

Data Meeting

Teacher Name

DIBELS Data (delete this slide if 7-8)

[illegible]

DIBELS Data (delete this slide if 7-8)

[illegible]

DIBELS Data (delete this slide if 7-8)

[illegible]

DIBELS Red Students ONLY

[illegible]

DIBELS Yellow Students ONLY

[illegible]

NWEA (delete if needed)

[illegible]

NWEA (delete if needed)

[illegible]

ILPs Quarter 1 due in Oct.

[illegible]

ILPs Quarter 1 due in Oct.

[illegible]

ILPs Quarter 1 due in Oct.

[illegible]

Study Island: High Priority

Study Island: Medium Priority

Study Island: Gradebook Report

ELA

Study Island: Gradebook Report

ELA

Study Island: Gradebook Report

Math

Study Island: Gradebook Report

Math

Attached 50 min. data meeting

Standards/Questions that were not mastered	Analysis	Action Steps: What will you do to help students achieve mastery?	
	What misunderstandings are revealed in the data? Why do you think students failed to reach mastery? What gaps in instruction of the standard contributed to the misunderstanding?	Reteach Activity: Students to Target:	Measurable Goal/Timeline:
	What misunderstandings are revealed in the data? Why do you think students failed to reach mastery? What gaps in instruction of the standard contributed to the misunderstanding?	Reteach Activity: Students to Target:	Measurable Goal/Timeline:
	What misunderstandings are revealed in the data? Why do you think students failed to reach mastery? What gaps in instruction of the standard contributed to the misunderstanding?	Reteach Activity: Students to Target:	Measurable Goal/Timeline:

Reflection that mirrors

Recording, timestamp and reflection from previous Action Plan:



Recording: <http://www.screencast.com/users/Ms.Hickey/folders/Snagit/media/e3af9c32-4fcc-4197-b407-e43405bde8e3>

Timestamp: entire 7 min. clip

Reflection: I didn't realize that my students are continuing to struggle with addition and subtraction—a skill that should have been mastered in 2nd grade. First of all, 18 students were invited to the small group and only 3 students attended. Of those three, two students made the same mistakes in both adding and subtracting. Minimal participation—how can I make learning more engaging? The biggest take-away was that students are forgetting to regroup when adding and subtracting. We reviewed the traditional method for adding and subtracting, as well as the partial sums method for adding. I will reteach the concept until students are showing a better understanding of this skill (with minimal guidance). I want to encompass writing into our math, so next time I will setup the questions for a written response of the answer. From there, we will practice how to explain our thinking and prove our answer.

Good Morning ☺
I'm glad that you're here

Today is: Friday, October 24, 2014

CLASSROOM ETIQUETTE:
We are **Determined Dolphins** and we will...

- Be Ready to learn!**
 - Come to class on time
 - Participate "When YOU engage = YOU learn!"
- Be Responsible!**
 - Always use positive language—be nice with our words
 - Ask questions about lesson
 - Do not "flood" the chat with repeating messages
 - Use ALL tools correctly
- Be Respectful!**
 - YOURSELF ☺
 - Others in our classroom
 - Whiteboard!—respect our learning space

I can...

- Add and subtract with three-digit numbers using the traditional method
- Add three-digit numbers using the partial sums method

On the next slide, I have shared the student examples from this class. The students independently completed these 2 math questions after we reviewed as a whole group.

Progress/Attendance Report

- Missing 5 days of progress/attendance:
- Missing 8 days of progress/attendance:
- Missing 10 days of progress/attendance: