How will we respond when they already know it?

How will we know they have learned it?

How will we respond when they did not learn?

What is it we expect them to learn?

Date 1/25/12C:\Users\Amy_Ohern\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VB3NC9AD\MC900384020[1].wmf Grade Level Target: 1st Grade

Time: 8:30

Review Norms: Agenda Items:

1. 1. Discipline Data
2. 2. Times of Referrals
3. 3. Strategies to help eleviate write-ups

Summary of what was discussed and learned:

\*discipline data, the time referrals are written, strategies to improve those times

Discuss reactions to relevant grade level data:

\*It seems the referrals are at transition times and bathroom breaks.

Determine your students’ strengths and weakness:

\*Students are having a difficult time managing their behavior during the RTI transition. We decided to have students sit on the wall by their teachers’ rooms to wait, instead of standing. Some of the “high-flyers” are going to be picked up and dropped off directly from their rooms instead of being involved with the mix of the hallway.

\*Bathroom breaks – certain students need to go alone, or a teacher needs to be right at the door, or if problems still exists teacher needs to try a different intervention (nurse’s office, separate b-room break, use b-room with a resource teacher, etc)

Prioritize weaknesses as a team:

Goals for next meeting:

Questions/Concerns or Ideas for administration:

***Professional***

***Learning***

***Community***

***(PLC)***