**Agenda for PLC Cycle - Rivercrest Elementary School**

**(this is for a two week cycle)**

Date: 1/21/21

Grade/PLC: 5

Teachers present: Light, Ford, Menard, Stephens, Baker, Burrow, Alvis

What are our norms?

-Be on Time

-Always prepared to teach our students

-Always demonstrate a positive attitude

-Always be willing to share/collaborate with other colleagues.

-Always celebrate success no matter how small

-Evaluate learning and adjust teaching continuously

-Maintain open communication with staff members, our students, and parents.

We reviewed our norms? Yes/ No

**Statement of Purpose:**

-Discuss standards/Smart Goals/dates of measurement for this PLC Cycle.

-Discuss lack of response/interest in After School Tutoring/what can be done?

-Discuss sending out reports for Star/ACT Aspire on each student, which report and how soon?

-Introduce Instructional Agility from last week’s Assessment Workshop.

**SMART Goal: Yearly- 65% proficient in Reading and Math on the ACT Aspire.**

**Celebrations/Team Activity/Reflection:**

Math students have started off great with Multi-Digit Multiplication! We feel great about it!

**PLC Question 1: What do we want students to know and be able to do?**

What priority standard are we working on?

**Math:**

**5.NBT.B.6**

* Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on:
  + Place value
  + The properties of operations
  + Divisibility rules; and
  + The relationship between multiplication and division
* Illustrate and explain calculations by using equations, rectangular arrays, and area models

Here is the priority standard unpacked:

**Math:**

|  |  |  |
| --- | --- | --- |
| **Skills**  **find**  **use**  **illustrate (show)**  **explain** | **Concepts**  I can find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.  I can use strategies based on place value, properties of operations, divisibility rules; and, the relationship between multiplication and division to find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.  I can illustrate (show) calculations by using equations and area models.  I can explain calculations by using equations, rectangular arrays, and area models. | **DOK Level**  **2**  **2**  **2-3**  **2-3** |

What are the learning targets based on this unpacked standard?

-I can find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.

-I can use strategies based on place value, properties of operations, divisibility rules; and, the relationship between multiplication and division to find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.

-I can illustrate (show) calculations by using equations and area models.

-I can explain calculations by using equations, rectangular arrays, and area models.

**Reading**

|  |
| --- |
| **R.I.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**  **(cause and effect)** |

**Cause and Effect**

|  |  |  |
| --- | --- | --- |
| Skills  How to Quote (accurately from text)  Understand information (infer)  Be able to explain information  Drawing information (inferring or deciding) | Concepts  How to draw inferences  How to explain (explicitly)  Cause ( what happened)  Effect ( result of what happened) | **DOK Level**  **DOK 1**  **quote**  **DOK 2**  **cause/effect**  **DOK 3**  **draw conclusion** |

What are the learning targets based on this unpacked standard?

TSW be able to quote accurately

TSW be able to draw inferences

The student will explain what the text means

TSW understand Cause

TSW understand Effect.

**PLC Question #2: How will we know if the students have learned it?**

What is our Assessment Plan?

|  |  |  |
| --- | --- | --- |
| Assessment Type? | Learning Targets being assessed? | When? |
| Pre-Assessment? (Pre-requisite skills) | Reading:  Quote from text  example of cause and effect  infer text | 1/18/21 |
| Checks for Understanding? | Reading  Exit ticket  Question/Answer  Class contribution  Cold call  Math:  5.NBT.B.6  Cool-Downs/Exit Tickets | Daily |
|  |  |  |
|  |  |  |
|  |  |  |
| Common Formative Assessment? | 5.NBT.B.6  Checkpoint Quiz  Reading:  Cause and Effect | 1/26/21  1/26/21 |
| Summative Assessment? | 5.NBT.B.6  Multi-Digit Multiplication/Division Mastery Assessment  Reading | 1/28  1/28/21 |
|  |  |  |
|  |  |  |

When will we create our assessment questions?

Reading: We will create assessment questions prior to the skills assessed. (during planning each day)

Math assessments were created by the Illustrative Math program to use when we feel students are ready for assessment.

Science assessments were created by the Buzz program to use when we feel students have been taught each standard sufficiently are ready for assessment.

How will we check for alignment and validity of questions to the standard? Do we need to make changes based on our check for validity and alignment?

Questions will be strictly based on the standards. CFA’s and CSA’s are aligned prior to assigning them in class.

Do we need to make changes based on our check for validity and alignment?

Math

If questions do not align, they will be removed.

Reading will discard any questions that are inappropriately aligned with the standard.

Reading:

* Using unpacked standards (key words, verbs and expectations) to compare to the created or provided questions.
* Using CFA and CSA ( teacher created especially for the skill being taught)
* Journeys curriculum materials ( teacher screened before using)

What does mastery look like? What will be our rubric/scoring guide to determine proficiency expectations? Will we commonly score our assessments? If yes, when?

Mastery is 80% achievement for all subjects.

Math

Yes and we will score them as they are turned in.

Reading will score assessments together (Ford/Light)

We will score them after all students have completed the assessments.

We will score them during planning time. (exchanging papers)

What will be our SMART goal based on the assessments?

Samples:

By \_\_1/26/21\_, at least\_\_80% of 5th\_graders will be proficient on the learning target,\_\_R.I.5.1. and we will measure this again on \_\_1-28-2\_\_\_\_\_\_\_\_\_.

EXAMPLE: By October 4, at least 45% of the 1nd graders will be proficient on the learning target from Standard 1.RL. 1- Answer questions about key details in text and we will measure this again on October 20.

**SMART Goal:**

**Math**

By 1/21/2021, at least 80% of the 5th graders will be proficient on the learning target from Standards 5.NBT.B.5, 5.NBT.B.6 - solving multi-digit whole number multiplication and division problems, and we will measure this again on 1/28/2021.

**Instructional Plan**

What instructional strategies, anchor charts, activities will we plan together?

Math-

* We will both use the Illustrative Math Curriculum lessons and activities daily.
* We will have a question/answer session daily
* We will have tier 2 intervention in the classroom
* We will use illustrations and videos

Reading-

* Model for students
* Question/Answer session daily
* Chart (Circle, Underline, Bold, Dates, Square) (Graphic Features)
* Exit Tickets
* Cold call on students
* Small sections of independent work
* Skill related videos ( no more than 2-3 min)
* Foldable

What is our two-week cycle for one-three learning targets? (this can be changed- it doesn’t have to run from Monday to Friday)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| Monday | Tuesday | Wednesday | Thursday | Friday |

**PLC Question #3 What will we do for students who are not learning?**

**DATA DIG (STUDENT NAMES HAVE BEEN REMOVED BELOW FOR APPLICATION PURPOSES)**

What is our evidence telling us? (Summary of the data based on team collaboratively scoring and bringing data together)

**Step #1: Teachers have compiled their data in one document so they can see ALL the students for their grade under proficient, close, far. This document is then projected at the beginning of the meeting for all to see.**

