


JMC 6th & 7th Grade Team Rolling Agenda

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Date- 10/4/22 Duration- 60 minutes Location- room 336	
Roles: Facilitator: Patrice and Gonzalez Notetaker: Gonzalez Timekeeper: Colacito	Attendees Parker ,Rohr ,Mcdade ,James, Chavez, Weise, Tiburcio, Colacito, Patrice, Gonzalez, Lindsay, McIntyre, Rucker, Candace
Agenda & Objectives: I. Data Analysis a. How are we choosing Mentees? What should be considered? II. Mentoring Norms a. How do we want to mentor? b. What are our boundaries? III. Unfinished Business	Minutes I. Data Analysis to Help Choose Mentees a. We added an additional section to the data as SEL intervention needed. We decided on the categories as a team. Yes for needed/ No for not needed/ More data for students that the team couldn't come to a majority vote on. <div>  6/7 Grade Team Data for Mentor Selection </div> b. II. Mentoring Norms a. Teachers discussed that they would like to check in with students individually more instead of the whole group. Teachers are concerned about how to track and if it will be overwhelming. b. Colleagues discussed the topic of when to meet the whole group. Some state their hard boundary is not allowing students to be removed from class to speak to teachers individually; others express they prefer this vs meeting the whole group on their lunch time or prep. III. Unfinished Business a. How do we want to mentor? b. How many mentees per person?
Norms: <ul style="list-style-type: none"> • This is a judgment free zone • Listen for understanding 	Next meet: TBD <ul style="list-style-type: none"> ★ Come with ideas from other Grade teams on how they plan to mentor. Time? Schedules? Documentation? ★ We plan to choose Mentees

Parking Lot

Name & Preferred Contact	Questions/Comments/Concerns
Missy Foo Email me	I don't have an idea of how to track my meetings with my mentee. Can you share a template?

Date- 10/18/22

Duration- 60 minutes Location- Room 336

Roles:

Facilitator: Patrice

Notetaker: Patrice

Timekeeper: Tiburcio

Attendees

<input checked="" type="checkbox"/> Patrice	<input checked="" type="checkbox"/> Rhor	<input type="checkbox"/> McIntyre
<input type="checkbox"/> Gonzalez	<input type="checkbox"/> Lindsay	<input checked="" type="checkbox"/> Rueker
<input type="checkbox"/> Colacito	<input checked="" type="checkbox"/> Tibureio	<input checked="" type="checkbox"/> Candace
<input type="checkbox"/> Parker	<input checked="" type="checkbox"/> Chavez	<input checked="" type="checkbox"/> James
<input checked="" type="checkbox"/> Medade	<input checked="" type="checkbox"/> Weise	<input checked="" type="checkbox"/> Smith
		<input type="checkbox"/> Bastien

Agenda & Objectives:

IV. Grade Team Norms

V. DESSA

- Assign students for each teacher.

DESSA All students by Grade

VI. Mentorship Criteria

- What should be considered when choosing Mentees?
- 6/7 Grade Team Data for ...
- How many mentees per person?

VII. Mentoring Norms

- How do we want to check in with mentees? Frequency?
- When and how to introduce ourselves to the mentees?

VIII. Unfinished Business

Minutes

IX. Grade Team Norms

- Equal sharing
- Be on time
- Listen for understanding
- This is a Judgment free zone

DESSA

- We went through the list of 6th and 7th grade students to assign teachers to each student.
- We don't know who teaches Andres Boissard and Jacob Fields.
- Special Education teachers were in a different meeting but we assigned them to students who they teach.

X. Mentorship Criteria

- What should be considered when choosing Mentees?
- 6/7 Grade Team Data for Mentor Selection
- How many mentees per person?

XI. Mentoring Norms

- How do we want to check in with mentees? Frequency?
- When and how to introduce ourselves to the mentees?

IV. Unfinished Business

- Create a calendar for the next marking period with deadlines and school events & mentorship events.
- Mentorship Criteria
- Mentoring Norms

Norms: <ul style="list-style-type: none"> • This is a judgment free zone • Listen for understanding 	Next meet: TBD <ul style="list-style-type: none"> ★ Come with ideas from other Grade teams on how they plan to mentor. Time? Schedules? Documentation? ★ We plan to choose Mentees
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Parking Lot

Name & Preferred Contact	Questions/Comments/Concerns
Missy Foo Email me	I don't have an idea of how to track my meetings with my mentee. Can you share a template?
Patrice	Will Para's have access to fill out student surveys? Some did not have access last year.

Date- 10/25/22

Duration- 60 minutes Location- Room 336

Roles:

Facilitator: Patrice

Notetaker: Patrice

Timekeeper: Ti

Attendees


☒ Patrice
☒ Gonzalez
☒ Colacito
☒ Parker
☒ Medade
☒ Orozco
☒ Herskowitz

☒ Rho
☒ Lindsay
☒ Tiburcio
☒ Chavez
☒ Weise
☐ Fuentes

☐ McIntyre
☐ Rucker
☐ Candace
☐ James
☒ Smith
☒ Bastien
☒ Weingarten

Agenda & Objectives:

XII. Mentorship Criteria

- What should be considered when choosing Mentees?
-  6/7 Grade Team Data for ...
- How many mentees per person?


