to replace a lesson on a specific day?

Note: Thursday meeting we will discuss Week 2 Orientation. Friend will model the launch of the SDL Cycle.

8/15/2019

Meeting Agenda:
Agenda Overview w/ Time Frames: 12:30-1:45 p.m. Our Objective for Onboarding: 12:30-12:40pm Last year plan: 12:40-12:55pm Sample Resources: 12:55 -1:15pm Modify 19/20 onboarding Plan: 1:15-1:45pm Class Time: 1:45-4:00pm

Present:

Topic	Notes	Action Items
Our Objective for Onboarding	<div>→ What is our goal for onboarding and what must be included?</div> <div>→ Introductory Lessons Sample</div>	<div><input type="checkbox"/> 10th grade tuesday 7:30</div> <div><input type="checkbox"/> 9th grade 7:30</div> <div><input type="checkbox"/> Teaching theater</div>
Last year plan	<div>→ Does last years plan master our objective for onboarding?</div> <div>→ What can we take out, and what do we need to add?<div>◆ https://sites.google.com/pasadenaisd.org/college-connect/on-boarding-resources</div></div>	

Sample Resources	<div>→ Which lessons can we use?<ul style="list-style-type: none">◆ https://www.summitlearning.org/learn/resources/57</div> <div>→ How can we modify these lessons to fit our objective?</div> <div>→ Learning Strategies: How can we incorporate them?<ul style="list-style-type: none">◆ https://www.summitlearning.org/resources/learning_strategies</div>		
Modify 19/20 onboarding Plan	<div>9th grade: https://docs.google.com/spreadsheets/d/1IEv57UGoCo2KU3nDzzdKfNB6zIjMQDYtxW6IfV_K6jU/edit?usp=drive_open&ouid=117223648169th PECHS Schedule 2018-20193442103386</div> <div>10th Grade: https://docs.google.com/spreadsheets/d/1AeIsYbnaUC4cuah4ez1lt0JTSYLDexd4Eubks0Zk-Jo/edit?usp=drive_open&ouid=117223648163442103386</div>	<input type="checkbox"/>	
	→		
	→		

• 8/12/2019

Meeting Agenda:
Agenda Overview w/ Time Frames: 9:00-3:00 p.m.
Team Building: 9:05 -9:15
Norms: 9:15-9:25
Teacher Notebooks: 9:25-10:05
Pre-Launch Work: 10:05-11:00
GLT Norms & Grade level Routines: 11:00-11:30
LUNCH 11:30-1:00
Grade level Routines: 1:00-1:30
Onboarding Students Effectively 1:30- End day

Part A: [Pre-Launch Action Items](#)
Part B: [Launching Mentoring](#)

Part A: Pre-launch Action Items
Directions: Below are the actions successful teachers take to launch the Summit Learning Program effectively. Check off each action when it is complete and review the important milestones that follow.

X



1. Review all resources below:
 - [\[Reading\] Updates on Grading](#)
 - [\[Reading\] Platform Tools For Your First Month](#)
 - [\[Reading\] Introducing Students to Summit Learning](#)
 - [\[Reading\] Communicating with Mentees' Families During Launch](#)
 - [\[Video\] Mentoring Updates Webinar](#)
 - [\[Reading\] Notebooks Document](#) and/or [\[Video\] Notebooks Webinar](#)
2. Prepare for Student Onboarding by meeting with your school leader and grade-level team, developing a schedule, and preparing lessons
3. Complete the backward planning document for first Project or Math Unit that will be provided by your District Content Specialists. *Please Note: Teachers who attend the PL Cadre in August will work on this tool. Otherwise, they will have access to the tool from their curriculum specialist.*
4. Create a classroom visual for 1st Project/Unit - Include important dates for submitting Checkpoints and Final Product for feedback, Cognitive Skills/Concepts throughout the Project, and Essential Questions
5. Make sure you know how to assign your first Math Unit or Project using the Platform.

