THE WEST FARMS SCHOOL ~ P.S. 6X

Jamel Holmes, Principal
Cynthia Moy, Assistant Principal
Barbara Mason, Assistant Principal I.A.

1000 East Tremont Avenue ~Bronx, NY 10460
718.542.7676 (Office)
718.589.7278 (Fax)

ELA (3rd-5th) Team Meeting Rolling Agenda

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Resources	
General Resources	**ELA Resources**
PS 6 Data Dashboard	PS6 HMH Curriculum Calendar 3-5
DRAFT 2026-2027 ELA Instructional Flow of The Day -3K-8	NYC Reads Website
PS 6 Updated Landing Page (26-27)	HMH Modules by Standards/ Skills
12x006 - Classroom Environment Checklist - 2026-2027	12x6 - Grade Team Meeting Guidelines
Bulletin Board Checklist .docx.pdf	3-5 Meeting Roles
Grade 3 - WIN Student Groups - SY 26-27	HMH Writing Internalization Protocol (Master)
Grade 4 - WIN Student Groups - SY 26-27	
Grade 5 - WIN Student Groups - SY 26-27	

Open Preview

Meeting Bookmarks				
SEPTEMBER	**OCTOBER**	**NOVEMBER**	**DECEMBER**	**JANUARY**
9/17/2026 9/24/2026	10/01/2026 10/08/2026 10/15/2026 10/22/2026 10/29/2026			

FEBRUARY	MARCH	APRIL	MAY	JUNE

PASTE NEW AGENDA BELOW THE RESOURCES & CALENDAR

Date: 10/15/2026	**Time: 12:45 pm**	**Location: Room 401**
Attendees: Boothe, Jarvis, Ortega, Bitto, Diaz, Renta, Craybas, Henley, Lebron, Palmer, Rodriguez, Gernon, DePasquale, O'Riordan, Zambiasi, DeJesus		**Facilitator: Ms. DeJesus/Henley** **Note Taker: Ms. Renta** **Backup Note Taker: Ms. Henley** **Timekeeper: Ms. Henley**
Meeting Objectives **Objective 1:** Internalizing the upcoming Modules (Ms. Zambiasi) **Objective 2:** Internalizing the upcoming Writing Modules **Objective 3:**		**Team Norms (Meeting-Wise Checklist)** ● Take an Inquiry Stance. ● Ground Statements in Evidence. ● Assume positive intentions & take responsibility for impact. ● Stick to protocol & hear all voices. ● Start & end on time. ● Be here now.

To prepare for this meeting, please:	**Resources for this meeting:**

• Bring a laptop
• Come prepared - be ready to collaborate!
• Focus on improvement.
	• Grade 3 HMH Module 2 Unpacking Template
	• Grade 4 HMH Module 3 Unpacking Template
	• Grade 5 HMH Module 2 Unpacking Template
	• HMH Writing Teacher's Guide
	  • Grade 3- Writing HMH Module Unpackin…
	  • 4th Grade HMH Module 3 Unpacking (Writing
	  •

Time/Minutes	**Activity**
	Pacing Check-in (Module, Unit, Week, Lesson) **Where are you?**

	Fundations	**HMH**	**Writing**
Aebisher			
Jarvis	Unit 2 Week 1 Day 2	End of Module Assessment (Module 1)	Module 1 Lesson 13
DePasquale/O'Riordan	Unit 2 Week 2 Day 3	End of Module Assessment (Module 1)	Module 1 Lesson 13
Gernon	Unit 2 Week 1 Day 3	Mol 1 W2 L10	Mod 1 Lesson 10
Palmer/Craybas		Perf. Task Mod 1	Publishing Mod 1
Lebron		End of Module 1	Publishing Mod 1
Zambiasi		409- Mod 1 W2 L13 509- Mod 2 W2 L13	409 Mod 1 Lesson 13 509 Mod 1 Lesson 13
Diaz/Bitto		End of Module Assessment (M1)	Publishing M1
Renta/Ortega		End of Unit Assessment	Publishing

	Objective 1: Internalizing the upcoming Modules **Notes:** District Planning/ Zambiasi (PS 6) Unpacking template Gist-Content Knowledge needed to complete the performance task. Use backwards mapping from the performance task to delineate what knowledge needs to be known and what skills will be addressed. What do they need to know? Misconceptions? How do we get there? Lessons labeled as Writing prompts will prepare them for the performance task. (Lessons 3,7,9 & 11 or 12) Added state test questions for short response. *SEE link above under **resources for this meeting**
	Objective 2: Internalizing the upcoming Writing Modules **Notes:** Henley) Think about the title, essential question, genre, focus statement, prompt Use the protocol attached above to help internalize the Module 2 writing piece.
	Objective 3: **Notes:**
	Reminders and Updates:
	Parking Lot (Questions)

Summarize & Clarify Next Steps

What	**By When**

Date: 10/08/2026	Time: 12:45 pm	Location: Room 401
Attendees: Mr. Ortega, Mr. Craybas, Ms. Diaz, Mr. Lebron, Ms. Bitto, Ms. Zambiasi, Ms. Henley, Ms. Gernon, Ms. Renta, Ms. DePasquale, Ms. Jarvis, Mr. Burge, Ms. Johnson (Peer Coaching)		**Facilitator: Henley & DeJesus** **Note Taker: Mason/ Zambiasi** **Backup Note Taker:** **Timekeeper:**
Meeting Objectives Objective 1: BOY Screeners Objective 2: Interventions and grouping during WIN period Objective 3: Progress Monitoring		**Team Norms (Meeting-Wise Checklist)** ● Take an Inquiry Stance. ● Ground Statements in Evidence. ● Assume positive intentions & take responsibility for impact. ● Stick to protocol & hear all voices. ● Start & end on time. ● Be here now.
To prepare for this meeting, please: • Bring a laptop • Come prepared - be ready to collaborate! • Focus on improvement.		**Resources for this meeting:** ● ● ●

Time/Minutes	Activity
	Pacing Check-in (Module, Unit, Week, Lesson) **Where are you?**

	Fundations	HMH	Writing
Aebisher			
Jarvis	Unit 1 Week 2, Day 5	Module 1 Lesson 13	Module 1 Lesson 8
DePasquale/O'Riordan	Unit 2, Week 1, Day 5	Mod 1 Lesson 15	Mod 1, Lesson 13
Gernon	Unit 2, Day 1, Day 1	Mod 1 Lesson 9	Mod 1 Lesson 8
Palmer/Craybas		Mod 1 lesson 14	Mod 1 lesson 14
Lebron		Mod 1 Lesson 15	Mod 1 lesson 14
Zambiasi		409- Mod 1 W2 L11 509- Mod 2 W2 L11	409 Mod 1 Lesson 11 509 Mod 1 Lesson 11
Diaz/Bitto		M1, L14	M1, L10
Renta/Ortega		Module 1 Lesson12	Mod 1 L12

Objective 1:
Ms. Palmer shared her "Why." Supported her friend who was abused at home. Wanting to create a safe space for friends. Taking care of others and the connections she has made through her students over the years.

BOY Screeners Ms. Henley is supporting assessing students to cross check validity of results against iReady informer results.

Notes:

- **i-Ready- Further screening done on students not on grade level or two grade levels below.**
- **SDQA- Similar to phonics for reading screener. Read list of words. Determine frustration and instructional levels.**
- **Phonics for Reading placement test**

Objective 2: Interventions and grouping during WIN period- groups will start on Monday

Notes:

- **Sound Sensible**
- **Phonics for Reading (Levels A-C) Grades 3-5**
- **Enrichment Groups (Test sophistication, book clubs, Writable, other)**

	Objective 3: Progress Monitoring **Notes: Screening will be assessed every two weeks, for those who are trained you may do your own. If not trained, you will be supported in assessments. Out of classroom and ENL providers will support during WIN. We will be responsible for tracking students on tracker.** ● Acadience Progress Monitoring WIN Assessment Guide For students labeled "Enrichment" on WIN class list, look on data dashboard to find resources for those students (test sophistication, writable etc) Work must be planned. Student should not just be on computers and should have a schedule. ENL students who are being pulled will be using a Standalone program, Reach Higher. It is aligned with content in the HMH curriculum. If a student is blank, it may be that they were not able to assess at this time. Up to teacher discretion if they should join a group. Using the same tracker as last year.
	Reminders and Updates:
	Parking Lot (Questions):

