

W. J. Keenan High School



Advanced STEM Indicator

6.3: STEM educators collaborate as an interdisciplinary team to plan, implement, and improve integrated STEM learning experiences.

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- Science department PLC meeting minutes
- Freshman Academy meeting minutes
- HSTW Literacy team minutes (interdisciplinary; focus on STEAM for essay contest)
- Agenda from Literacy Professional Development (literacy strategies shared in math, robotics, and interdisciplinary topics)
- Presentation rubrics from Project REAL parent meetings (where student presentations are graded by other Project REAL teachers, parents, and peers)

Richland School District One

The Center for Educator Quality

Facilitator:

Alexandria Williams

Meeting Date:

August 14, 2014

PLC

Meeting Minutes Template

Plan • Do • Check • Act

Team Name : Science Department

Team Members

Kareem Beckett

Kirstin Bullington

Ashley Horton

Sahari White

Helena Wilson

Topics of Discussion

Group Norms

Group Roles

ACT/SAT (Jessica Miller Presentation)

Agenda /Meeting Planning Guides

Norms: Start on Time/End on Time/Everyone has a Voice/Be Prepared. Be There. &Be Courteous

Departmental Goals

Science Fair

Mol Day (October 23rd) Earth Day (April 22nd)

PDCA

Plan (What do we want students to learn?)

The essentials skills needed to increase ACT/SAT scores (ACT Science).
Participate in a school-wide, district, and regional science fair.
Make science relative to them by participating in Mol Day and Earth Day.

Do (How will we plan instruction to meet learning objectives?)

Incorporate ACT Science into our curriculums to address the needs of the students.
Explain the science fair rules and regulations as well due dates and requirements as a Department (Departmental Due dates or all sections of the science fair)
Community Awareness of Mol Day and Earth Day (School wide Activity)

Check (What is our common assessment data telling us?)(How will we know when they have learned?)

ACT Science scores are low and we need to increase the scores.

Act (How are our strategies working for students who have not attained proficiency?)(Students who have attained proficiency?)

Quia.com
Socrative
Grade Cam
USA Test Prep

Shared Instructional Methods and Strategies

We will ask feeder school to come out to judge science projects. (USC may have some students or professors that may be willing to come and judge projects. (IT-ology Mentors) We need honest feedback for our students. The district needs to add an Engineering Category to their Science Fair.

Needs/Questions/Etc.

Mrs. Wilson will bring science fair information to next meeting. Mrs. Bullington will bring the USC Forms and examples of projects that made it to the Regional Science Fair last year. Ms. Horton will bring Science Fair Topics to next meeting. What will we do if the district does not have a science fair this year?

Freshman Academy Meeting

September 10, 2014

- I. 8.5 Recap
 - a. Good/Bad
 - b. Watch List

- II. 2014-2015
 - a. Goals
 - b. Meetings
 - 1. PLC's for planning
 - 2. Monthly as a group
 - c. Career Fair
 - d. Student of the Month
 - e. Freshman Night planning
 - f. Display Case

- III. Expectations from Admin
 - a. Bell-to-Bell Instruction
 - b. Manage your class
 - c. Contact Parents-early and often
 - d. Keep your grade books current
 - e. TEAMWORK
 - f. Remind 101
 - g. On Time Daily
 - h. Duty Stations (Doors between classes/Morning Duty)
 - i. WE MUST OWN REAP/Recommendations

Richland School District One

The Center for Educator Quality

PLC

Meeting Minutes Template

Plan • Do • Check • Act

Facilitator:

Nicole Price

Meeting Date:

9-10-14

Team Name : HSTW Literacy Team

Team Members

M. Haile	B. Boyd (Media Center)
D. Pompey	L. Albornoz
S. Milligan	K. Bullington
C. Garner	
C. Gourdine	
T. Thomas	

Topics of Discussion

- Setting group norms and assigning member roles
- Debrief last school year's initiatives.
- 2014-2015 goals, predicted outcomes, game plan and timeline.
- Media Center News (Reading Rocks—October 4, 2014 and the Visual Literacy Festival information for the year was shared..

PDCA

Plan (What do we want students to learn?)

Lots of planning:

1. The debrief concluded that teachers liked the literacy presentation last school year. As a result, the committee will provide different logs for each content this school year (committee members will contribute); the logs will be placed on the Keenan shared drive.
2. The team will focus Literacy Leaders (teachers who are implementing effective literacy strategies in their instruction).
3. The committee will spotlight Radiant Raider Reader (students who read the most books, students with the highest score/most points on AR tests, an most improved readers).
4. Mrs. Gourdine will lead the Literacy for Youth Initiative (getting books in the hand of infants and toddlers); a packet will be created which will include information for the importance of reading to infants and toddlers and a book).
5. The Keenan Book Club will feature a book per quarter. The committee will seek grants to help fund the books for the club.
6. Mrs. Bullington will chair the Principal's Essay Contest; topic will be STEAM focused. (DuPont Essay Challenge)
7. Word of the Week Calendar format—Monday: Word and Definition; Tuesday; Sentence; Wednesday: Antonym and