XIII. Mentoring Norms

- How do we want to check in with mentees? Frequency?
- When and how to introduce ourselves to the mentees?

XIV. Unfinished Business

Minutes

XV. Mentorship Criteria

- What should be considered when choosing Mentees?
-  6/7 Grade Team Data for Mentor Selection
- How many mentees per person?

XVI. Mentoring Norms

- How do we want to check in with mentees? Frequency?
- When and how to introduce ourselves to the mentees?

V. Unfinished Business

- Create a calendar for the next marking period with deadlines and school events & mentorship events.
- Mentorship Criteria
- Mentoring Norms

Notes

Began 2:52

Admin announced 3:00pm to work on Dessa

3:10 Admin announced Dessa wasn't assigned probably to work on Mentoring.

VII. Mentorship Criteria

- What should be considered when choosing Mentees?
 - Over 80% Attendance
 - Need Academic Intervention First

	<ul style="list-style-type: none"> iii. A SEL Need should not be the reason why or not why a child is chosen. Not a determining factor. iv. A student who needs an advocate and is overlooked during daily instruction. Has minimal adult “go tos” v. Academics Have to be failing/at risk a minimum of two core classes. vi. b. + 6/7 Grade Team Data for Mentor Selection c. How many mentees per person? d. Next Meeting <ul style="list-style-type: none"> i. Bring report cards for potential students of interest ii. Bring I ready scores iii.
Norms: <ul style="list-style-type: none"> • This is a judgment free zone • Listen for understanding • Share Roles Equally • Be Punctual 	Next meet: TBD <ul style="list-style-type: none"> ★ Come with ideas from other Grade teams on how they plan to mentor. Time? Schedules? Documentation? ★ We plan to choose Mentees

Parking Lot

Name & Preferred Contact	Questions/Comments/Concerns
Missy Foo Email me	I don't have an idea of how to track my meetings with my mentee. Can you share a template?
Patrice	Will Para's have access to fill out student surveys? Some did not have access last year.

Date- 11/01/22

Duration- 60 minutes Location- Room 336

Roles:

Facilitator: Mrs. Stephens/Justin
Connors

Notetaker: Willibert

Timekeeper: McIntyre

Attendees

☒ Patrice
☒ Gonzalez
☒ Colacito
☒ Parker
☒ Medade
☒ Orozco
☒ Herskowitz
☒ Parker
☒ Sanford
☒ Bastien

☒ Rhor
☒ Lindsay
☒ Tibureio
☒ Chavez
☐ Weise
☐ Fuentes
☒ Willibert
☒ Auguste
☒ Mathurin
☒ Markowitz
☒ Friedman

☒ McIntyre
☐ Rucker
☐ Candace
☐ James
☒ Smith
☒ Bastien
☒ Weingarten
☒ R. Miller
☒ Duran
☒ Roman
☒ Brisk, R.

Agenda & Objectives:

Minutes

Notes

I-Ready Baseline Data:

- 8th grade is 6% on grade level
- 7th grade is 4% on grade level
- 6th grade is 3% on grade level

All three grades are three grade levels below.

This information is to be used for instructional purposes

Analyzing the % of students above or meeting standard in ELA

Celebrating last year's successes in ELA and math

What does this data lead us to consider?

We need to know which students have IEPs and what their accommodations are

For AIS: practice test taking skills

ELA/MATH State Exam Data and I-Ready are the two sources we will use this year to guide our instruction

	<p>MTSS (Multi-tiered System of Support)-Justin Connors The focus is on Tier 1</p> <ul style="list-style-type: none"> -Motivation -Phonological Awareness -Small grouping -Differentiation <p>Ms. Stephens will send out a schedule for Justin Connors and her to visit classrooms, so that he can assist teachers with appropriate strategies. [These visits are ONLY for the purpose of assisting teachers; these visits ARE NOT PUNITIVE OR AN OBSERVATION</p> <p>Next Steps: Look at i-Ready data and filter it for your students (how did they do on the state exam? What can you do in your class to foster skill building?)</p> <p>Look at the students' IEPs and cross reference with the data sources aforementioned.</p> <p>Next Meeting End of November Goal is to meet twice a month for norming</p>
<p>Norms:</p> <ul style="list-style-type: none"> • This is a judgment free zone • Listen for understanding • Share Roles Equally • Be Punctual 	<p>Next meet: TBD</p>

Parking Lot

Name & Preferred Contact	Questions/Comments/Concerns
	What can we do to motivate our students?

Date- 11/15/22

Duration- 60 minutes Location- Room 336

Roles:

Facilitator: Patrice & Gonzalez

Notetaker: Gonzalez

Timekeeper: Lindsay


Attendees

<input checked="" type="checkbox"/> Patrice	<input checked="" type="checkbox"/> Rohr	<input type="checkbox"/> McIntyre
<input checked="" type="checkbox"/> Gonzalez	<input checked="" type="checkbox"/> Lindsay	<input type="checkbox"/> Rucker
<input checked="" type="checkbox"/> Colacito	<input type="checkbox"/> Tiburcio	<input type="checkbox"/> Candace
<input checked="" type="checkbox"/> Parker	<input checked="" type="checkbox"/> Chavez	<input type="checkbox"/> James
<input checked="" type="checkbox"/> Medade	<input checked="" type="checkbox"/> Weise	<input checked="" type="checkbox"/> Smith
<input checked="" type="checkbox"/> Orozco	<input type="checkbox"/> Fuentes	<input checked="" type="checkbox"/> Bastien
<input checked="" type="checkbox"/> Herskowitz	<input type="checkbox"/> Willibert	<input type="checkbox"/> Weingarten
<input checked="" type="checkbox"/> Parker	<input type="checkbox"/> Auguste	<input type="checkbox"/> R. Miller
<input type="checkbox"/> Sanford	<input type="checkbox"/> Mathurin	<input type="checkbox"/> Duran
<input checked="" type="checkbox"/> Bastien		<input type="checkbox"/> Roman