Summarize & Clarify Next Steps

What	By When

Date: 10/01/2026	**Time: 12:45**	**Location: 414**
Attendees:		**Facilitator: Mason/DeJesus** **Note Taker: DeJesus** **Backup Note Taker:** **Timekeeper:**
Meeting Objectives Objective 1: Why Stories (DePasquale & Lebron) Objective 2: HMH Assessment guidance Objective 3: i-Ready data Objective 3: Intervention groups/materials		**Team Norms (Meeting Wise Checklist)** ● Take an Inquiry Stance. ● Ground Statements in Evidence. ● Assume positive intentions & take responsibility for impact. ● Stick to protocol & hear all voices. ● Start & end on time. ● Be here now.
To prepare for this meeting, please: • Bring a laptop • Come prepared - be ready to collaborate! • Focus on improvement.		**Resources for this meeting:** ● ● ●

Time/Minutes	Activity
	Pacing Check-in (Module, Unit, Week, Lesson) **Where are you?**

	Fundations	HMH	Writing
Aebisher			
Jarvis	Unit 1 Week 2, Day 4	Mod 1, Wk 2, L9	Mod 1, Lesson 6
DePasquale/O'Riordan	Unit 1 Assessment	Mod 1, Wk 3, L11	Mod 1, Lesson 6
Gernon	Unit 1 Week 2 Day 3	Mod 1, Wk 2 L6	Mod 1, Lesson 6
Palmer/Craybas		Mod 1 Wk 3 Lesson 11	Mod 1 Lesson 13
Lebron		Mod 1 WK 3 Lesson 11	Module 1, Lesson 11
Zambiasi		409- Mod 1 W2 L6 509- Mod 2 W2 L7	409 Mod 1 Lesson 8 509 Mod 1 Lesson 9
Diaz/Bitto		501 & 506- M1, L10	501 & 506- M1, L7
Renta/Ortega	Unit	Mod 1, 10	Mod 1, L7

Objective 1: Why Stories (DePasquale & Lebron)
Notes: DePasquale-My Why
Ms. Zambiasi was able to relate with the pandemic along with Ms. Gernon, Ms. Jarvis can relate related to tapping into students' different talents and not just their academic skills.
Mr. Lebron was able to impact many students with IEP's as a para and wanted to become a teacher. Was a basketball coach and gave the students something to look forward to. Likes to be outdoors, travel. Ms. Zambiasi can relate, she started teaching in the neighborhood she grew up. Ms. Mason can relate to growing up in the neighborhood and now working in the neighborhood, full circle story.

Objective 2: HMH Assessment guidance
Notes: Two questions were asked: Should all weekly assessments be completed in HMH? No
Formative Assessment to be completed for 3-5 only:
-Standards Mastery are in place on Math Snapshots
-Weekly assessment- Week 2 (only)
- End of Module Assessment
- Performance Task (lesson 3, 7, 9, 12 write a response pieces, connect to the performance task content knowledge)
- HMH Writing piece

The performance task is knowledge based. Lessons 3, 7, 9 and 11 are guiding questions to help students respond to the performance task in lesson 15.

Objective 3: i-Ready data
Notes: Everyone received their i- ready data. We're looking at the data and the data doesn't always line up, therefore we are using the San Diego Quick screener to triangulate data. We looked at a 5th grade class as an example where some students dropped off and made us ask, What's happening? Are students actually taking their time?

Objective 3: Intervention groups/materials
Notes: Students receiving intervention programs are the students that are in the red based on the i-ready data. Students should not be pulled for services during the win period, or the ENL providers will be pushing in to do interventions with those students.

Reminders and Updates:

Parking Lot (Questions)
- Where is the standard mastery located?
- Is the Writing Module End of Unit Writing Piece already created on Formative?
- How to access waggle and writable through HMH?
- Can we do the week 1 and 3 as a whole class lesson or during WIN since we aren't asking the kids to do it anymore?

Summarize & Clarify Next Steps

What	By When

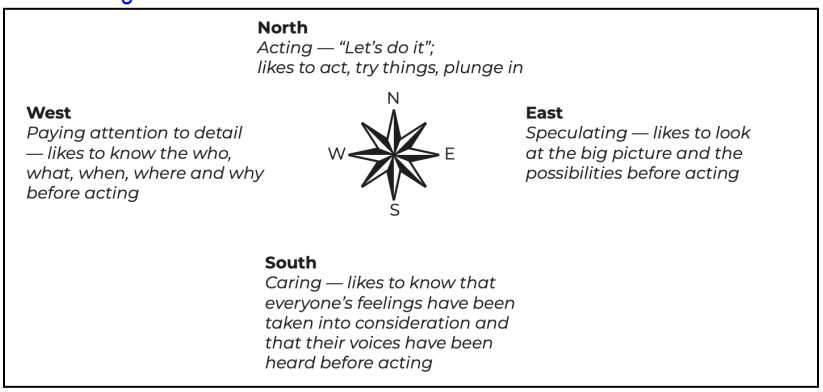
Date: 9/24/2026	Time: 12:45	Location: Room 414 (Ms. Diaz)
Attendees: DeJesus, Mason, Renta, Bitto, Ortega, Craybas, Diaz, Palmer, Lebron, Zambiasi, Rodriguez, Jarvis, Palmer. DePasquale		**Facilitator: DeJesus** **Note Taker:** **Backup Note Taker:** **Timekeeper: Mason**
Meeting Objectives Objective 1: Personal Why Story Objective 2: Compass Activity Objective 3: Curriculum Resources		**Team Norms (Meeting Wise Checklist)** ● Take an Inquiry Stance. ● Ground Statements in Evidence. ● Assume positive intentions & take responsibility for impact. ● Stick to protocol & hear all voices. ● Start & end on time. ● Be here now.
To prepare for this meeting, please: • Bring a laptop • Come prepared - be ready to collaborate! • Focus on improvement.		**Resources for this meeting:** ● ● ●

Time/Minutes	Activity
3 minutes	**Pacing Check-in (Module, Unit, Week, Lesson): Where are you?**

	Fundations (Unit/Week/Day)	HMH (Module/Lesson)	Writing (Module/Lesson)
Aebisher			
Jarvis		**Module 1 Lesson Lesson 5**	**Module 1, Lesson 3 (Narrative)**
DePasquale/O'Riordan	**Unit 1, Week 1, Day 5**	**Module 1, Lesson 5**	**Module 1, Lesson 4 (Narrative)**
Gernon			
Palmer/Craybas		**Module 1, Lesson 7**	**Module 1, Lesson 8**
Lebron		**Module 1, Lesson 7**	**Module 1. Lesson 8**
Zambiasi		**409- Mod 1 W2 L1** **509- Mod 2 W2 L1**	**409 Mod 1 Lesson 6** **509 Mod 1 Lesson 7**
Diaz/Bitto		**Module 1 W1- Lesson 5**	**Module 1 W1- Lesson 5**
Renta/Ortega		**Module 1 W1- Lesson 5**	**Module 1 W1- Lesson 5**

10 mins	**Objective 1: Personal Why Stories (Zambiasi & Rodriguez)** **Notes:** What's your why - 2 people will share ○ Listen for a personal connection and a wondering - won't answer now, but if time permits - respond later (will respond with thank you)

	○ Next week: DePasquale & Lebron ○ Following week:Palmer
10 minutes	**Objective 2: COMPASS ACTIVITY - Understanding Preferences in Group Work** **Notes: Compass activity -** each of you will read the compass activity sheet and be prepared to share your compass direction at the next grade meeting.



