

## SECTION 1

### 1:1 Grade level meeting: School Wide Goals

Diana                    You remember that um, last week we went over these, and I want to review them again because this is the really important process that we've been doing with the um, implementation of our vision. Then we assess, then we set our goals, and we then make our strategies, which we're going to work on mostly today. But remember that our vision is to improve the writing level of our students up to grade level, and above, and that's what we've decided as a whole school. Then we're doing our assessments so that we can see where our students really are. Then we're setting our goals. First we'll go over our overheads of our children's work and see where we want to plug in mostly the four-block building blocks that Mia has been showing us about spelling and uh high frequency words and how we can um make even bigger, bigger improvements.

### 1:2 Grade level meeting: Indicators

Sandy                    The one that's up right now is um, beginning of the year writing communication. And as you can see, in the beginning of the year, we had 0% of our kids at 4's. The majority of our kids were falling in the 2 category at 50% and then in the 1 category we had 36%, and that was at the beginning of the year. Now you can see what we've done so far with the mid year. In the 4 category we got 6%. Our 3 category grew; it's now at 33%. And basically the other main thing that happened was the 1 category shrank. And we still have a lot in the 2 category at 47%, so these are our kids that we're really going to want to target to move up. And what we want to think about is why did they not make the 3 category? That's the key thing we have to think about so we can try to move them up. At the mid year now, we got 2% 4's. But look: 39% are now in the 3 category. So if you look at that we've got 41% of the kids that are on grade level.

Gerardo                Right.

Diana                    But we still haven't moved very, we haven't made a big inroad on the 4's. That could be another goal.

Sandy                    The 4's, though, that's like, that's going to be somebody who's functioning at a first grade level.

Gerardo                First grade level.

Sandy                    Because on the rubric they have to write four sentences. So probably that, I would think that might stay—

Diana                    But I think they could write four sentences. If they're writing three, they can write four if we help them to—

Sandy                    Yeah but I think we really need to put our energy—

Diana                    Well let's work on that—

Sandy On the 2's.

Diana We're going to talk about it.

Sandy Yeah.

Diana Let's talk about it.

Sandy Okay..... For the beginning of the year letter sounds, we only had basically 79% were still in the 2 category that didn't know their letter sounds, and were not gonna, they were not going to be writing, scoring high in their writing assessments if they didn't know their letter sounds. For blending um, that's an area we still have a lot, we have room for improvement on. The kids um, in the beginning of the year, there were 82% in the "few" category for blending. Now we're down to 52% but there's still a lot there and that's such a key for reading. Then for sight words like Diana was saying, that's a school, that's a school goal that the whole school is working on. And we also can, um, there's room for improvement here. We saw 70% of the kids are in the few category for our sight word assessment test. And that's why Mia has been coming to our common planning meetings so she's going to all the grade levels um, common planning meetings so that she can help us work on the sight words and spelling school-wide.

### **1:3 Grade level meeting: Analysis of learning trends**

Tina (Ms. Quezada) We saw that the positive trends that we saw were that as students increased their knowledge in letters and the sounds, then their writing became more apparent. At the beginning of the year, we only had, we had 0% at grade level, and now with the beginning writing assessments, um, the middle year assessments we have 39% at grade level. So once they know their sounds and their letters, they'll start writing more.

Gerardo Mhm. Yeah.

Mona You know I want to mention that, I think that this year since we've really focused on more writing, we focused on creating lessons for the conventions, for learning conventions. Where last year, we were really into reading much more, and you know writing as well,

Diana more of the communication

Mona but as not as serious as you know this year we are, doing writing.

Ts Mhm. Mhm. Definitely.

Mona I think that we make a bigger effort. I mean—

Diana Well, we're seeing the results.

Mona I've seen results in my kids at this point, this year compared to last year. They're much higher.

Yael (Ms. Estline) Um, we saw a huge jump for the positive trends. We saw a huge jump in the alphabet, name sound and word scores. Overall, they improved. The rhyme, and also in rhyming—

Gerardo Mhm.

Yael --which went from 42% putting, meaning all the children were in, almost, half the children were in the 'some' category to only 15% being in the 'some' category. And 75% of our children are in 'most', in the 'most' category when it comes to rhyming--

Gerardo Mhm.

Yael --which is really a big improvement. Um, we saw the improvement um, also in blending but I think we could probably work a little more on that.