Agenda & Objectives:

Agenda & Objectives:

VIII. Mentorship Next Steps

- We haven't had meetings in a while. What next steps and goals can we set to get this ball rolling?
-  6/7 Grade Team Data for ...

XIX. PTC

- How are we emailing links to students?
- How are we meeting with parents as a team?
- Addition?

XX. Unfinished Business

Minutes

Agenda & Objectives:

XI. Mentorship Next Steps WE need to agree upon :

- Decide a launch date. Agreed upon.
- What will the meetings look like?
- How will it be tracked?
- Template that is agreed upon.
- Choose the Mentees

XII. PTC

- We will host it separate meetings (6 and 7)
- According to the list Shali shared there are no 6 graders enrolled to PTC and 1 7th grader.
- We want to MASS TEXT on KINVOLVED for the 6th graders. Grand St confirmed they are all on now. -Rohr will remind Stephens to send it.
- Send a paper for the 6th graders as well to remind the parents.-- Colacito will create it.
- Links for both 6 & 7 will be emailed to the team with dates and letters. --Gonzalez & Patrice
- Self -Contained Classes- 6/7 Bridge will receive 6 grade link & 7/8 Bridge will receive 7th grade link.
- .

	6th	7th
	Priority Persons <ul style="list-style-type: none"> • Jalial Green • Zaire Romero • Malachi Mason • Jayven Tillman • Zion Sylvester • Alfayo Ntango • Sherelyn A. • Adonis Jorge • Erick Duran Collado-S/C-Spanish • Angel Rivera-S/C • Adrian Espinal-S/C • Donte Johnson-S/C • Nyeriah Albert-S/c 	Priority Persons <ul style="list-style-type: none"> • Malaysia • Daniel Olivio • Kamari Johnson • Yicely _ Spanish • Dalvin-Spanish • Gabriella Shelton Smith • Annie Alonso • Kiana Johnson • Lamotie Williams • Garianny -Spanish • Eric Jackson • Marcus Olivo
Norms: <ul style="list-style-type: none"> • This is a judgment free zone • Listen for understanding • Share Roles Equally • Be Punctual 	Next meet: TBD	

Parking Lot

Name & Preferred Contact	Questions/Comments/Concerns
	What can we do to motivate our students?

Date- 11/22/22

Duration- 60 minutes Location- Room 338B

Roles:

Facilitator: Mrs. Stephens

Notetaker: Willibert

Timekeeper: McIntyre

Attendees

<input checked="" type="checkbox"/> Patrice	<input checked="" type="checkbox"/> Rhor	<input checked="" type="checkbox"/> McIntyre
<input checked="" type="checkbox"/> Gonzalez	<input checked="" type="checkbox"/> Lindsay	<input type="checkbox"/> Rucker
<input checked="" type="checkbox"/> Colacito	<input checked="" type="checkbox"/> Tibureio	<input type="checkbox"/> Candace
<input checked="" type="checkbox"/> Parker	<input checked="" type="checkbox"/> Chavez	<input type="checkbox"/> James
<input checked="" type="checkbox"/> Medade	<input type="checkbox"/> Weise	<input checked="" type="checkbox"/> Smith
<input checked="" type="checkbox"/> Orozco	<input type="checkbox"/> Fuentes	<input checked="" type="checkbox"/> Bastien
<input checked="" type="checkbox"/> Herskowitz	<input checked="" type="checkbox"/> Willibert	<input checked="" type="checkbox"/> Weingarten
<input checked="" type="checkbox"/> Parker	<input checked="" type="checkbox"/> Auguste	<input checked="" type="checkbox"/> R. Miller
<input checked="" type="checkbox"/> Sanford	<input checked="" type="checkbox"/> Mathurin	<input checked="" type="checkbox"/> Duran
<input checked="" type="checkbox"/> Bastien	<input checked="" type="checkbox"/> Markowitz	<input checked="" type="checkbox"/> Roman
	<input checked="" type="checkbox"/> Friedman	<input checked="" type="checkbox"/> Brisk, R.

Agenda & Objectives:

Minutes

Notes

Review Minutes from last meeting

I-Ready Baseline Data:

- d. 8th grade is 6% on grade level
- e. 7th grade is 4% on grade level
- f. 6th grade is 3% on grade level

All three grades are three grade levels below.

This information is to be used for instructional purposes

Analyzing the % of students above or meeting standard in ELA
ELA/MATH State Exam Data and I-Ready are the two sources we
will use this year to guide our instruction

MTSS (Multi-tiered System of Support)-Justin Connors

The focus is on Tier 1

-Motivation

-Phonological Awareness

-Small grouping

-Differentiation

Notes

1. Quick check in. (2 Minutes)
2. Review last meeting request. (2 Minutes)
3. Discuss student present levels and how we are using the data as a guide for instruction. (8 Minutes)

Teachers looked at the data that was collected from iready, classroom quiz and test as well as the state exams. In content teams they discussed the prerequisite skills needed to master the new standards, and decided on an approach that will work. This was discussed with the AIS teacher and how they would support the teaching of these lacking prerequisite skills.

4. Share individual data tracker. (5 minutes)

Teachers shared their data trackers and baseline trackers and compared it with the results from the state exams data. They discussed how retention of new skills was an issue and how they would address it. It was decided on cycling skills.

5. Look at State Exam data to see how we are using it to target instruction this year.

(10 Minutes)

6. Regroup and share.

Norms: <ul style="list-style-type: none">• This is a judgment free zone• Listen for understanding• Share Roles Equally• Be Punctual	Next meet: TBD
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Parking Lot

Name & Preferred Contact	Questions/Comments/Concerns
	What can we do to motivate our students?

Date-2/7/23

Duration- 60 minutes **Location-** Room 338B

Roles:

Facilitator: Ms. Gonzalez and Ms. Patrice

Notetaker: Willibert

Timekeeper: McIntyre

Attendees

<input checked="" type="checkbox"/> Patrice	<input checked="" type="checkbox"/> Rhor	<input checked="" type="checkbox"/> McIntyre
<input checked="" type="checkbox"/> Gonzalez	<input checked="" type="checkbox"/> Lindsay	<input type="checkbox"/> Rucker
<input checked="" type="checkbox"/> Colacito	<input checked="" type="checkbox"/> Tibureio	<input type="checkbox"/> Candace
<input checked="" type="checkbox"/> Parker	<input checked="" type="checkbox"/> Chavez	<input type="checkbox"/> James
<input checked="" type="checkbox"/> Medade	<input checked="" type="checkbox"/> Weise	<input checked="" type="checkbox"/> Smith
<input checked="" type="checkbox"/> Orozco	<input type="checkbox"/> Fuentes	<input type="checkbox"/> Bastien
<input checked="" type="checkbox"/> Herskowitz	<input type="checkbox"/> Willibert	<input type="checkbox"/> Weingarten
<input checked="" type="checkbox"/> Parker	<input type="checkbox"/> Auguste	<input type="checkbox"/> R. Miller
<input type="checkbox"/> Sanford	<input type="checkbox"/> Mathurin	<input type="checkbox"/> Duran
<input checked="" type="checkbox"/> Bastien	<input type="checkbox"/> Markowitz	<input type="checkbox"/> Roman
	<input type="checkbox"/> Friedman	<input type="checkbox"/> Brisk,R.

Agenda & Objectives:

AIS planning

What students are failing?

Contact parents

Notes for AIS instruction

- Targeted small group instruction,
- No standing in front of the room (some kids are woking on x because this is what they need,)
- Give a quiz at the end and if they get 70 or above they can move on.
- Your questions should mirror the state exam questions.
- Assign individual i-ready lessons based on students individual need.
-

Next Steps:

Continue to complete spreadsheet and contact parents for your subject.

Norms:

- This is a judgment free zone
- Listen for understanding
- Share Roles Equally
- Be Punctual

Next meet: TBD

Parking Lot

Name & Preferred Contact	Questions/Comments/Concerns
	What can we do to motivate our students?

Date-3/1/23

Duration- 60 minutes **Location-** Room 338B

Roles:

Facilitator: Justin Connors

Notetaker: Willibert

Timekeeper: McIntyre

Attendees

☒ Patrice
☒ Gonzalez
☒ Colacito
☒ Parker
☒ Medade
☒ Orozco
☒ Herskowitz
☒ Parker
☐ Sanford
☒ Bastien

☒ Rhor
☒ Lindsay
☐ Tiburcio
☒ Chavez
☐ Weise
☐ Fuentes
☐ Willibert
☐ Auguste
☒ Mathurin
☐ Markowitz
☐ Friedman

☒ McIntyre
☐ Rucker
☐ Candace
☐ James
☒ Smith
☐ Bastien
☐ Weingarten
☒ R. Miller
☒ Duran
☐ Roman
☐ Brisk,R.

Agenda & Objectives:

AIS planning

Notes for AIS instruction

- Targeted small group instruction,
- No standing in front of the room (some kids are working on x because this is what they need,)
- Give a quiz at the end and if they get 70 or above they can move on.