Looking Ahead to Launch

By meeting the following important milestones, you will be on track to a successful year of implementation!

Within the first 2 weeks of school

- All teachers & students have logged into the Platform.
- All core teachers have [assigned their first project or math unit to students](#).
- 100% of active students have [set a 1st goal](#).
- 100% of active students have had their 1st [Mentoring Check-in](#) (and it's logged in the Platform).

Within the first 3 weeks of school

- 100% of active students have taken a Content Assessment (for Focus Areas).

Within the first 4 weeks of school

- In all core courses, teachers have provided [Checkpoint feedback](#) or [Math Cooldown feedback](#).
- 100% of active students have had a Progress Check-in (and it's logged in the Platform).

Part B: Launching Mentoring

Directions:

Your role as a mentor is critical to your mentees’ success. To prepare you to take on this important work, we have provided a checklist of mentor action items. By completing these actions, you’ll be on your way to providing powerful mentoring to all your mentees.

Priority	Checklist	Resources
Classroom Set-up	<div><div>X</div><div><div><div></div></div>I have an appropriate, designated mentoring space in my classroom:<ul style="list-style-type: none">My work space is positioned so I can see students' screens while preserving mentoring meeting privacyMy seat puts me at eye level with my mentees</div><div><div><div></div></div>I am ready to communicate the norms and rules for interacting with teacher/student(s) when in mentoring space.</div></div>	Sample Classroom Seating Arrangements
Launch Logistics	<div><div>X</div><div><div><div></div></div>I have interacted with and am comfortable with the new Platform features for mentoring. I will be ready to use them on the first mentoring session.</div><div><div><div></div></div>I am ready to lead effective connecting check-ins where (A) students understand the purpose of mentoring and (B) students understand their roles and responsibilities as mentees (i.e. pre-work / preparation in advance of 1:1 check-ins)</div><div><div><div></div></div>I have scheduled to meet with each mentee at least once for a Connecting Check-in within the first 2 weeks of the start of school</div><div><div><div></div></div>I have scheduled to meet with each mentee at least once for a Progress Check-in within 4 weeks of the start of school.</div></div>	
Launch Communication	<div><div>X</div><div><div><div></div></div>Identify parent communication plan from campus leader.</div></div>	

Present: ALL

Topic	Notes	Action Items
Norms	<div><div>→ Student norms: https://docs.google.com/document/d/1qhen6DrM88lnk74pNYd2lw3u_-9mrdVgpsE2jS3xT-4/edit</div><div><div>→ Student Notebook: https://drive.google.com/open?id=1oLPXSAuj_93HySruT-nYyTDJlbPd-mq_WUXSuY7f8FM</div><div><div>→</div></div></div></div>	<div><div><div></div></div><div>Print off documents for students</div></div>
On-boarding	<div><div>→ Onboarding: https://docs.google.com/document/d/1IRAtbw9MqDupACbIG7KjG3Ae85xbxa7WqrqFaG8hlMAo/edit</div><div><div>→ Example SDL Norms : https://docs.google.com/document/d/ligsFsnSiSOgvOda8LOb8Crn4q9mMSBXfc95X5nFtBxA/edit</div></div></div>	<div><div><div></div></div></div>
	<div><div>→ Last year Folder: https://drive.google.com/drive/u/0/folders/1Ug8fM7WVdkipuunXAALpvsu_EueYHmOG</div><div><div>→ Last year Onboarding https://docs.google.com/spreadsheets/d/11Ev57UGoCo2KU3nDzzdKfNB6zIJMQDYtxW6IfV_K6jU/edit#gid=282680615</div></div></div>	
Binders		<div><div><div></div></div></div>

	→	
	→	

- Attendees-
- S. Friend

J. Owens

Al. Prado

K Gutierrez

J. Santos

O. Gonzalez

D. Easington

K. Jenks

Ai. Clinch

L. Ossa
- C. Ables

Ann Dolbee

S. Gillam Simmons

- Reviewed Characteristics of Effective Student Onboarding
- Make sure it communicates the why, establishing a supportive culture, preparing students for self-direction, uncovering student needs
- Review of Sequence and Logistics
- Everyone must go through the onboarding schedule and review their duties/topics to present to students. Teachers should print and make copies for their students prior to Monday.

