**Hightower Trail Middle School**

**Collaborative Team Meeting Agenda**

**2019-2020**

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| --- | --- |
| Content | AC Language Arts |
| Grade/Exploratory Area | 6th Grade |
| Time Frame by Nine Weeks | 1st 9 Weeks |

Assigned Role by Nine Weeks

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| --- | --- |
| Facilitator | Julie Mann |
| Recorder | Julie Mann |
| Time Keeper | Randall Howe |
| Data Analyst | Randall Howe |

PLC Established Norms

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| --- |
| Stay on task. We will tap our watch to remind us to stay on time.   |
| Be on time! We will start promptly at 3:00.   |
| Focus on the kids!   |
| Be prepared with materials and discussion ideas.   |

Agenda

1. What do we want students to learn?
	1. Plan units and essential questions
	2. Create pre tests
	3. Analyze pretest results
	4. Review lesson plans for the week
	5. Review standards to be addressed
	6. Intentionally plan for learning engagement and balanced instructional strategies
2. How do we know that they have learned it?
	1. Create common formative and summative assessments
	2. Discuss various assessment strategies
	3. Review and discuss formative and summative assessment data
3. What do we do when students don’t learn it?
	1. Discuss strategies to help student who did not learn it
	2. Create plans for recovery and accelerated intervention
	3. Identify what worked for success
4. What do we do when students do learn it?
	1. Discuss strategies for enrichment
	2. Create extension activities
5. Planned cross curricular connections and STEM
	1. Discuss connections
	2. How will you know that students know?

**You may not discuss all of this in each meeting.**

**Agenda – Wednesday, August 7, 2019**

1. **What do we want students to learn?**
* **ACLA -** ELAGSE6W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Q1 Focus: Narrative Techniques – figurative language, dialogue, vivid descriptive detail (adjectives/verbs)**

**PRETEST – Part of Speech & Figurative Language**

GOAL: 85 % of students will score 90% or higher

|  |  |  |
| --- | --- | --- |
| Teacher | Parts of Speech | Figurative Language |
| Howe | 0% of students scored 85% or higher | 0% of students scored 85% or higher |
| Mann | 1% of students scored 85% or higher | 0% of students scored 85% or higher |

* **ACRE - ELAGSE6RL3**: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.

**Q1 Focus: Analyze for plot elements in a narrative**

**PreAssess – Plot Elements -**

|  |  |
| --- | --- |
| **Teacher** | **Plot Pre Assess** |
| Howe | 0% of students scored 85% or higher |
| Mann | 0% of students scored 85% or higher |

* **Year Long Focus/Smart Goal: Vocabulary Development – *Vocabulary Workshop Units***

*VOCABULARY WORKSHOP* PRE-TEST – Given on 8/7 (today) – Results will be posted next CCC meeting.

1. **How do we know that they have learned it?**

ACLA – Q1 Essay: Personal Narrative

ACRE – Plot Quiz

Year Long Focus – *Vocabulary Workshop* Unit Quizzes and Tests

1. **What do we do when students don’t learn it?**

Remediation Tasks to include but not be limited: reteach packet/retake opportunities, quiz/test corrections with explanations, one-on-one conferences as needed, morning help sessions, Friday Extended HR Learning Opportunities, etc.

1. **What do we do when students do learn it?**

Enrichment tasks will be developed as needed, which may include independent study (Genius Hour), Vocabulary.com, etc., independent vocabulary word, writer’s journal, independent research on topic related to current standard.

1. **Planned cross curricular connections and STEM**

**Social Studies – Short Story “The Circuit” – life of migrant workers in SW U.S. “First Skateboard in the History of the World” – social dynamics/bullying**

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**Agenda – Wednesday, August 14, 2019**

1. **What do we want students to learn?**
* **ACLA -** ELAGSE6W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Q1 Focus: Narrative Techniques – figurative language, dialogue, vivid descriptive detail (adjectives/verbs)**

* + Currently working on figurative language as a narrative technique. Students will take a quiz

 next week.

* **ACRE -** ELAGSE6RL3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.

**Q1 Focus: Analyze for plot elements in a narrative**

* + Currently working on analyzing plot elements in text. Students will take a quiz next week.
* **SMART GOAL - Year Long Focus: Vocabulary Development – *Vocabulary Workshop Units***

*VOCABULARY WORKSHOP* PRE-TEST – Given on 8/7 (today) – Results will be posted next CCC meeting.

|  |  |  |
| --- | --- | --- |
| Teacher | <=80% | =>80% |
| Mann | 57 | 0 |
| Howe | 86 | 0 |

1. **How do we know that they have learned it?**

ACLA – Q1 Essay: Personal Narrative

ACRE – Plot Quiz

SMART GOAL - Year Long Focus – *Vocabulary Workshop* Unit Quizzes and Tests

1. **What do we do when students don’t learn it?**

Remediation Tasks to include but not be limited: reteach packet/retake opportunities, quiz/test corrections with explanations, one-on-one conferences as needed, morning help sessions, Friday Extended HR Learning Opportunities, etc.

We are currently creating a remediation task for figurative language and plot.

1. **What do we do when students do learn it?**

Enrichment tasks will be developed as needed, which may include independent study (Genius Hour) or moving on with curriculum at a higher level.

1. **Planned cross curricular connections and STEM**

**Reading – Parent Career Skills Survey Activity**

**Agenda – August 26, 2019**

1. **What do we want students to learn?**

**ACLA - ELAGSE6W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well -structured event sequences.

**ACRE – ELAGSE6L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

**2. How do we know that they have learned it?**

**ACLA -** By the end of the nine weeks, students will write a personal narrative/memoir essay using all of the narrative writing techniques.

 **(SMART GOAL) ACRE –** 85% of the students will score a minimum of 85% on their vocabulary unit test (units 1 – 3).

**3. What do we do when students don’t learn it?**

Students will be offered remediation vocabulary activities using the *Vocabulary Workshop* website and vocabularytest.com. Students will also be given Frayer model graphic organizers for specific word work.

**4. What do we do when students do learn it?**

Students will be able to do enrichment activities both on paper as well as on vocabulary.com.

**5. Planned cross curricular connections and STEM**

In the Hoot unit, students will complete a webquest on burrowing owls and their habitats.

**Agenda – August 28, 2019**

1. **What do we want students to learn?**

**ACLA - ELAGSE6W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well -structured event sequences.

**ACRE – ELAGSE6L4: SMART GOAL** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

1. **How do we know that they have learned it?**

**ACLA -** By the end of the nine weeks, students will write a personal narrative/memoir essay using all of the narrative writing techniques.

**ACRE –** **(SMART GOAL)** 85% of the students will score a minimum of 85% on their vocabulary unit test (units 1 – 3).

1. **What do we do when students don’t learn it?**

Students will be offered remediation vocabulary activities using the *Vocabulary Workshop* website and vocabularytest.com. Also, some of our *Vocabulary Workshop* Unit words are in vocabulary.com. Students will also be given Frayer model graphic organizers for specific word work.

1. **What do we do when students do learn it?**

Students will be able to do enrichment activities both on paper as well as on vocabulary.com. Students will be given an opportunity to create narratives, poems, songs, and other types of responses using their cumulative *Vocabulary Workshop* knowledge.

1. **Planned cross curricular connections and STEM**

This next week we are planning on completing the parent career survey activities.

**Agenda – Wednesday, 9/4/2019**

1. **What do we want students to learn?**

**ACLA - ELAGSE6W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well -structured event sequences.

**ACRE – ELAGSE6L4: SMART GOAL** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

1. **How do we know that they have learned it?**

**ACLA -** By the end of the nine weeks, students will write a personal narrative/memoir essay using all of the narrative writing techniques.

**ACRE –** **(SMART GOAL)** 85% of the students will score a minimum of 85% on their vocabulary unit test (units 1 – 3).

1. **What do we do when students don’t learn it?**

Students will be offered remediation vocabulary activities using the *Vocabulary Workshop* website and vocabularytest.com. Also, some of our *Vocabulary Workshop* Unit words are in vocabulary.com. Students will also be given Frayer model graphic organizers for specific word work.

1. **What do we do when students do learn it?**

Students will be able to do enrichment activities both on paper as well as on vocabulary.com. Students will be given an opportunity to create narratives, poems, songs, and other types of responses using their cumulative *Vocabulary Workshop* knowledge and their “Word of the Week” words.

1. **Planned cross curricular connections and STEM**

**ACLA – None at the moment as we are moving into essay writing**

**ACRE – Environmental awareness – Students are working on a compare/contrast of the novel vs. the movie. Both deal with the exploitation of environmental resources.**

**Agenda – Wednesday, 9/11/2019**

1. **What do we want students to learn?**

**ACLA - ELAGSE6W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well -structured event sequences. **(CURRENTLY FINISHING THIS WEEK!)**

**ACRE – ELAGSE6L4: SMART GOAL** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

1. **How do we know that they have learned it?**

**ACLA -** By the end of the nine weeks, students will write a personal narrative/memoir essay using all of the narrative writing techniques.

**ACRE –** **(SMART GOAL)** 85% of the students will score a minimum of 85% on their vocabulary unit test (units 1 – 3) – Scheduled for Wednesday, 10/2.

1. **What do we do when students don’t learn it?**

Students will be offered remediation vocabulary activities using the *Vocabulary Workshop* website and vocabularytest.com. Also, some of our *Vocabulary Workshop* Unit words are in vocabulary.com. Students will also be given Frayer model graphic organizers for specific word work.

**Unit Vocab Tests**: Students will create FRAYER Models for each vocabulary word that they missed. They will be encouraged to study, use Vocab Workshop website resources, and vocabularytest.com to prepare for the retest.

1. **What do we do when students do learn it?**

Students will be able to do enrichment activities both on paper as well as on vocabulary.com. Students will be given an opportunity to create narratives, poems, songs, models, and other types of responses using their cumulative *Vocabulary Workshop* knowledge and their “Word of the Week” words.

1. **Planned cross curricular connections and STEM**

**ACLA – None at the moment as we are currently in the writing process to create a personal narrative essay.**

**ACRE – 9/11 Focus: Gander, Newfoundland response, emphasizing the good as an adjunct to the Social Studies 9/11 topic:** [**BOATLIFT, An Untold Tale of 9/11 Resilience**](https://youtu.be/MDOrzF7B2Kg)

**Agenda – Wednesday, 9/18/2019**

1. **What do we want students to learn?**

**ACLA - ELAGSE6W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well -structured event sequences. **(Turned in on 9/16)**

**ACRE – ELAGSE6L4: SMART GOAL** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

1. **How do we know that they have learned it?**

**ACLA -** By the end of the nine weeks, students will write a personal narrative/memoir essay using all of the narrative writing techniques.

**ACRE –** **(SMART GOAL)** 85% of the students will score a minimum of 85% on their vocabulary unit test (units 1 – 3) – Rescheduled for Thursday, 10/3.

1. **What do we do when students don’t learn it?**

Students will be offered remediation vocabulary activities using the *Vocabulary Workshop* website and vocabularytest.com. Also, some of our *Vocabulary Workshop* Unit words are in vocabulary.com. Students will also be given Frayer model graphic organizers for specific word work.

**Unit Vocab Tests**: Students will create FRAYER Models for each vocabulary word that they missed. They will be encouraged to study, use Vocab Workshop website resources, and vocabularytest.com to prepare for the retest.

1. **What do we do when students do learn it?**

Students will be able to do enrichment activities both on paper as well as on vocabulary.com. Students will be given an opportunity to create narratives, poems, songs, models, and other types of responses using their cumulative *Vocabulary Workshop* knowledge and their “Word of the Week” words.

1. **Planned cross curricular connections and STEM**

**ACLA – None at the moment as we just finished a personal narrative essay.**

**ACRE – None at the moment as we are focused on finishing the Springboard narrative unit (finishing activities and stories from the Springboard book).**