	<ul style="list-style-type: none"> Your questions should mirror the state exam questions. Assign individual i-ready lessons based on students' individual needs.
Norms: <ul style="list-style-type: none"> This is a judgment free zone Listen for understanding Share Roles Equally Be Punctual 	Next steps:

Parking Lot

Name & Preferred Contact	Questions/Comments/Concerns

Date-3/1/23

Duration- 60 minutes **Location-** Room 338B

Roles: Facilitator: Camille Brucknor-Rodney Notetaker: Willibert Timekeeper: McIntyre	Attendees <table><tr><td><input checked="" type="checkbox"/> Patrice <input type="checkbox"/> Gonzalez <input checked="" type="checkbox"/> Colacito <input checked="" type="checkbox"/> Parker <input type="checkbox"/> Mcdade</td><td><input type="checkbox"/> Rhor <input checked="" type="checkbox"/> Lindsay <input type="checkbox"/> Tiburcio <input type="checkbox"/> Chavez <input type="checkbox"/> Weise</td><td><input checked="" type="checkbox"/> McIntyre <input type="checkbox"/> Rucker <input type="checkbox"/> Candace <input type="checkbox"/> James <input type="checkbox"/> Smith</td></tr></table>	<input checked="" type="checkbox"/> Patrice <input type="checkbox"/> Gonzalez <input checked="" type="checkbox"/> Colacito <input checked="" type="checkbox"/> Parker <input type="checkbox"/> Mcdade	<input type="checkbox"/> Rhor <input checked="" type="checkbox"/> Lindsay <input type="checkbox"/> Tiburcio <input type="checkbox"/> Chavez <input type="checkbox"/> Weise	<input checked="" type="checkbox"/> McIntyre <input type="checkbox"/> Rucker <input type="checkbox"/> Candace <input type="checkbox"/> James <input type="checkbox"/> Smith
<input checked="" type="checkbox"/> Patrice <input type="checkbox"/> Gonzalez <input checked="" type="checkbox"/> Colacito <input checked="" type="checkbox"/> Parker <input type="checkbox"/> Mcdade	<input type="checkbox"/> Rhor <input checked="" type="checkbox"/> Lindsay <input type="checkbox"/> Tiburcio <input type="checkbox"/> Chavez <input type="checkbox"/> Weise	<input checked="" type="checkbox"/> McIntyre <input type="checkbox"/> Rucker <input type="checkbox"/> Candace <input type="checkbox"/> James <input type="checkbox"/> Smith		

	<table><tr><td><input checked="" type="checkbox"/> Orozco <input checked="" type="checkbox"/> Herskowitz <input checked="" type="checkbox"/> Parker <input type="checkbox"/> Sanford <input checked="" type="checkbox"/> Bastien</td><td><input type="checkbox"/> Fuentes <input type="checkbox"/> Willibert <input checked="" type="checkbox"/> Auguste <input checked="" type="checkbox"/> Mathurin <input type="checkbox"/> Markowitz <input type="checkbox"/> Friedman</td><td><input checked="" type="checkbox"/> Bastien <input type="checkbox"/> Weingarten <input checked="" type="checkbox"/> R. Miller <input checked="" type="checkbox"/> Duran <input type="checkbox"/> Roman <input type="checkbox"/> Brisk,R.</td></tr></table>	<input checked="" type="checkbox"/> Orozco <input checked="" type="checkbox"/> Herskowitz <input checked="" type="checkbox"/> Parker <input type="checkbox"/> Sanford <input checked="" type="checkbox"/> Bastien	<input type="checkbox"/> Fuentes <input type="checkbox"/> Willibert <input checked="" type="checkbox"/> Auguste <input checked="" type="checkbox"/> Mathurin <input type="checkbox"/> Markowitz <input type="checkbox"/> Friedman	<input checked="" type="checkbox"/> Bastien <input type="checkbox"/> Weingarten <input checked="" type="checkbox"/> R. Miller <input checked="" type="checkbox"/> Duran <input type="checkbox"/> Roman <input type="checkbox"/> Brisk,R.
<input checked="" type="checkbox"/> Orozco <input checked="" type="checkbox"/> Herskowitz <input checked="" type="checkbox"/> Parker <input type="checkbox"/> Sanford <input checked="" type="checkbox"/> Bastien	<input type="checkbox"/> Fuentes <input type="checkbox"/> Willibert <input checked="" type="checkbox"/> Auguste <input checked="" type="checkbox"/> Mathurin <input type="checkbox"/> Markowitz <input type="checkbox"/> Friedman	<input checked="" type="checkbox"/> Bastien <input type="checkbox"/> Weingarten <input checked="" type="checkbox"/> R. Miller <input checked="" type="checkbox"/> Duran <input type="checkbox"/> Roman <input type="checkbox"/> Brisk,R.		
<u>MEETING PREPARATIONS</u> <ul style="list-style-type: none">Bring a laptop	MEETING RESOURCES <ul style="list-style-type: none">The Most Current Data from MOY compared to BOY<ul style="list-style-type: none">Math DataELA Data			
Agenda & Objectives: <p>AIS planning</p> MEETING OBJECTIVES <ul style="list-style-type: none">Connect to where we left off from our last meeting on analyzing the grade level work.<ul style="list-style-type: none">Review the set up for AIS groups (Please refer back to this for AIS Instructions).Leveraging I-Ready within your grade band to target instruction within the standards.<ul style="list-style-type: none">ELA Sixth, Seventh, Eighth.Math Sixth, Seventh, EighthReflect on your grade and what standards you may want to focus on weekly.<ul style="list-style-type: none">By providing weekly assessments that include standard based questions students can reflect on their progress	Notes for AIS instruction <ul style="list-style-type: none">Targeted small group instruction,No standing in front of the room (some kids are working on x because this is what they need,)Give a quiz at the end and if they get 70 or above they can move on.Your questions should mirror the state exam questions.Assign individual i-ready lessons based on students' individual needs.Ais standards report shared with teachers. Teachers reviewed the sheet and had discussions around how to use the information to target students' needs.Ms Brucknor-Rodney shared sample test questions with “I can statements”Teachers discussed the state of personalized instruction and ways to improve student engagement with iready.Teachers discussed how to build on foundational skills and why it is important.Teachers engaged in discussions about how they can adjust their pacing to achieve standards mastery, and the best way to accomplish this.Teachers and Ms, Brucknor-Rodney discussed ways of “cycling” topics/standards into quizzes and unit exams.			