Summit Learning Instructional Strategy
Plan and execute an effective launch of student-driven learning experiences
Aligned Summit Learning Instructional Look-for Category
<p>CUSTOMIZATION: Students engage in - and educators provide - experiences tailored to students' needs, preferences for how to learn, and specific developmental levels.</p> <p>PURPOSEFULNESS: Students work with effort and energy to accomplish goals that connect to a meaningful purpose, and they are aware at all times of their progress toward achieving these goals.</p> <p>RELEVANCE: Students recognize significance that learning activities and objectives have to their interests and goals, prior knowledge, and real world, culturally relevant contexts.</p> <p>COLLABORATION: Students work together to create a joint product, cooperatively solve a problem, or co-construct their understanding of a topic.</p>
Teacher Action Checklist
<p>During the transition of students to effective and worthwhile student-driven learning experiences, the teacher supports students by planning and communicating norms of engagement, collaboration, rigor, and work completion during the launch of those student-driven learning experiences. Teachers plan and execute effective launches of student-driven learning experiences by using many of the following techniques:</p> <div><div><input type="checkbox"/> Facilitate Class Review of Key Project Expectations and Outputs: The teacher uses targeted questioning and/or efficient direct instruction to review key expectations or outputs of a project before transitioning students to independent/group project work time.</div><div><input type="checkbox"/> Target a misconception or error in student work with targeted questioning or effective direct instruction. (Ex: “Yesterday, most students who submitted checkpoint 2 could have improved their analysis if they had applied more of the key strategies within the “Guide to Analysis” resource. If you haven’t submitted checkpoint 2, review the “Guide to Analysis” with your group and self-assess your analysis before submitting)</div><div><input type="checkbox"/> Facilitate Goal-Setting and Goal-Recording: The teacher reserves time during the launch into student-driven learning time for students to set and record their daily goals.</div><div><input type="checkbox"/> The teacher teaches students how to form actionable daily goals and provides feedback to students on the actionability of their daily goals.</div><div><input type="checkbox"/> Support students to generate concrete student actions they can take during instruction that will help them reach their goal</div><div><input type="checkbox"/> Make Time Transparent: The teacher builds the urgency that encourages academic engagement by making time transparent to students.</div><div><input type="checkbox"/> During the launch into student-driven learning experiences, the teacher announces the amount of time students will have to work toward their daily goal.</div><div><input type="checkbox"/> The teacher uses a visible timer and makes regular updates on the remaining time so students are always aware of the time remaining to continue working to accomplish their daily goal.</div><div><input type="checkbox"/> Plan and Communicate the Purposeful Use of Classroom Space: The teacher plans and communicates how students use the classroom space for student-driven learning experiences.</div></div>

9/22/2019

Topic	Notes	Action Items
Parent Night	→ Parents that need to fill out Teacher Information form: Look below ◆ Teacher form:	<input type="checkbox"/>

	https://docs.google.com/forms/d/e/1FAIpQLSc2Z86sFA_8ftWMglEacNKEWlrUxHj0FVQi9oWjYwr_u5LATqA/viewform ◆ PPT: https://docs.google.com/presentation/d/1CtRQq_L2CTvBtOh9v7K0vln1IfZNXhvOfh8zR88kQY/edit#slide=id.p19 → Task Card: https://docs.google.com/document/d/1ZM3uLBLTW3TptyJBlldmIj6ASemFYEdPcK2baNeKRuU/edit#	
Mentoring	→ Mentor any student that hasn't been Mentored	
	→	
	→	
	→	

