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 2/1/12 C:\Users\Amy_Ohern\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VB3NC9AD\MC900384020[1].wmf Grade Level Target: Equity

Time: 8:30-9:00

Review Norms: Agenda Items:

1. Begin and end meetings on time. 1. When are the most behavior issues happening?
2. Listen respectfully to each other. 2. What can we do as teachers to cut down the behaviors?
3. Team member will submit agenda items 3.

to team leader before the meeting. 4.

Summary of what was discussed and learned:

1. We found that most of the behavior write-ups are occuring during recess, and then again around 2:15, which is our RtI passing time.
2. We discussed that during this time the students are waiting in the hallway and having time to talk with other students, and this could possibly be getting them in trouble. During this time, the students are also not as supervised as we believe they should be. Classes are letting out at different times, and studnets are waiting in the hallway. In order to solve this problem, we are going to start having all of the studnets line up in the classrooms, open our doors, and wait until all classes are ready before the students go to their RtI class or come back to their regular classes.

Discuss reactions to relevant grade level data:

We were surprized at some of the times that the studnets were being written up. It was interesting to see the trends in the data.

Determine your students’ strengths and weakness:

We are happy that most of the students are not getting written up on a regular basis. We are trying to come up with solutions to stop the behaviors and have all learners in the classroom.

Prioritize weaknesses as a team:

Goals for next meeting:

**Questions/Concerns or Ideas for administration:**

***Professional***

***Learning***

***Community***

***(PLC)***