and identify their area of strength and growth.	
Norms: <ul style="list-style-type: none"> • This is a judgment free zone • Listen for understanding • Share Roles Equally • Be Punctual 	Next Steps: <p>Advertise Personalized Instruction Weekly to encourage Student Agency</p> <ul style="list-style-type: none"> • Create a Pacing Calendar that includes in school Math Instruction, AIS and After school to share with students to encourage Student Agency • Redesign assessments to include student friendly I can statements to encourage Student Agency • Include all Math domains in every single quiz/ test before the exam to encourage students to review • Reflect on quizzes/tests based on Standards and student friendly I can statements to be responsive to the needs of accountability groups.

Parking Lot

Name & Preferred Contact	Questions/Comments/Concerns

Date-3/1/23

Duration- 60 minutes Location- Room 338B

Roles:

Facilitator: Justin Connors

Notetaker: Willibert

Timekeeper: McIntyre

Attendees

☒ Patrice
☒ Gonzalez
☒ Colacito
☒ Parker
☒ Medade
☒ Orozco
☒ Herskowitz
☒ Parker
☐ Sanford
☒ Bastien

☒ Rhor
☒ Lindsay
☐ Tiburcio
☒ Chavez
☐ Weise
☐ Fuentes
☐ Willibert
☐ Auguste
☒ Mathurin
☐ Markowitz
☐ Friedman

☒ McIntyre
☐ Rucker
☐ Candace
☐ James
☒ Smith
☐ Bastien
☐ Weingarten
☒ R. Miller
☒ Duran
☐ Roman
☐ Brisk,R.

Agenda & Objectives:

AIS planning

Notes for AIS instruction

- Targeted small group instruction,
- No standing in front of the room (some kids are working on x because this is what they need,)
- Give a quiz at the end and if they get 70 or above they can move on.
- Your questions should mirror the state exam questions.
- Assign individual i-ready lessons based on students' individual needs.
-

Norms:

- This is a judgment free zone
- Listen for understanding
- Share Roles Equally
- Be Punctual

Next steps:

Parking Lot

Name & Preferred Contact	Questions/Comments/Concerns

Date-3/14/23

Duration- 60 minutes **Location-** Room 338B

Roles:

Facilitator: Stephanie Gonzales

Notetaker: Willibert

Timekeeper: McIntyre

Attendees

☒ Patriee
☒ Gonzalez
☒ Colacito
☒ Parker
☒ Medade
☒ Orozco
☐ Herskowitz
☒ Parker
☐ Sanford
☒ Bastien

☒ Rhor
☒ Lindsay
☒ Tiburcio
☒ Chavez
☒ Weise
☐ Fuentes
☐ Willibert
☐ Auguste
☐ Mathurin
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☐ Friedman

☒ McIntyre
☒ Rucker
☐ Candace
☐ James
☒ Smith
☒ Bastien
☐ Weingarten
☒ R. Miller
☐ Duran
☐ Roman
☐ Brisk,R.

MEETING PREPARATIONS

- Bring a laptop

MEETING RESOURCES

- Finalizing Structure and roles of PTC
- Structure : 2 Zooms 6th and 7th with time slots and all together (with breakouts translator available)
- Tiburcio, & Chavez - translator Backup Bastien/Gonzalez/Orozco
- We will wait for the link to be sent and then we begin parent outreach.

6th -Gonzalez	7th - Patrice
Smith Colacito Bastien Rucker Herskowitz Dakis Tiburcio Orozco Parker	Mcintyre Rohr Chavez McDade Lindsay Weise

Students We must make personal parent outreach

6th	7th
<ul style="list-style-type: none"> • Jacob Fields (smith/Herskowitz) • Jalial (Knight/Parker) • Zion (Colacito/Gonzalez) • Malachi (Colacito) • Jayven (Smith/Weise) • Tymeek (Gonzalez/Colacito) • Remy Roman(Weise/ • Gaby Colon (Coalcito) • Erick Duran Collado (Orozco/ Gonzalez) • Zaire (Bastien/Prasad) • Nyeriah (McIntyre/Orozco) • Andreivi (Gonzalez/Orozco) • Giabella Torres (Tiburcio/Weise) • Brandon Wright (Knight/Parker) • Emeliya (Smith/ 	<ul style="list-style-type: none"> • Joey Adames -(Tiburcio/ Bastien) • Kamari Johnson(rohr/Parker) • Kianna Johnson • Daniel Olivo (Rohr/Weise) • Dalvin Guzman • Nyla Shaw(Lindsay/ Dakis) • Malaysia (rohr/Weise) • Gabriella Shelton Smith (Rohr/Lindsay) • Eric Jackson(Rohr/ McIntyre) • Lamotie Williams(Lindsay/Orozoco) • Ethan Miranda(Lindsay/ Orozco) • Evan Miranda(Parker/Dakis) • Ethan Spelvuda (Yorlene Mendoza (Orozco/Mcintyre) • Annie