|  |  |  |
| --- | --- | --- |
| **Students who are Proficient based on our rubric/expectations** | **Students who are Close based on our rubric/expectations** | **Students who are Far based on our rubric/expectations** |
| Hayden Ainsworth  Emma Bell  Dayvion Dixon  Addison Ellis  Kendra Gonzalez  Natalee Grindle  Keira Holloway  Hannah Higgins  Lindsay Jones  Olivia Ostendorf  Annie Vinson  Tylen Whitted  Payton McCormick  A’Melody Russell  Lathan Bolden  Jared Hall  Emarion Lewis  Malachi Pilgrim  Taraiji Davis  Taylin Whitfield  Braxton Wilson  Brenna Ellis  Braden Ellis  Aniyah Wood  Ximena Arenas  Makenzie Armstrong  Victor Arreola  Allysa Bell  Kaelin Brown  Weston Cox  Laley Hattenhauer  Travoise Hayes  Ryleigh Howard  Aden Jones  Zoey Myrick  Christian Nunn  Ja’Tayvien Perkins  Braylee Williams  Annalea Bailey  Joshua Barclay  Luke Barnett  Caleb Cissell  Brody Cooper  Carsen Denton  Kalia Johnson  Lani Latham  Lexx Latham  Aden Lucius  Semaj Newson  Dean Pirani  Carter Sharp  Avery Vaughn  Emme Weldon  Student Names Removed  82%  READING  LIGHT  Hayden Ainsworth  Emma Bell  Hannah Higgins  Davion Dixon  Kendra Gonzeles  Keira Holloway  Olivia Ostendorf  Lindsey Jones  Halle Holt  Jared Hall  Annie Vinson  Lathan Bolden  Taraiji Davis  Braden Ellis  Brenna Ellis  Emarion Lewis  Malachi Pilgrim  Taylin Whitfield  Braxton Wilson  Aniyah Wood  Randashia Booker  Natalie Grindle  FORD  Josh Barclay  Annalea Bailey  Brody Cooper  Lani Latham  Aden Lucious  Dean Pirani  Emme Weldon  Ximena Arenas  Victor Arreola  Makenzie Armstrong  Alyssa Bell  Laley Hattenhaur  Ryleigh Howard  Jameson Hohnson  Aden Jones  Zoey Myrick  Christian Nunn  Ja’Tayvien Perkins  Braylee Williams | Randashia Booker  Makenna Tacker  Cayden West  Jameson Johnson  Kaula Mireles  Destiny Thompson  9%  Reading  LIGHT  Ival Turcker  Addison Ellis  Makenna Tacker  Tylen Whitted  FORD  Luke Barnett  Caleb Cissell  Kalia Johnson  Lexx Lathan  Weston Cox | Ival Tucker  DMarion Moore  Shakyra Gordon  Whitlee Kilburn  Keni Robinson  Mafia Williams  9%  Reading  LIGHT  Damarion Moore  Abbigail Bowen  FORD  Kaula Mireless  Travose Hayes  Travose Hayes  Shakyra Gordon  Whitlee Kilburn  Semaj Newson  Keni Robinson  Carter Sharp  Destiny Thompson  Avery Vaughn  Mafia Williams |
| 65% | 14% | 21% |

**Step #2: Root Cause/Error Analysis:**

|  |  |  |
| --- | --- | --- |
| **Students who are Proficient based on our rubric/expectations** | **Students who are Close based on our rubric/expectations** | **Students who are Far based on our rubric/expectations** |
| What are their strengths?  Math  They are great with multiplication facts. They understand what each place value represents. They know each step in solving multi-digit multiplication and division problems.  Reading:  They can read and draw inferences from the information given. They understand the concept of how the cause creates the effect  What do they need next to grow?  Math  They need practice with learning multi-step, order of operations problems with multi-digit numbers  Reading:  The student needs to be able to use context clues better in order to determine more precise Cause/Effects when inferring the unspoken words. | What are their strengths?  Math  They know most multiplication facts. They understand what each place value represents.  Reading:  They can understand the specific(explicit) information given and cite evidence from that.  What can you infer about their errors/ root cause(?) of not being successful?  Math  We can infer that they need help with getting fluent with ALL multiplication facts. They also need more practice with each step of solving multi-digit multiplication problems.  Reading:  Understanding how to draw inferences from a passage. How to put together the clues to form an understanding about the cause and effect. | What are their strengths?  Math  They have a concept of what each place value represents. They know most of the steps for solving multiplication/division.  Reading:  They can read the text verbally and answer questions drawn directly from the passage.  What can you infer about their errors/ root cause(?) of not being successful?  Math  They need major help with multiplication facts.  They need help with executing multiplication of multi-digit numbers using the standard algorithm. They need help with understanding that division is simply repeated subtraction.  Reading:  They have to be able to understand the passage, but then apply it. (drawing inferences) (cause / effect) |

