

Schedule	
K-4 Math/ELA	Tuesday/Wednesday--Planning for current unit work with coaching support: PLC Agenda/4 questions guides the work
K-2nd ELA	K-2 continue to use Houghton-Mifflin format for planning units instead of Planning Forward Process
K-4 Math	Thursday Planning Forward PLC
3-4 ELA	Thursday Planning Forward PLC

Expectations for Collaborative Teams

Tight	Loose
Tuesday/Wednesday will be collaborative work on current unit with coaching support	Content of Tues/Wed. PLC agenda
Thursdays will be collaborative work on future units using the Planning Forward Protocol	What units teams will work on during Thursday Planning Forward days
All teachers must work in collaborative teams guided by the 4 critical questions of a PLC.	Resources used to select researched based instructional strategies
Teachers implement a guaranteed & viable curriculum using the Planning Forward Protocol	Researched based instructional strategies are selected by teaching teams that support the essential TEKS for the unit.
Collaborative Teams utilize team established norms and PLC agenda to guide contents of their time together. The designated leader creates and shares the agenda with the team every Monday. Agendas are placed in the team shared folder	Contents of the PLC agenda
Student learning is monitored by teams through formative & summative assessments created by teams identified in the Unit Plan	Selection of Essential TEKS in addition to district selected Essential TEKS. Creation of Formative and Summative Assessments
Results from assessments are analyzed through the agreed upon data protocol and used by teams to achieve learning goals, build team capacity, and intervene/extend student learning.	When data is analyzed. Action plan to support students after the data is analyzed.
The school provides a schoolwide system for intervention/extension--Huddle Time	Decisions regarding the focus TEKS for Huddle Time are decided by the team.
Teams take collective responsibility for student learning and work together as a team to provide intervention/enrichment for at least 30 minutes daily in Huddle Time	Huddle Time plans, groups, structure, etc.. is agreed upon by teams
Unit plans are submitted digitally in a shared folder one week prior to teaching the unit	The team member responsible for submitting into the shared drive

Link to PLC Agenda Template

https://docs.google.com/document/d/1RMW06eAjPGg4Bc7qUhYOWz4cuk3--Zx_krViwicRCBA/edit

PLC Agenda

Designee will send the agenda to the team on Monday to prepare for the discussion focus that will occur on your PLC Days **MAKE A COPY BEFORE USING**

Team:	Date:
Team Members Present:	Job/Responsibilities: Note Taker: Time Manager: Discussion Leader (Agenda): Techy: Other:
Team Norms: • • • •	Collective Commitments: Team Goal for Unit _____:

Additional Notes from meeting taken here:

Action Steps	Resources/PD Needed	Team Member Responsible	Date to be Completed

Questions/Concerns:

Discussion Questions Focus of PLC:(Focus of the meeting is on Learning for Students)
Agenda:

- What do we want students to learn (TEKS/Standards)?

- How will we know they have learned it? (Assessment/Check for Understanding--Beginning With the End)

- What instructional methods and strategies are most effective? (all team members should bring ideas/information)

- What will we do for those who didn't learn it?

- What will we do for those who already know it?

Planning Forward Protocol

1. Select Essential TEKS for the unit using the R.E.A.L. criteria, in addition to district pre-selected Essential TEKS. Team consensus moves the team forward on agreed upon Essential TEKS.

2. Unpack **ALL** Essential TEKS using the Unpacking Standard Form.

3. Establish "I will..." student learning targets for each Essential TEKS in the unit with corresponding Language Objectives.

What Essential TEKS will be the focus of Huddle Time?

Determine levels of proficiency for each learning target.

4. Create a proficiency map of current unit Essential TEKS in the order taught in alignment with the number of days in the unit.

5. Create Unit Assessment that will be given at the end of the unit. Create small formative assessments that will assess learning targets before the end of the unit.