	<ul style="list-style-type: none"> Bastien) Elijah (Gonzalez/ Orozco) 	<ul style="list-style-type: none"> Alonso(Bastien) Valerie Pena (Orozco/Valerie) Quameek Ryals(Lindsay/Orozco) Miguel Calderon(Lindsay/Orozco) Anyla (Parker/ Danna Guzman(Chavez/ Mcdade) Garianny (Chavez/Lindsay)
Agenda & Objectives: ??? No Email sent MEETING OBJECTIVES <ul style="list-style-type: none"> Co 		
Norms: <ul style="list-style-type: none"> This is a judgment free zone Listen for understanding Share Roles Equally Be Punctual 		

Parking Lot

Name & Preferred Contact	Questions/Comments/Concerns
	<ul style="list-style-type: none"> Is PTC still remote?

Date-3/21/23

Duration- 60 minutes **Location-** Room 338B

Roles:

Facilitator: Camille
Stephens/Stephanie

Gonzales

Notetaker: Willibert

Timekeeper: McIntyre

Attendees

☐ Patrice
☐ Gonzalez
☐ Colacito
☐ Parker
☐ Medade
☐ Orozco
☐ Herskowitz
☐ Parker
☐ Sanford
☐ Bastien

☐ Rhor
☐ Lindsay
☐ Tiburcio
☐ Chavez
☐ Weise
☐ Fuentes
☐ Willibert
☐ Auguste
☐ Mathurin
☐ Markowitz
☐ Friedman

☐ McIntyre
☐ Rucker
☐ Candace
☐ James
☐ Smith
☐ Bastien
☐ Weingarten
☐ R. Miller
☐ Duran
☐ Roman
☐ Brisk,R.

MEETING PREPARATIONS

- Bring a laptop

MEETING RESOURCES

- The Most Current Data from MOY compared to BOY
- [ELA Data](#)
- **Standards Data from Iready**
- **Prerequisite Data from Iready**

Time

AGENDA OBJECTIVES

Teachers will be able to use iready resources to identify and unpack grade level standards.

MEETING OBJECTIVES

5 minutes

7 minutes

- Review last meeting's minutes and next steps:
 - Targeted small group instruction,
 - No standing in front of the room (some kids are working on x because this is what they need,)
 - Give a quiz at the end and if they get 70 or above they can move on.
 - Your questions should mirror the state exam questions.

<ul style="list-style-type: none"> Connect to where we left off from our last meeting on analyzing the grade level work using grade level standards. 	<p>20 minutes</p>	<ul style="list-style-type: none"> Assign individual i-ready lessons based on students' individual needs. <p><u>Teacher responses:</u></p> <ul style="list-style-type: none"> We are noticing that using the standards provided iready allows us to target students' needs and close the gaps. We are using both Gradecam and iready as data streams to track standards mastery. Noticing that working with students in pods provides more targeted support for students. We are able to meet them where they are. We are splitting small groups for increased 1-1 opportunities & more intensive teacher:student ratios.
	<p>5 minutes</p>	<ul style="list-style-type: none"> Data discussion <ul style="list-style-type: none"> Leveraging standards to provide I-Ready within your grade band to target instruction within the standards. <ul style="list-style-type: none"> ELA Sixth, Seventh, Eighth. Math Sixth, Seventh, Eighth Based on our data as well as the district data, we noticed that our students are struggling with informational text and vocabulary. Based on the data we derived from our I-ready ,as a team we determined that we need to focus on teaching informational texts and vocabulary. <ul style="list-style-type: none"> Looking Standards and the District 14 vision <ul style="list-style-type: none"> Reflect on your grade and what standards you may want to focus on weekly. By providing weekly assessments that include standard based questions students can reflect on their progress and identify their area of strength and growth.
<p>Reflection and next steps</p>		

Norms: <ul style="list-style-type: none">• This is a judgment free zone• Listen for understanding• Share Roles Equally• Be Punctual		
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Parking Lot

Name & Preferred Contact	Questions/Comments/Concerns

Date-3/28/23

Duration- 60 minutes **Location-** Room 338B

Roles:

Facilitator: Patrice

Notetaker: Patrice

Timekeeper: Rohr

Attendees

☒ Patrice

☐ Gonzalez

☒ Colacito

☐ Parker

☐ McDade

☐ Orozco

☐ Herskowitz

☐ Parker

☐ Sanford

☐ Bastien

☒ Dakis

☒ McDade

☒ Rohr

☐ Lindsay

☐ Tiburcio

☐ Chavez

☒ Weise

☐ Fuentes

☐ Willibert

☐ Auguste

☐ Mathurin

☐ Markowitz

☐ Friedman

☐ McIntyre

☐ Rucker

☐ Candace

☐ James

☒ Smith

☐ Bastien

☐ Weingarten

☐ R. Miller

☐ Duran

☐ Roman

☐ Brisk,R.

MEETING PREPARATIONS

- Bring a laptop

MEETING RESOURCES

- Thinkwave data

Time

AGENDA OBJECTIVES

Teachers will be able to choose target students for outreach

MEETING OBJECTIVES

- Connect to where we left off from our last meeting on analyzing the grade level work using grade level standards.

