

REVISED

PLC Meeting Agenda

Google Meet Link: <https://meet.google.com/flpr6thkkh?authuser=0&hs=179>

Guiding Questions to Focus PLC Discussions

What is it that we want our students to learn? (Curriculum)

How will we know if our students are learning? (Assessment)

Are lessons student-centered? (Instruction)

How will we respond when students don't learn? (Instruction)

How will we enrich and extend the learning for students who are proficient? (Instruction)

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| Sign In | Christina Gonzales <i>cg</i> Darchele L Scott <i>DL</i> Sue Pennock <i>SP</i> Greg Coughlin <i>gc</i> Brittany Aponte <i>BA</i> Shannon DePersenaire Kim Shick <i>KS</i> | | |
| Meeting Dates | 1/27/21 | Grade Level | 3rd |
| Content/Focus Area | MATH | | |
| Norms | <ul style="list-style-type: none">• Have a positive tone when contributing and be an active listener• Be prompt and considerate of time and PLC agenda• Be prepared with data• Stay on pace with macroplan• TRUST THE PROCESS! | | |

Short-Term Cycle

Cycles are not linear. Keep in mind, parts or all of the cycle are often embedded every time a PLC meets.

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| Review of PLC Goals from prior meeting | |
| PLAN | |
| Identifying the Essential Standard Unpacking the Standards | Essential Questions: Questions to guide our PLC. It is <i>not</i> always necessary to answer every question at every meeting. <ul style="list-style-type: none">• What does the curriculum identify as the “essential standard”?• Essential standard: 3.OA.B.6 Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i>• What does initial iReady or other data indicate about student performance connected to this “essential standard”?<ul style="list-style-type: none">◦ Class assessments and iReady data show students have not mastered this standard yet.• What would be student friendly language for the standard, critical vocabulary that students need to attain, and learning targets connected to the standard?<ul style="list-style-type: none">◦ Vocabulary: factor, fact family, array, relate to area to find missing length or width |
| Briefly describe your common formative assessments (created or existing) | Essential Questions: Questions to guide our PLC. It is <i>not</i> always necessary to answer every question at every meeting. <ul style="list-style-type: none">• Do we need to design common formative assessments for measuring progress along the way? What should they look like?<ul style="list-style-type: none">◦ Assessment administered by December 22, 2020 -- division only without area |

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| <p>What makes a SMART Goal Smarter?: SMART Goal for this standard/unit Example of Grade Three Smart Goal</p> | <p style="text-align: center;">to gauge student understanding</p> <p>Essential Questions: Questions to guide our PLC. It is <i>not</i> always necessary to answer every question at every meeting.</p> <ul style="list-style-type: none"> ● Is our SMART goal specific and strategic, measurable, action oriented, rigorous, realistic, and results focused, and timed and tracked? <ul style="list-style-type: none"> ○ iReady Lessons: multiplication/division ○ Khan Academy: Measure lengths 1, Measure lengths (inch, ft) ○ Real-world application (Dream house activity) ● By the end of the second marking period, 65% of students will understand division as an unknown-factor problem with 75% of accuracy. |
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| <p>Examine results from formative assessment</p> | <p>Essential Questions: Questions to guide our PLC. It is <i>not</i> always necessary to answer every question at every meeting.</p> <ul style="list-style-type: none"> ● Assessment Data #1 (1/7/2021): <ul style="list-style-type: none"> ○ Aponte <ul style="list-style-type: none"> ■ Item #1: 7/15 (46.7%) ■ Item #2: 11/15 (73.7%) ■ Item #3: 8/15 (53.3%) ○ Coughlin/Gonzales <ul style="list-style-type: none"> ■ Item #1: 10/15 (66.7%) ■ Item #2: 11/15 (73.3%) ■ Item #3: 10/15 (66.7%) ○ Scott <ul style="list-style-type: none"> ■ Item #1: 10/18 (55.6%) ■ Item #2: 13/18 (72.2%) ■ Item #3: 9/18 (59.3%) ○ Overall: <ul style="list-style-type: none"> ■ Item #1: 27/48 (56.3%) ■ Item #2: 35/48 (72.9%) ■ Item #3: 27/48 (56.3%) ● Assessment Data #2 (1/27/2021): <ul style="list-style-type: none"> ○ Aponte <ul style="list-style-type: none"> ■ Item #1: 8/14 (57.1%) ■ Item #2: 8/14 (57.1%) ■ Item #3: 9/14 (64.3%) ○ Coughlin/Gonzales <ul style="list-style-type: none"> ■ Item #1: 10/14(71.4%) ■ Item #2: 9/14 (64.3%) ■ Item #3: 5/14 (35.7%) ○ Scott <ul style="list-style-type: none"> ■ Item #1: 14/16 (87.5%) ■ Item #2: 12/16 (75%) ■ Item #3: 11/16 (68.8%) ○ Overall: <ul style="list-style-type: none"> ■ Item #1: 32/44 (72.7%) ■ Item #2: 29/44 (65.9%) ■ Item #3: 25/44 (56.8%) ● On which parts of the assessment did students perform well? Why do we believe this is the case? <ul style="list-style-type: none"> ○ Students performed well on #2. ○ We believe this is the case because it was least abstract/conceptual question and included simpler multiplication/division facts. |
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| | <ul style="list-style-type: none"> ● On which parts of the assessment did students struggle? Why do we believe this is the case? <ul style="list-style-type: none"> ○ Do any assessment items need revising? Which items? Why? <ul style="list-style-type: none"> ■ More straightforward, concrete questions ■ Simpler multiplication/division facts ○ Which students are in need of special attention? ● Are there other important findings about this common assessment needing to be recorded? <ul style="list-style-type: none"> ○ Limited assessment items within edConnect ○ Increased emphasis on fact fluency and fact families ● Action steps as a result of the data? <ul style="list-style-type: none"> ○ Revisit this standard and relate to area ○ Continue work with fact fluency |
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| <p>Instructional Strategies (student-centered learning with engaging activities)</p> | <p>Essential Questions: Questions to guide our PLC. It is <i>not</i> always necessary to answer every question at every meeting.</p> <ul style="list-style-type: none"> ● How is the implementation of our plan going? Are we collecting data along the way? <ul style="list-style-type: none"> ○ Moving on to a new standard and cycle ○ Will continue to collect data through iReady, classroom assessments, and formative assessments ● Do we need to learn more? Are we using agreed-on strategies and practices? ● Are any roadblocks interfering with our interventions or daily practices? ● How can we support each other? What resources can we use to support this implementation? |
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STUDY