6. Select the Essential TEKS/Learning Targets that will be the focus during Huddle Time.

7. Create a Unit Plan using the Unit Planning template. The Unit Plan includes: In chronological order, dates that Essential TEKS are taught, instructional strategies agreed upon by team for each student Learning Target, Formative assessments, Enrichment, Accommodations, Resources.

8. Create a plan for 3 week cycles for Huddle Time utilizing the Huddle Time Template/Process.

9. Place completed plan in the Shared Grade Level Folder 1 week prior to teaching the unit.

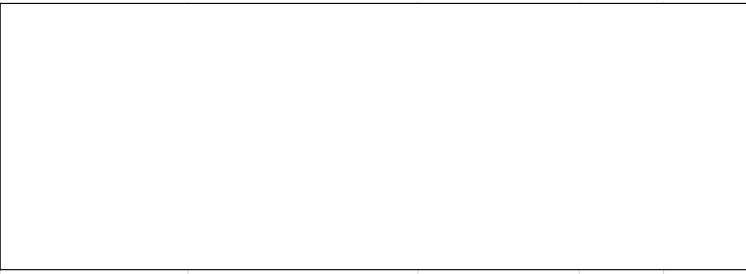
Unit: 1 - Place Value									
Learning Standard (TEKS)			Learning Standard (TEKS)						
2.2A - use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way.			2.2B - use standard, word, and expanded form to represent numbers up to 1,200.						
Content (noun, noun phrases) Need to Know		Skills (verb) Need to be able to do	DOK	Content (noun, noun phrases) Need to Know		Skills (verb) Need to be able to do	DOK		
models numbers 1,200 concrete models pictorial models		compose decompose	2 3	Word form Expanded form Standard form numbers 1,200		Use Represent	1 1		
Student Learning Target ("I will...")			Student Learning Target ("I will...")						
We will build and break apart numbers up to 1,200. I will build and break apart numbers up to 1,200 using manipulatives and drawings.			We will represent numbers up to 1,200 in different ways. I will represent numbers up to 1,200 using word form, expanded form, and standard form.						
Level of Progression Exceeds [4] Meets [3] Approaching [2] Developing [1]	Student Learning Targets (I can statements to reach goal): Learning Progression (from bottom to top)	Assessments (CFAs, SAs)		Level of Progression Exceeds [4] Meets [3] Approaching [2] Developing [1]	Student Learning Targets (I can statements to reach goal): Learning Progression (from bottom to top)	Assessments (CFAs, SAs)			
4	I will build and break apart numbers beyond 1,200			4	I will represent numbers beyond 1,200 using word form, expanded form, and standard form				
3	I will build and break apart numbers up to 1,200	CFA (Check)		3	I will represent numbers up to 1,200 using word form, expanded form, and standard form	CFA (Check)			
2	I will use manipulatives and pictorial models to represent numbers up to 1,200			2	I will represent numbers up to 1,200 using expanded form				
1	I will understand the place value of ones, tens, hundreds, and thousands			1	I will represent numbers up to 1,200 using standard form				
Learning Standard (TEKS)			Learning Standard (TEKS)						
2.2D - Use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =)									
Content (noun, noun phrases) Need to Know		Skills (verb) Need to be able to do	DOK	Content (noun, noun phrases) Need to Know		Skills (verb) Need to be able to do	DOK		
place value whole numbers 1,200 comparative language numbers symbols		compare order use	3 2 1						
Student Learning Target ("I will...")			Student Learning Target ("I will...")						

We will compare numbers up to 1,200 by using the words greater than, less than, equal to and their symbols.

I will compare numbers up to 1,200 by using the symbols and words for "greater than", "less than", and "equal to".

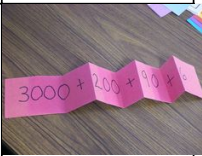
We will use place value to order numbers up to 1,200

I will use place value to order numbers up to 1,200.



