

COLLABORATIVE TEAM GUIDE FOR A STUDY UNIT

Purpose: Increase Student Learning & Capture Adult Learning

Team: Neighbors, Jones, Crisp

INFORMATION TO BE AGREED UPON PRIOR TO TEACHING THE UNIT

Unit title & essential number: Unit 1: Identity in the Middle Ages	Begin date: Aug 30	End date: Oct 5-6 CSA: Oct 19-20 (Covers both module essentials)	Number of instructional days: 12
CFA date (before the End date): September 21-22 Link to CFA	Date to establish inter-rater reliability: Selected response	Date to share results & build action plan: Sept 23	Date(s) for interventions & extensions: Sept 27-Oct 3
Essential (Standard) Neighbors/Jones Instructional Plan	<p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>Target 1 FA Sept 13-14 - Provide an objective summary. - Early in the text. <i>*I can summarize a text.</i></p> <p>Target 2 CFA Sept 21-22 - Determine a theme of a literary text. - Choose the correct theme; complete sentence to state theme. <i>*I can identify the theme(s) in a text.</i></p> <p>CSA Sept 29-30 - Analyze the development of a theme over the course of a text. <i>*I can explain how the theme of a text is developed.</i></p>		
SMART Goal	<p>Target 2 - CFA SMART Goal: 80% of students will be able to correctly identify the themes of short, narrative texts.</p> <ul style="list-style-type: none"> ● Proficiency Indicator: Minimum score 2/3 <p>CSA SMART Goal: 80% of students will be able to identify the theme of a text and explain how the theme is developed.</p> <ul style="list-style-type: none"> ● Proficiency Indicator: Rubric 		

ACTION PLAN TO BE DETERMINED BY THE TEAM AFTER THE CFA

List or link to students that need more time & support	Data Sheet
How will the support be given and what is the timeline for this support?	<ol style="list-style-type: none"> 1. Analyze student exemplars; justify scoring using evidence - use guided instruction and gradual release. 2. Small group - complete sort activity to match themes to short texts. 3. Short reads with guided questions to formulate theme 4. Sort to create theme using short narrative texts <p>Timeline: Sept 27-Oct 4</p>

What are the extension plans for students who are already proficient?	Extension Choice Board
REFLECTIONS TO CAPTURE AFTER THE ACTION PLAN HAS BEEN CARRIED OUT	
What percentage of students are currently proficient?	Initial 73% Final 76%
After interventions, did the team meet the SMART goal?	No, the SMART Goal was 80%
What intervention strategies proved to be most effective?	<ul style="list-style-type: none"> Guiding reading with explanation; each student reads and breakdown the components of the thematic statement choices to determine if it meets the criteria
Capture team reflections about changes to initial instruction that need to be made in this unit or in future units & any other team learning.	<p>2023-2024:</p> <ul style="list-style-type: none"> Add SL7.1 to the beginning; Types of sentences 2nd Use Castle Diary and Midwife's Apprentice; start sooner; Castle Diary could begin during the first week of school as a end of class read aloud; students will be required to provide a 1 sentence summary of the reading each day to support Target 1 Use 'Question Sets' from Great Minds - Affirm We did not intervene enough or consistently across classes; next year we need to be more intentional with planning intervention time
What is the plan for students who still haven't learned?	We will continue to teach theme in Tier I instruction throughout all units. Unit Tests will include a theme component. We will track progress of those students who have not yet mastered the essential.