	<p>Synonym; Thursday: Spanish translation; Friday: French translation.</p> <p>8. Spoken Word will be held once each semester. Ms. Thomas and Mrs. Garner will chair this activity; the committee will ask IV Briggs to join in on the planning of this activity as well.</p>
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Do (How will we plan instruction to meet learning objectives?)	The committee will implement their plan.
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Check (What is our common assessment data telling us?) (How will we know when they have learned?)	Meeting will be held during the scheduled delayed starts to check progress.
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Act (How are our strategies working for students who have not attained proficiency?) (How are our strategies working for students who have attained proficiency?)	Results not available at this meeting.
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Shared Instructional Methods and Strategies

The committee members made a list of possible Book Club texts: *If I Stay, First Part Last, and We Were Liars.*

Needs/Questions/Etc.

**Literacy Across All Content Areas (Common Core and Literacy)
Professional Development
February 26, 2014**

AGENDA

- Introduction
- Purpose—A. Barnes-Hughey
Article: “5 Things Every Teacher Should be Doing to Meet the Common Core State Standards”

LITERACY ACROSS THE CURRICULUM

- Note-Taking (Cornell Notes)—A. Barnes-Hughey
- Vocabulary Instruction—M. Haile
- Scholastic’s Read 180 and the Instructional Model—N. Price
- D. E. A. R. Strategies—A. Stroman
- Literacy in Math—C. Garner
- Literacy Through Robotics—K. Bullington

CLOSURE

Exit Ticket—on index cards select at least two of the strategies/techniques that you will implement into your classroom instruction.

Category	4 Points	3 Points	2 Points	1 Point
Content	Thoroughly and clearly states the main points and precise details that are accurately focused on the design project.	Adequately states the main points and details that are accurately focused on the design project.	States most of the main points and details that focus on the design project. May include some unnecessary information.	States few main points and details that focus on the design project, or information does not relate to topic.
Organization	Clearly organized into a logical sequence. Excellent use of an outline. Excellent introduction and conclusion.	Adequate evidence of a logical sequence of information. Good use of an outline. Satisfactory introduction and conclusion.	Fair evidence of a logical sequence of information. Some use of an outline. Weak introduction and conclusion.	Minimal or no outline followed. No logical organization; some digressions. Unclear, confusing. No introduction or conclusion.
Delivery	Effectively and creatively delivers the information while staying on the topic and considering the audience. Uses voice variation; interesting and vivid to hear.	Adequately delivers the information while staying on the topic and considering the audience. Speaks clearly and confidently.	Delivers the information but does not stay on the topic. Little consideration of audience. Uses incomplete sentences.	Little or no attempt is made to stay on the topic. Does not consider audience. Difficult to understand.
Preparation	Presentation shows detailed preparation and practice in delivery including use of voice, posture, eye contact, gestures, pacing, and use of pictures, graphs, computer models, etc. Interesting and vivid.	Presentation shows satisfactory preparation as well as practice in delivery including use of voice, posture, eye contact, gestures, and pacing. Some use of pictures, graphs, computer models, etc.	Presentation shows some preparation and practice in the delivery including marginal use of voice, posture, eye contact, gestures, pacing, pictures, graphs, and computer models.	Presentation is lacking in preparation and practice of the delivery including use of voice, posture, eye contact, gestures, pacing, and little or no use of pictures, graphs, and computer models. Difficult to hear. Speaker appears tense. Fidgets often.
Written Report	Clearly and completely describes the design and the design process, including all the necessary information in the most appropriate order. Excellent use of sections, divisions, and use of content vocabulary.	Adequately describes the design process, including most of the necessary information in a correct order. Good use of sections and headings. Good use of content vocabulary.	The design and design process are not clearly described; includes most necessary information but the order is not correct. Have few sections and headings. Has fair use of content vocabulary.	The design and design process is not described, includes very few pieces of necessary information. Has minimal or no sections and divisions. Is weak or has no use of content area vocabulary.

Student Name	Content	Organization	Delivery	Preparation	Written Report
JAMAS PERRY AND JEREMY AUSTIN	2 no graph	2	3	3	2
DAQUAM PINKNEY	3	3	2 side conversations	2	3
MICHEAL MACK AND GREG LINDSEY	4	4	3.5 not loud enough	4	3
DEQUAN THOMPSON AND DEVON KELLY					
WILLIAM CAMPBELL	3 no outline	2	2 simple machines switched to calculations	2	2

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Student Name	Content	Organization	Delivery	Preparation	Written Report
JAMAS PERRY AND JEREMEY AUSTIN	3	3	3	4	3
DAQUAM PINKNEY	3	3	3	4	3
MICHEAL MACK AND GREG LINDSEY	3	3	3	4	3
DEQUAN THOMPSON AND DEVON KELLY	3	3	3	4	3
WILLIAM CAMPBELL	3	3	3	4	3

