

**\*REVISED\***  
**PLC Meeting Agenda**

Guiding Questions to Focus PLC Discussions

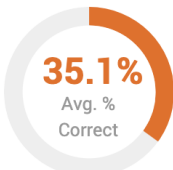
- What is it that we want our students to learn? (Curriculum)
- How will we know if our students are learning? (Assessment)
- Are lessons student-centered? (Instruction)
- How will we respond when students don't learn? (Instruction)
- How will we enrich and extend the learning for students who are proficient? (Instruction)

<b>Sign In</b>	Claribel Martinez, Tiffany Smith, Darrell L. Alston, Alyssa Scull, Bob Falk, Alice Marie Carcilli, Linda Coyle, Suzan Kayaalp		
<b>Meeting Dates</b>	3/24/2021	<b>Grade Level</b>	5
<b>Content/Focus Area</b>	ELA/Quoting from a Text		
<b>Norms</b>	<ul style="list-style-type: none"> <li>• Value each person's input.</li> <li>• Establish a meeting place.</li> <li>• Create and provide an agenda and required data in order to be prepared for the PLC meeting.</li> <li>• Pacing charts/guides -update-best practices.</li> <li>• At the conclusion of each PLC, members will have a clear understanding for what needs to be accomplished for our next PLC meeting.</li> </ul>		

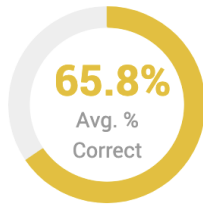
**Short-Term Cycle**

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

Review of PLC Goals from prior meeting																													
<b>PLAN</b>																													
Identifying the Essential Standard <a href="#">Unpacking the Standards</a>	<p><b>Essential Questions: Questions to guide our PLC. It is <i>not</i> always necessary to answer every question at every meeting.</b></p> <p>What does the curriculum identify as the "essential standard"?</p> <p><b>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</b></p> <p>What does initial iReady or other data indicate about student performance connected to this "essential standard"?</p> <p><b>Data for all four 5th Grade Homerooms from Mid Year Diagnostic Test on I Ready - January 2021</b></p> <p>Placement by Domain*</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Domain</th> <th>Green</th> <th>Yellow</th> <th>Red</th> </tr> </thead> <tbody> <tr> <td>Phonological Awareness (PA)</td> <td>100%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Phonics (PH)</td> <td>75%</td> <td>25%</td> <td>0%</td> </tr> <tr> <td>High-Frequency Words (HFW)</td> <td>90%</td> <td>10%</td> <td>0%</td> </tr> <tr> <td>Vocabulary (VOC)</td> <td>25%</td> <td>25%</td> <td>50%</td> </tr> <tr> <td>Comprehension: Literature (LIT)</td> <td>25%</td> <td>25%</td> <td>50%</td> </tr> <tr> <td>Comprehension: Informational Text (INFO)</td> <td>25%</td> <td>25%</td> <td>50%</td> </tr> </tbody> </table>	Domain	Green	Yellow	Red	Phonological Awareness (PA)	100%	0%	0%	Phonics (PH)	75%	25%	0%	High-Frequency Words (HFW)	90%	10%	0%	Vocabulary (VOC)	25%	25%	50%	Comprehension: Literature (LIT)	25%	25%	50%	Comprehension: Informational Text (INFO)	25%	25%	50%
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	<p>What would be student friendly language for the standard, critical vocabulary that students need to attain, and learning targets connected to the standard?</p> <p>I can use the RACE strategy to write a response after reading a biography text.</p>
<p>Briefly describe your common formative assessments (created or existing)</p>	<p><b>Essential Questions: Questions to guide our PLC. It is <i>not</i> always necessary to answer every question at every meeting.</b></p> <ul style="list-style-type: none"> <li>Do we need to design common formative assessments for measuring progress along the way? What should they look like? We will be using Ed-Connect to create an assessment using a biography passage and questions.</li> <li>The EdConnect assessment will be administered the week of 2/17/2021</li> <li><a href="#">PLC Common Assessment Grade 5</a> PDF link for EdConnect</li> </ul>
<p><a href="#">What makes a SMART Goal Smarter?: SMART Goal for this standard/unit Example of Grade Three Smart Goal</a></p>	<p><b>Essential Questions: Questions to guide our PLC. It is <i>not</i> always necessary to answer every question at every meeting.</b></p> <ul style="list-style-type: none"> <li>Is our SMART goal specific and strategic, measurable, action oriented, rigorous, realistic, and results focused, and timed and tracked?</li> </ul>
<b>DO</b>	
<p>Examine results from formative assessment</p>	<div style="border: 1px solid #ccc; padding: 10px;"> <p style="text-align: right; margin-bottom: 0;">02/17/21, ELA PLC Falk February Biography <span style="float: right;">▼</span></p> <hr/> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;">  <p><b>35.1%</b> Avg. % Correct</p> </div> <div> <p>Score Group Comparison</p> <p>Section <span style="display: inline-block; width: 100px; height: 10px; background: linear-gradient(to right, #800000, #FF8C00, #FFD700, #90EE90);"></span></p> </div> <div style="border: 1px solid #ccc; padding: 5px; background-color: #f9f9f9;"> <p><b>Reports:</b></p> <p><a href="#">Test Summary</a></p> <p><a href="#">Standards Analysis</a></p> <p><a href="#">Student Analysis</a></p> <p><a href="#">Item Analysis</a></p> <hr/> <p><a href="#">Trends</a></p> <p><a href="#">Standards Performance</a></p> </div> </div> <div style="margin-top: 10px;"> <p>18 Student(s) Results 1 Test Item(s)</p> </div> <hr/> <div style="display: flex; justify-content: space-between; align-items: center; margin-bottom: 10px;"> <span>Overall Performance</span> <span>RI.5.1: Quote accurately from a t... ▼</span> </div> <div style="background-color: #f9f9f9; padding: 10px; border: 1px solid #ccc;"> <p><b>RI.5.1: Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</b></p> <p><b>35.1%</b> Average % Correct <span style="float: right;"><a href="#">Standard Performance Details</a></span></p> </div> </div>