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Students on track for summer school

6th

Malachi Mason (math, ela, science)

Jalial Green (all)

Jayven Tillman (ela, science, ss)

603?

7th

Malaysia McGiver (Math, ELA, Science)

Daniel Olivo (all subjects)

Anyla Wilkins (all subjects)

Kamari Johnson (all subjects)

			Joey Adames (all subjects)
			Dalvin Guzman (all subjects)
			Eric Jackson (all subjects)
			Kiana Johnson (Science)
			Dana Guzman (Math, Science)
			Gabr-ella Shelton (History)
			Annie Alonso (Math)
		Students that need Counseling Referral	
		6th	7th
		Jayven Tillman	Joey Adames
		Malachi Mason	Kiana Johnson
		Joseph Burdier	Daniel Olivo
		Adonis Jorge	Dalvin Guzman
		Giabella Torres	Yasmely Tavaréz
		Emeliah Rodriguez	Garianny Mercedes
		Makayah Workman	Danna Guzman
		Zaire Romero	Mickie Vasquez
		603?	Yanelly Nunez
			Leandra Rodriguez
			Ameliah Hammond
			Anyla Wilkins (need more research on this)
			Jeremiah Rosario

Norms: <ul style="list-style-type: none">• This is a judgment free zone• Listen for understanding• Share Roles Equally• Be Punctual		Next steps: Write referrals for students on the counseling list.
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Parking Lot

Name & Preferred Contact	Questions/Comments/Concerns

Date-5/16/23

Duration- 60 minutes **Location-** Room 338B

Roles:

Facilitator: Patrice

Notetaker: Patrice

Timekeeper: Rohr

Attendees

☒ Patrice

☐ Gonzalez

☒ Colacito

☐ Parker

☒ Medade

☒ Orozco

☒ Herskowitz

☐ Parker

☐ Sanford

☐ Bastien

☒ Dakis

☒ McDade

☒ Rohr

☒ Lindsay

☐ Tiburcio

☒ Chavez

☒ Weise

☐ Fuentes

☐ Willibert

☐ Auguste

☐ Mathurin

☐ Markowitz

☐ Friedman

☐ McIntyre

☒ Rucker

☐ Candace

☐ James

☒ Smith

☐ Bastien

☒ Weingarten

☐ R. Miller

☐ Duran

☐ Roman

☐ Brisk,R.

MEETING PREPARATIONS

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MEETING RESOURCES

Time

AGENDA OBJECTIVES

Teachers will be able to choose target students for outreach

MEETING OBJECTIVES

- Connect to where we left off from our last meeting on analyzing the grade level work using grade level standards.

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Students on track for summer school

6th

7th

Parent teacher conference Planning			
		<p>Mass kinvolve for parent teacher conferences this Thursday- 4:30-7:30 Patrice will create the link for 7th grade. Smith will create the link for 6th grade.</p> <p>Discussed Possible incentives/ fun activities for students: Decided against due to recent student behaviors</p>	
Norms: <ul style="list-style-type: none"> • This is a judgment free zone • Listen for understanding • Share Roles Equally • Be Punctual 		Next steps:	

Parking Lot

Name & Preferred Contact	Questions/Comments/Concerns

Date-5/30/23

Duration- 60 minutes **Location-** Room 338B

Roles:

Facilitator: Patrice

Notetaker: Patrice

Timekeeper: Rohr

Attendees

☒ Patrice

☐ Gonzalez

☒ Colacito

☐ Parker

☒ Medade

☐ Orozco

☐ Herskowitz

☐ Parker

☐ Sanford

☐ Bastien

☒ Dakis

☒ McDade

☒ Rohr

☐ Lindsay

☒ Tibureio

☒ Chavez

☒ Weise

☐ Fuentes

☐ Willibert

☐ Auguste

☐ Mathurin

☐ Markowitz

☐ Friedman

☐ McIntyre

☐ Rucker

☐ Candace

☐ James

☒ Smith

☐ Bastien

☐ Weingarten

☐ R. Miller

☐ Duran

☐ Roman

☐ Brisk,R.

MEETING PREPARATIONS

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MEETING RESOURCES

Time

AGENDA OBJECTIVES

Teachers will be able to choose target students for outreach

MEETING OBJECTIVES

- Discuss Students that need interventions for the end of the year.

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Students that need interventions

6th	7th
Malachi Mason	Kamari Johnson
Sherelyn Almonte	Daniel Olivo
Jayven Tillman	Kiana Johnson
Shanora Steakin	Jadiel Holguin-Mateo
Zaire Romero (attendance)	Aniyla Wilkins

			Gabby Shelton Smith
			Joey Adames
			Dilan Green
			Mickie Vaszquez
			Garianny Mercedes
			Malaysia ?
Norms: <ul style="list-style-type: none"> • This is a judgment free zone • Listen for understanding • Share Roles Equally • Be Punctual 		Next steps: <ul style="list-style-type: none"> • Print out progress reports. Highlight scores • 1 on 1 meetings • Kinvolve parents • Can we do rewards? Or PBIS 	

Parking Lot

Name & Preferred Contact	Questions/Comments/Concerns