

**4/5 PLC Minutes**  
**Mendenhall River Community School**  
**September 26, 2011**

**In attendance:** Snova Parish, Amy Witt, Lesley Lyman, Lucy Potter, Jacquie Androsko, Elizabeth Kent, Amy Hamrick, Lisa Mitchell, Kim Janelle, Kathy Iliev, Darcie Siebel, Wendy Blackwell, Stephenie Harris, Pam Wells, Kathleen Porterfield

**Agenda**

1. Walk to Read
2. Writing Assessments

Walk to Read

- Time: We discussed the time allotted for Walk to Read (10:35 – 11:20). Some teachers would like to reevaluate the 45min block as compared to a 60min block next time we meet. Some felt like a 45min slot was not long enough. It was decided that it could be looked at again in two weeks. Teachers are hoping that transitions will be quicker after the students have done Walk to Read for more than 1 week.
- Curriculum/Strategies: We then discussed what is being taught during the Walk to Read time and what is being taught during the whole group time. This discussion took place so that there is minimal instructional overlap between the Walk to Read time and Whole Group time.
- Assessments: It was decided that the BRI was going to be used as the “check-in” assessment for students at grade level or above. Dibels is going to be used to assess students in intervention groups. Every six weeks students will be assessed to show reading growth. Student growth will be shared at the Data PLCs.
- Grades: The intermediate group decided that the Walk to Read time will be graded. The PLC closest to report card time will be used to share student growth, behaviors and grades. The Walk to Read teachers will provide a narrative about what was taught during each trimester. If students are struggling in Walk to Read groups, it is up to the Walk to Read teacher to communicate this with the regular classroom teacher.

Writing Assessments

- **In attendance:** Pam Wells, Lesley Lyman, Eliza Lende, Elizabeth Kent, Amy Witt, Kathy Iliev, Kim Janelle, Darcie Siebel, Wendy Blackwell, Kathleen Porterfield
- Teachers took time to look at student writing assessments. The teachers discussed how to grade the assessments, and examined writing that was below, at and above grade level.