Name	Compass Point	Strengths of your style	Need to know about you?	Value about the other 3 styles
Jarvis	North	Gets things done	Learning the power of delegation	East- working backwards West- details South- include everyone
DePasquale	South	-Compassionate -Self Aware -Inclusive	-I feel like I have attributes from all different directions/styles.	-All are needed to help a group stay on task and complete a project or an assignment.
Palmer	West	Asking questions and thinking about the details in the process and final product helps the task to be the best it can be.	When introduced to new concepts and people, I often ask many questions and need a lot of details.	I can ask the North who finished early lots of questions! South can make sure I'm heard while East will work with me towards the final product.
Craybas	East	Listen more than I talk, need to know what we are working towards	I prefer to know details, I do not want to guess at what you want done	We need the other three to create a fluid, functioning team. Everyone has their strengths to help build the weaknesses of others
Lebron	South	Empathetic, Pateince	I like to observe and see things visually in order for me to understand it more indepth.	We need North to create intent, East to begin with the end in mind, west to ask questions that will help me understand things i dont know,.
Zambiasi	North	I like to take the lead and get things done. I like to check things off my list. I talk fast and can sometimes feel like I am all over the place to get through my thinking.	Sometimes I can come across as direct and can seem overwhelming because I may feel like I am rushing others.	South- I think there is value in slowing down and asking questions. West- Deeper understanding before tackling. East- Seeing the big picture instead of little details shows where you are going
Diaz	East	-Keeping the end goal in mind	-don't like feeling unprepared, which usually happens when things are unclear	North- getting things done West- being detailed South- providing comfort (to a certain extent)

	Bitto	**west**	**Likes to know all the details if possible depending on what's being asked. I'm a hands-on learner.**	**I'm a hands-on learner, I like to ask a lot of questions to make sure I understand what I'm doing. At times I can be very direct. I might disagree with you at times however no hard feelings afterwards. My motto the next day is always new to start fresh**	**South- I include everyone ,and make sure the human side is natured.** **East I don't geta project started until I'm clear about the final product.**
	Renta	**North**	**Driven, independent, responsible, assertive**	**I can be overwhelming, too fast for some, I struggle with perfectionism**	**They slow down, consider other perspectives, detailed oriented,**
	Ortega	**West**	**Goal-Orientated/ Inquisitive**	**I ask questions; even if I know the answer, in order to get some clarity for others and a sense of teamwork/engagement.**	**North-Listing goals** **East--Need to see final product** **South-Collaboration**
	DeJesus	**West**	**Once I have all the details i can work better to get the job done,**	**I don't like to be in the unknown. I need to know exactly what I'm doing, :can't thrive in confusion.**	**North and East- Make sure we stay on task.** **South- We need someone to keep the peace and make sure all voices are heard.**
	Mason	**West**	**I can and will get the job done when I have all the details. Work best under pressure.**	**I need to be clear on what is expected. I will ask follow up questions.**	**North- take charge, I will assist.** **East - end result in mind** **South - nurturing**
	Rodriguez	**South**	Empathetic, Supportive, collaborative. I want to make sure I can be supportive to everyone and pause before I take action.	**I am very thoughtful and sometimes can overthink.**	**North - I value that they just get started.** **East- I value that they work with an end goal in mind** **West- they ask the hard questions and hold us accountable.**

Objective 3: Curriculum Resources

HMH Into Reading
Vocabulary (5 min)
Mini-Lesson: Explicit Model -"I Do" (10min)
Guided Practice: "We Do" (8-10min)
Independent Practice: "You Do" (10 min)
w/ Grade Level Text + Teacher Led Group
Teacher-Led Group: *skill & comprehension (15 min)*
Lesson Closure (5 minutes)
Reading WIN Centers (30 mins)

HMH-Writing
Mini Lesson -"I Do"+"We Do" (15 min)
Show exemplars/success criteria
Indep. Writing -"You Do" (15-20 min)
+ Teacher-Led Group / Writing Conferences
Lesson Closure (5 min)

Vocabulary: Critical Vocabulary under components

Independent Practice: Engage and Respond/ tabletop minilessons
WIN Centers: i- ready mypath/ teaching toolbox/ Teacher assigned lessons
Test Released Questions: Data Dashboard
Writable: HMH platform→ discover →connected solutions→ writable

Reminders and Updates:
September 28th- Fundations Unit 1 Assessment (submit scores in FunHub tracker)

