6th Grade ELA Agenda October 10th, 2023

| **Team members name** | **Date/Time** | **Location/Room** |
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| Lyssa VanDeHei  Jodi Barrington  Tanya Nechodom | Oct. 10 3:15 | Tanya Nechodom’s Classroom: Seymour Middle School |

| **Team Norms** | |
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| 1. We will honor start & end times.  2. Stay focused on the topic.  3. Honor confidentiality.  4. Be willing to listen & have challenging conversations.  5. Be positive. | |
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*Please document discussion on one or more of the PLC questions.*

| **PLC Questions** | | |
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| **Minutes/Notes:**  **Step 1:** Bring prepared data/student work in progress monitoring tool.  [6th Grade ELA 2023/2024 Summative Assessment Scores](https://docs.google.com/spreadsheets/d/1HI548LmDXpA3BEDhTAFPuLrF5lBBThxc4u2nCFMjaxc/edit?usp=sharing)  **Step 2:** What patterns can we identify from the data? Where did our students do well? How did our sub-groups do (EL, Spec Ed, Gender, Race)?  -Pattern some students didn’t keep up with the drafting and were trying to finish original work which made them fall behind. Is there a pattern of students doing this and how do we respond to that?  **Step 3:** Which instructional strategies worked best? What should we retain, refine or replace?   * Response Day with learning activity of correcting theirs/others * Pull in kidney table for small group right away to work in small group * Make a conferring schedule to ensure reaching all students   **Step 4:** How effective was the assessment? Did the assessment’s question(s) match the rigor indicated by the standard or learning targets? Are there any changes to be made for the coming year and who will take the lead in making the changes?   * Rigor for the first one is appropriate which is a stepping stone to the personal narrative. * Increased rigor in next assessment   -Timing was good, they might have used one more day, but it was good for them to see the deadline.  **Step 5:** What intervention or enrichment activity will be provided to address the unlearned skills, and how will we check for understanding?   * Relearning for students with a “beginning” then redoing * Enrichment - helping others revising others who need support.   + Veterans Day Poem   - Gallery Walk with specific critique/feedback | | **Critical Question 1: What do we want students to know?**   * Curriculum guides * Pacing of essential standards and/or CFAs * Student friendly learning targets * Assessment design and planning * Share out promising instructional strategies for essential standards * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Critical Question 2: How will we know if they have learned it?**   * Data from formative assessments * Student work samples and/or projects * Rubrics and/or rubric design scoring protocols * Students results from district or state summative assessments * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Critical Question 3: What will we do if they haven’t learned it?**   * Equity data analysis * Daily, weekly, and long-term intervention planning * Recovery plans * Reteaching strategies * Multiple ways to assess * Develop post-intervention assessment * Identify ineffective instructional strategies * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Critical Question 4: What will we do if they already know it?**   * Enrichment plans * Extension plans * Student choice * Student leadership opportunities * Develop post-enrichment assessment * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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