Level of Progression Exceeds [4] Meets [3] Approaching [2] Developing [1]	Student Learning Targets (I can statements to reach goal): Learning Progression (from bottom to top)	Assessments (CFAs, SAs)					
4	I will be able to compare and order numbers beyond 1,200						
3	I will be able to compare and order numbers up to 1,200	CFA (Check)					
2	I will be able to compare place values of two numbers						
1	I will determine the place value of each number/digit						

Unit: 1 - Place Value		Subject: Math		Number of Days: 21 (excluding the holiday on 9/5)	
Monday	Tuesday	Wednesday	Thursday	Friday	
			8/18 2.2A Compose & decompose up to 1,200	8/19 2.2A Compose & decompose up to 1,200	
8/22 2.2A Compose & decompose up to 1,200	8/23 2.2A Compose & decompose up to 1,200	8/24 2.2A Compose & decompose up to 1,200	8/25 2.2A Compose & decompose up to 1,200	8/26 2.2A Check (CFA) 2.2B Forms of a number	
8/29 2.2B Forms of a number	8/30 2.2B Forms of a number	8/31 2.2B Forms of a number	9/1 2.2B Forms of a number	9/2 2.2B Check (CFA) 2.2B Forms of a number	
9/5 NO SCHOOL- LABOR DAY	9/6 2.2D Compare & order numbers	9/7 2.2D Compare & order numbers	9/8 2.2D Compare & order numbers	9/9 2.2D Compare & order numbers	
9/12 2.2D Compare & order numbers	9/13 2.2D Check (CFA) Compare & order numbers	9/14 Finish 2.2D & Review	9/15 Assessment	9/16 Finish assessment & Math Stations	