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| <p>Examine results from formative assessment</p> | <p>Essential Questions: Questions to guide our PLC. It is <i>not</i> always necessary to answer every question at every meeting.</p> <ul style="list-style-type: none"> ● On which parts of the assessment did students perform well? Why do we believe this is the case? <ul style="list-style-type: none"> ○ Students performed well on #2. ○ We believe this is the case because it was the least abstract/conceptual question and included simpler multiplication/division facts. ○ 1/27/21: <ul style="list-style-type: none"> ■ #1: Increase -- simplified question ■ #2: Decrease ■ #3: Almost no change -- fact families ■ No control over many factors: testing environment (quiet work space), student completion, help from older siblings/adults, etc. ● On which parts of the assessment did students struggle? Why do we believe this is the case? <ul style="list-style-type: none"> ○ Need concrete practice actually writing facts ● Do any assessment items need revising? Which items? Why? <ul style="list-style-type: none"> ○ More straightforward, concrete questions ○ Simpler multiplication/division facts ● Which students are in need of special attention? ● Are there other important findings about this common assessment needing to be recorded? <ul style="list-style-type: none"> ○ More practice in fact fluency ○ 1/27/21: As a group, we acknowledge that fact fluency practice is much more difficult to execute than in an in-person setting. ● Action steps as a result of the data? <ul style="list-style-type: none"> ○ Reassess and examine data (Tuesday, Jan. 26) ○ Clone first assessment to assess and analyze for true growth |
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| | <ul style="list-style-type: none"> ○ 1/27/21: Intentional, routine fact fluency practice daily, motivation (game/competition-based) |
| <p>What are your NEW instructional strategies to address strengths and weaknesses using the fresh formative data?</p> | <p>Essential Questions: Questions to guide our PLC. It is not always necessary to answer every question at every meeting.</p> <ul style="list-style-type: none"> ● What are new instructional strategies for implementation based on examination of the data? <ul style="list-style-type: none"> ○ Flashcards ○ Triangle fact family cards (make their own) ○ Timed fluency practice ○ Online fluency practice ○ Clever ○ Kahoot ○ Quizlet ○ That Quiz -- https://www.thatquiz.org/tq-1/math/arithmetic/ ○ Quizzes (via Clever) |
| ACT | |
| <p>Conclusions from all formative assessments</p> | <p>Essential Questions: Questions to guide our PLC. It is not always necessary to answer every question at every meeting.</p> <ul style="list-style-type: none"> ● Did we meet our goal? What did we learn throughout this process? <ul style="list-style-type: none"> ● We did not meet our goal. Additional practice and spiraling of this skill is necessary. · 1/27/21: Did not meet smart goal. Brainstormed some ideas for more effective · What recommendations do we have for continuous improvement in this area? <ul style="list-style-type: none"> · Additional fluency practice ● How can we hold the gains? What might be our next steps? <ul style="list-style-type: none"> ● Continued fact fluency work ● How did we work together? <ul style="list-style-type: none"> ● Great! |
| <p>Enrichment and support activities</p> | |