Ts Mhm. Definitely. (?) SFA.

Yael Because you know it's an improvement, meaning we're moving in the right direction but we're not there yet. And same with the beginning sound. We improved a little bit. We can still do more.

Diana And I think we ought to maybe you know make a list like from the beginning of the year to the end of the year and develop some strategies and where they would fit in, and--

Gerardo Especially after the beginning assessment because that tells you where the kids are at and what the weaknesses are.

Sandy What we really need to look at now and focus in on is what the weaknesses are so we can pick. Should we pick one or two?

Diana Well, we wanted to focus on spelling and word recognition—

Sandy Because we're doing that schoolwide--

Diana So lets turn the page. And, um, but that's a huge category.

Sandy The blending?

T? Blending.

Diana Well let's say sounding out because you've got to have an ending on it. You can't just have a beginning.

Gerardo Mhm.

Diana You know saying it fast, all of that is sounding out or ... Spelling is a decoding and encoding process, so it's just the reverse, you know. If they can hear the sounds, then they can spell it.

Sandy Okay.

Gerardo Isn't sp—

Sandy So blending I guess slash spelling.

Gerardo Mhm.

Diana The important thing is that they can hear the sounds.

Gerardo Yeah, the sou-.

Diana And if they can hear the sounds and they know how to write them, then they can spell.

Gerardo Mhm.

#### **1:4 Grade level meeting: Examples of student work**

Sandy We'll start with our samples of work that we have.

Diana And we'll just basically talk about them and talk about the strategies that enabled us to get where we are and...

Yael We all brought in our work of children at different levels.

Gerardo Mhm.

Yael I have here a low and and 2 mediums, so I'm going to start off with one of the mediums that I have. This is actually interesting because this was done in February but it's the same child as the one I'm going to show you next. And here he wrote, I went to the movies with my mom and my brother. I was happy. And he's got some letter reversals here. And he does have punctuation .... at the end. And some of the words that are red words that we have taught are here correctly. And he also has a grasp on some of the th, ch, sh. And with him I emphasized spaces on the next one he wrote.

T3 Mmm.

Yael This is just March 22<sup>nd</sup>, so it's just a few weeks later. And here he wrote, I like school. It is fun, very fun.

Diana I saw, Yael, that you have the word 'the' in there. Do you have a chart where they can go and look up words?

Yael We have a word wall, and we put down our high frequency sight words.

Diana Mhm.

Yael And so yeah, they use that a lot. They really do. And we practice, we do games, like around the world and those sorts of things where they're constantly using their red words. I have children who are still um, writing strings of letters and you'll see red words inserted in the middle.

- Ts (chuckling) they're getting them--
- Yael So you have, yeah they're getting the red words, which are sight words.
- Sandy What do you think is um, the main reason for them to start getting the red words? What do you think that you've done that has made them (?)?
- Yael I'm also modeling it. A lot of times when I always write, I always write before it's their turn to write. And always, whenever I get to a red word I stop and I think if it's a red word or not and we decide together if it is. And if it is we'll put it on the word wall and then clap it out. And so I'm trying to model it every time for them to do it in their own writing. And they, also, we also have a little ladybug, a little puppet ladybug, we call her Red. And she hangs out by the word wall and whenever she sees, whenever they're writing, she goes around the classroom and finds red words in their paper.
- Ts (laughing) Cute!
- Yael They really want to put a red word in there because they want a visit from their friend. So a lot of the children are just writing now a lot of red words and they've forgotten communication. So you have to be careful and have to push communication more. Yeah  
And then I have, um, a child in low that I brought here. And this is um, a story about him and his dad. And they went to the museum together. And this is what he told me. But I don't, um, I didn't see when he was reading it any connection between what he's saying and the sounds and the letters. So, um, what I do see this child doing is writing in the lines, understanding that there is directionality to writing, he's going from left to right when he's writing. And um, he does have a couple of red words, I, and I see is down here. But it's not connected to what he's saying. So um, and this is someone who has been in my classroom from the very beginning of the school year. And this is also a child who actually does have most of his letter sounds and names. So, when you sit one on one with this child, he can do it. He can write out exactly what he wants to say. But on his own, this is what I (?).
- Diana So it might be a focusing, or an idea about words. What words and letters and how that all goes.
- Yael So these are my examples.
- Sandy Great. Good job.