Topic/Unit - Unit Plan					
Grade/Team: 2nd	Subject: Math	Unit Name: Place Value	Essential TEKS: 2.2A, 2.2B, 2.2D		
Smart Goal: All students will make a 70% or higher on their unit assessment					
Instructional Dates	Learning Targets (Language Objective) -In order of instruction	(Content & Instructional Strategies - Agreed upon list of instructional strategies - Additions to this list must have team approval	Assessment Plan -enter agreed upon dates for formative assessments -provide links to assessments -Links to exemplars or proficient work -Data analysis dates -Intervention planning dates	Enrichment/ Accommodations -Links to examples of enrichment activities -Listing accommodations for students (accommodations for specific students need to be listed in individual teacher plans)	Resources
August 18, 2022 2.2A	We will build and break apart numbers up to 1,200. I will build and break apart numbers up to 1,200 using manipulatives and drawings.	-review how many ones make a ten, and how many tens make a hundred -make your own place value mat that has three columns using the long manilla paper -verbally give students a number in and have them build it -Use base 10 blocks and place value charts to build/model three-digit numbers	-Teacher observation as students build/draw models		"Place Value" resources folder Place Value Brain Pop Video
August 19, 2022 2.2A	We will build and break apart numbers up to 1,200. I will build and break apart numbers up to 1,200 using manipulatives and drawings.	-ask students, "what do we do if we don't have any base ten blocks to create numbers with? what do we do then? how do we draw the model?" -explain to students that we can draw our own base ten blocks and model it for them. -we can also use an Hto chart with numbers (talk about "breaking up" / separating a number into the different values for an Hto chart) -give students models that they have to determine the value of.	-Exit ticket pg 99 #4, 5, 7	-have students create models of numbers to try and trick a partner	Place Value Brain Pop Video
August 22, 2022 2.2A	We will build and break apart numbers up to 1,200. I will build and break apart numbers up to 1,200 using manipulatives and drawings.	-Have students practice creating/drawing their own three-digit numbers by themselves or with a partner -give partner students cards with three-digit numbers on them and put them face down between them. one partner will flip the card to face up and both students must build/draw that number. whoever's first wins.	-take "Fall Place Value" grade today		
August 23, 2022 2.2A	We will build and break apart numbers up to 1,200. I will build and break apart numbers up to 1,200 using manipulatives and drawings.	-review how many ones make a ten, how many tens make a hundred, and how many hundreds make a thousand -use your place value mat from Thursday, flip it over and draw a new one that has four columns -introduce four-digit numbers by giving students a number in standard form and having them build it (you'll probably have to put 1,000 cubes in the middle of table groups for students to use) -Use base 10 blocks and place value charts to build/model four-digit numbers	-page from folder -homework page 101-102	-have students create models of numbers to try and trick a partner	
August 24, 2022 2.2A	We will build and break apart numbers up to 1,200. I will build and break apart numbers up to 1,200 using manipulatives and drawings.	-"what do we do if we don't have base ten blocks? how do we draw a 1,000 cube on paper?" -we can also use an Hto chart with numbers (talk about "breaking up" / separating a number into the different values for an Hto chart) -give students models that they have to determine the value of.	-pg 111 #4,5 & pg 112 #7		
August 25, 2022 2.2A	We will build and break apart numbers up to 1,200. I will build and break apart numbers up to 1,200 using manipulatives and drawings.	-Have students practice creating/drawing their own four-digit numbers by themselves or with a partner -give partner students cards with four-digit numbers on them and put them face down between them. one partner will flip the card to face up and both students must build/draw that number. whoever's first wins. -add expanded form to anchor chart Discuss how the number 1,143 can be made bigger by expanding it (1,000+100+40+3)	-pg 116-117 #2-4	-pg 117-118 #5,9	
August 26, 2022 2.2B	We will represent numbers up to 1,200 in different ways. I will represent numbers up to 1,200 using word form, expanded form, and standard form.	-remind students that the past few days they've been building numbers and breaking apart numbers. "Did you know that there are more ways we can show a number than just base ten blocks, drawings, or numbers?" -create an anchor chart that will show the different ways to represent a number and add model to it. -add expanded form to anchor chart Discuss how the number 1,143 can be made bigger by expanding it (1,000+100+40+3)	CFA (check for 2.2A)		
August 29, 2022 2.2B	We will represent numbers up to 1,200 in different ways. I will represent numbers up to 1,200 using word form, expanded form, and standard form.	-add standard form to the anchor chart -Hto chart "standard form" " -add expanded form to anchor chart -give students dice and have them roll to get a number and write it in standard/expanded form. -talk about how you just have to add the numbers together to see what the number is (sometimes the number may look like 1,000+100+50+5 where the hundreds are split up)"	Shotwell made worksheet	Students will make index cards that have the model, standard form, and expanded form of a chosen number beyond 1,200	
August 30, 2022 2.2B	We will represent numbers up to 1,200 in different ways. I will represent numbers up to 1,200 using word form, expanded form, and standard form.	-talk about how the way we say a number, there's a way to write them out without using numbers -discuss how we don't use the word "and" when reading numbers (ex. five hundred AND two is incorrect.) -add word form to anchor chart	Pg 93 and 94	Students will make index cards that have the model, standard form, word form and expanded form of a chosen number beyond 1,200	