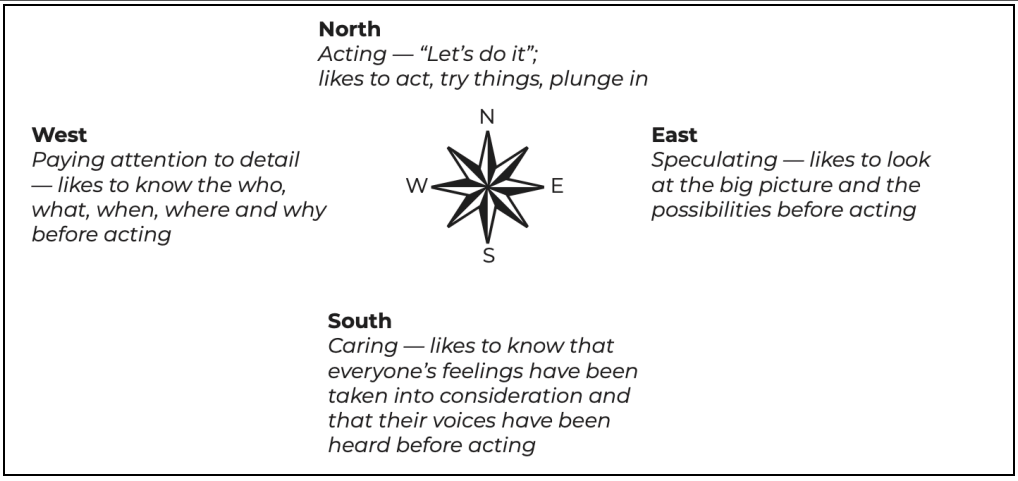
	September 30th: HMH Module 1 Week 2 Assessment
	Parking Lot (Questions):

Summarize & Clarify Next Steps

What	By When

Date: 9/17/26	**Time: 12:45**	**Location: Principal's Office**
Attendees: DeJesus, Mason, Gernon, O'Riordan, DePasquale, Zambiasi, Jarvis, Lebron, Craybas, Palmer, Bitto, Diaz, Rodriguez		**Facilitator: DeJesus** **Note Taker: Mason** **Backup Note Taker:** **Timekeeper: Mason**
Meeting Objectives Objective 1: **Grade Team Norms** Objective 2: **Instructional Expectations** Objective 3:		**Team Norms (Meeting-Wise Checklist)** ● Take an Inquiry Stance. ● Ground Statements in Evidence. ● Assume positive intentions & take responsibility for impact. ● Stick to protocol & hear all voices. ● Start & end on time. ● Be here now.
To prepare for this meeting, please: • Bring a laptop • Come prepared - be ready to collaborate! • Focus on improvement.		**Resources for this meeting:** ● CREATING YOUR PERSONAL WHY STORY ● ●

Time/Minutes	Activity
	Objective 1: Grade Team Norms & Personal Why **Notes:** ● All participants are prepared with a laptop ● Different facilitators ● Purposeful & connected to data ● Teams must stick to the time and agenda ○ Do not let questions derail the meeting agenda ○ Create a parking lot at the bottom and add questions - use the next steps for follow-up Qs ● **Review norms and Ace Habits - Is there anything we want to add or modify? Do we agree?** ○ Support each other with grounding statements in positivity and support each other when times are tough ○ Assume best intentions ● What's your why - Ms. DeJesus shares ○ Listen for a personal connection and a wondering - won't answer now, but if time permits - respond later (will respond with thank you) ○ **Homework for teachers**- Each person will prepare to share their why - we can do 1-2 each meeting in September ● **Compass activity -** each of you will read the compass activity sheet and be prepared to share your compass direction at the next grade meeting. ● **ACE Habits of Mind** - want to have a mind of equity.



Objective 2: Instructional Expectations

Notes:

- District Schedule with explanations
- Program Cards

Objective 3:

Notes:

Reminders and Updates:

Parking Lot (Questions)

Can we get access to the pacing calendar and D12 landing page?

Action Items - Summarize & Clarify Next Steps

What	By When