**Step #3: What instructional strategies/differentiation/interventions are necessary?**

|  |  |
| --- | --- |
| **Students who are Close based on our rubric/expectations** | **Students who are Far based on our rubric/expectations** |
| **For example, what are the adult actions to move these students?**  Math/Reading  Interventions  Small Group Instruction  Frequent Data Monitoring  **How are we going to use our support personnel in the classroom**?  Math/Reading  We will communicate content to the interventionists so that they can help students with what they are struggling with in math and reading.  **What will you do for 20 minutes a day?**  Math/Reading  Work in small groups to deliver explicit instruction.  Communicate what skill is being worked on for the student.  **What small groups will you create?**  Math/Reading  We will create small groups based on specific questions students struggled with the most.  We will create small groups for reading interventions based on Dibels/Star/Classwork/ and teacher collaboration.    **Will you trade students?**  Math/Reading  Yes  **What instructional strategy will you use for this group of students?**  Reading:  Questioning Strategy; What is the expectation of the question? What information do I need to go retrieve? Which answers can be eliminated?  We will use levelized readers that accompany the Journeys.  We will locate the answer in the passage and label it with #1….  We will practice the skill inferring  Math  Multiplication fact practice, multi-digit whole number multiplication and division practice. | **For example, what are the adult actions to move these students?**  Math/Reading  Interventions  One on One intervention  Small Group Instruction  Frequent Data Monitoring  **How are we going to use our support personnel in the classroom?**  Math/Reading  We will communicate content to the interventionists so that they can help students with what they are struggling with in math and reading. Send work with them to Resource teachers.  One on One instruction  One on One help with comprehension  **What will you do for 20 minutes a day?**  Math/Reading  Work in small groups to deliver explicit instruction.  One on One help for the student  **What small groups will you create?**  Math/Reading  We will create small groups based on specific questions students struggled with the most.  We will create small groups based on data such as dibels, star, csa, and cfa, and progress monitoring  **Will you trade students?**  Math/Reading  Yes  **What instructional strategy will you use for this group of students?**  Math  Multiplication fact practice, Writing out each step in solving multi-step problems, multi-digit multiplication and division practice.  Reading-  Question/answer  levelized reading  small group  Extended time  Locate answers and underline them  Label found answers with # |

**Step #4: How will we know that we are successful? Results Indicators/SMART Goals/ Reassessment Plan**

Math/Reading- If student scores increase on the next assessment, we will know that our interventions have been successful.

What SMART goal will we set now?

We will reevaluate our students and set a new goal of expected proficiency

We will look at progress monitoring and select new students (below or far) to target.

What parts will we reassess?

Math/Reading

We will reassess the previous measured part of our Essential Standard.

We will focus on using the text provided to make inferences, we will continue to assess cause and effect.

When?

Math/Reading

In one week.

We will continue to loop back to the skill inferring, drawing inferences weekly.

What will we bring back to our instructional plan from this standard to spiral in again?

Math

Double/Triple Digit Multiplication and Division

What each place value represents.

Reading- Understanding how to draw inferences from a passage, quote evidence

**PLC Question #4: What will we do for the students who are already proficient?**

Strengths of students who are proficient:

Math

They are great with multiplication facts. They understand what each place value represents. They know each step in solving multi-digit multiplication and division problems.

Reading strengths:

They have proficient word recognition and understanding

They read fluent and comprehend the passage

They have a large vocabulary

What will we do next for this group of students?

Math

Illustrative Math- Advancing Student Thinking Exercises

Buzz-Extend-it lessons

Future check-ins with multi-digit multiplication and division.

Reading-

Reading-Higher level practice (Leveled Journeys books)

They can use advanced lessons on Buzz( Lincoln Learning)

Press for even better open response answers and evidence

IXL

Higher level passages on Readworks.org and IXL