Numberock

August 31, 2022 2.2B	We will represent numbers up to 1,200 in different ways. I will represent numbers up to 1,200 using word form, expanded form, and standard form.	-review word form to anchor chart -review the Place Value Anchor Chart with standard form, word form -students can use word cards to write the names of the numbers -make sure students have mini "anchor chart" with the number names -place value whole class matching game	Place value robots Pg 119-120	Students will make index cards that have the model, standard form, word form and expanded form of a chosen number beyond 1,200	
September 1, 2022 2.2B	We will represent numbers up to 1,200 in different ways. I will represent numbers up to 1,200 using word form, expanded form, and standard form.	-review the Place Value Anchor Chart with standard form, word form, and expanded form -students can use word cards to write the names of the numbers -make sure students have mini "anchor chart" with the number names -place value whole class matching game	Place Value Pumpkins	Students will make index cards that have the model, standard form, word form and expanded form of a chosen number beyond 1,200	
September 2, 2022 2.2B	We will represent numbers up to 1,200 in different ways. I will represent numbers up to 1,200 using word form, expanded form, and standard form.	-Review place value anchor chart -Students will complete CFA check 2 for a grade -Student choice at one station to do either another robot, pumpkin, or place value game	CFA (Check for 2.2B)		
September 5, 2022	NO SCHOOL - LABOR DAY				
September 6, 2022 2.2D	We will compare numbers up to 1,200 by using the words greater than, less than, equal to and their symbols. I will compare numbers up to 1,200 by using the symbols and words for "greater than", "less than", and "equal to". We will use place value to order numbers up to 1,200 I will use place value to order numbers up to 1,200.	COMPARING NEEDS TO HAPPEN FIRST -explain that we can compare numbers by looking at place value - start with two 3-digit numbers "Here we have 345 and 456. Which one is greater/larger? Can we start by looking at the ones place? Why not?" -when comparing numbers, we start by looking at the largest place value (whatever's there: thousands/hundreds) -Garcia's "greater than, less than, equal to" song - Use the 3 dot method to compare numbers NO ALLIGATOR - create an anchor chart that shows the symbols and the corresponding words for them -greater than is what you want more of (the greater the number, the larger the space) -less than is what you want less of (the smaller the number, the smaller the space) -equal to will always be the same number -pass out number cards to everyone and tell them to find someone whose number is less than theirs	-pg 153-154 #5-13 & 15-17	-Pg 153-154 #14 and #18	Comparing Numbers Jack Hartman
September 7, 2022 2.2D	We will compare numbers up to 1,200 by using the words greater than, less than, equal to and their symbols. I will compare numbers up to 1,200 by using the symbols and words for "greater than", "less than", and "equal to". We will use place value to order numbers up to 1,200 I will use place value to order numbers up to 1,200.	COMPARING NEEDS TO HAPPEN FIRST -explain that we can compare numbers by looking at place value - now compare three or more 3-digit numbers "Here we have 765, 849, and 693. Which one is greater/larger? Can we start by looking at the ones place? Why not?" -when comparing numbers, we start by looking at the largest place value (whatever's there: thousands/hundreds) -Garcia's "greater than, less than, equal to" song -create an anchor chart that shows the symbols and the corresponding words for them -greater than is what you want more of (the greater the number, the larger the space) -less than is what you want less of (the smaller the number, the smaller the space) -equal to will always be the same number -pass out number cards to everyone and tell them to find someone whose number is less than theirs	-pg 153-154 #5-13 & 15-17	-Pg 153-154 #14 and #18	
September 8, 2022 2.2D	We will compare numbers up to 1,200 by using the words greater than, less than, equal to and their symbols. I will compare numbers up to 1,200 by using the symbols and words for "greater than", "less than", and "equal to". We will use place value to order numbers up to 1,200 I will use place value to order numbers up to 1,200.	COMPARING NEEDS TO HAPPEN FIRST -explain that we can compare numbers by looking at place value - now compare 4-digit numbers (REMEMBER THAT WE SHOULD NOT BE USING NUMBERS THAT ARE BIGGER THAN 1,200) -when comparing numbers, we start by looking at the largest place value (whatever's there: thousands/hundreds) -Garcia's "greater than, less than, equal to" song -create an anchor chart that shows the symbols and the corresponding words for them -greater than is what you want more of (the greater the number, the larger the space) -less than is what you want less of (the smaller the number, the smaller the space) -equal to will always be the same number -pass out number cards to everyone and tell them to find someone whose number is less than theirs	pg 159-160		
September 9, 2022 2.2D	We will compare numbers up to 1,200 by using the words greater than, less than, equal to and their symbols. I will compare numbers up to 1,200 by using the symbols and words for "greater than", "less than", and "equal to". We will use place value to order numbers up to 1,200 I will use place value to order numbers up to 1,200.	START ORDERING NUMBERS -have students make personal goals for Unit 1 -introduce ordering numbers by having students line up in order from tallest to shortest -tell students that we can use our skill of comparing numbers to put them in order -numberless word problems (ex: Kara has more things than Kaitlyn. John has more than Kara.) -start with greatest to least -relate ordering numbers to place value	Comparing Numbers Grade (Garcia)		

<p>September 12, 2022</p> <p>2.2D</p>	<p>We will compare numbers up to 1,200 by using the words greater than, less than, equal to and their symbols.</p> <p>I will compare numbers up to 1,200 by using the symbols and words for "greater than", "less than", and "equal to".</p> <p>We will use place value to order numbers up to 1,200</p> <p>I will use place value to order numbers up to 1,200.</p>	<p>-do least to greatest -relate it to a number line -give students number cards and have them line up in order from least to greatest without talking -have students make their own numbers on whiteboards and line up in order -relate ordering numbers to place value -Get clothes pins and have students put them in order on the string</p>	<p>I am Monologues Organizer (Oshel will create)</p>			
<p>September 13, 2022</p>	<p>We will compare numbers up to 1,200 by using the words greater than, less than, equal to and their symbols.</p> <p>I will compare numbers up to 1,200 by using the symbols and words for "greater than", "less than", and "equal to".</p> <p>We will use place value to order numbers up to 1,200</p> <p>I will use place value to order numbers up to 1,200.</p>	<p>-least to greatest and greatest to least word problems -comparing and ordering kahoot/blooket</p>	<p>CFA #3</p>			
<p>September 14, 2022</p>	<p>We will compare numbers up to 1,200 by using the words greater than, less than, equal to and their symbols.</p> <p>I will compare numbers up to 1,200 by using the symbols and words for "greater than", "less than", and "equal to".</p> <p>We will use place value to order numbers up to 1,200</p> <p>I will use place value to order numbers up to 1,200.</p>	<p>Finish 2.2D and review for assessment</p>				
<p>September 15, 2022</p>		<p>Unit 1 Assessment</p>				
<p>September 16, 2022</p>		<p>Unit 1 Assessment continued & Math Centers</p>				

Data Analysis Protocol
Each teacher is responsible for bringing their own data to the meeting. The data should reflect overall performance on the assessment, results by TEKS, and results by student. Reports are available in Eduphoria. Print copies of this data. Bring a copy or examples of the assessment you will be discussing.
1. How many students were below proficiency, at proficiency (Met Standard - Field B (75%+), above proficiency - Field C (88%+)? Document by student & subgroup on the Data Planning Tool Form. (each teacher)
2. Use the Guiding Questions for Team discussion on overall Unit Performance
3. Use the Responses from the Guiding Questions (whole team) and Data Planning Tool (each teacher) to plan Huddle Time Intervention/Enrichment groups

Team Data Analysis	
Guiding Questions:	Responses:
What TEKS did students meet standard or above on? (Grade Level)	2.2A 88%
What TEKS did the students not meet standard on? (Grade Level)	2.2B 70% 2.2D 49%
What problems were most frequently missed? Why?	#14 Ordering Numbers #16 Ordering Numbers #18 Ordering Numbers 2.2D was the lowest TEK
Did any teacher have significantly better results than others? If so, discuss specific instructional strategies used. Consider using this strategy during reteaching, small groups, or Huddle.	Ms. Cook (Sub) 84% Extended whole group lesson time. Common anchor Charts Common formatives Comparing song CFA's
What instructional strategies were successful?	Common anchor Charts Common formatives Comparing song CFA's Manipuatives
Is there a particular group of students who are not performing well? If so, what instructional strategies can be used to support learning?	African American 76% Using Manipulatives Correctly Small Group
For students who did not meet standard, what essential TEKS will be retaught? (Refer to Unit Plan Essential TEKS)	2.2D will be retaught 2.2B will be retaught