02/18/21, Grade 5 ELA PLC Assessment 1 (Alston) ▼



12 Student(s) Results  
1 Test Item(s)

Score Group Comparison



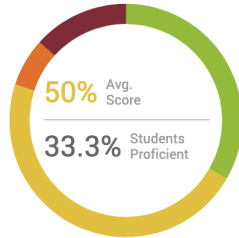
Reports:

- [Test Summary](#)
- [Standards Analysis](#)
- [Student Analysis](#)
- [Item Analysis](#)

Trends

[Standards Performance](#)

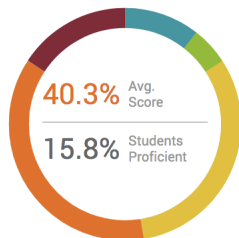
Martinez/Smith



SCORE GROUPS	% STUDENTS	# STUDENTS	SCORE RANGE
<b>Proficient</b>	<b>33.3%</b>	<b>5</b>	
Exceeds Standards	0%	0	84% - 100%
Meets Standards	33.3%	5	69% - 83.9%
<b>Not Proficient</b>	<b>66.7%</b>	<b>10</b>	
Basic Standards	46.7%	7	49% - 68.9%
Below Basic Stand...	6.7%	1	24% - 48.9%
Far Below Basic St...	13.3%	2	0% - 23.9%

02/12/21 ELA PLC Carcilli/Scull [259409] [Test Details](#)

- [Test Summary](#)
- [Standards Analysis](#)
- [Student Analysis](#)
- [Item Analysis](#)
- [Standards Mastery](#)
- [Trends](#)



SCORE GROUPS	% STUDENTS	# STUDENTS	SCORE RANGE
<b>Proficient</b>	<b>15.8%</b>	<b>3</b>	
Exceeds Standards	10.5%	2	84% - 100%
Meets Standards	5.3%	1	69% - 83.9%
<b>Not Proficient</b>	<b>84.2%</b>	<b>16</b>	
Basic Standards	31.6%	6	49% - 68.9%
Below Basic Stand...	36.8%	7	24% - 48.9%
Far Below Basic St...	15.8%	3	0% - 23.9%

Test Summary

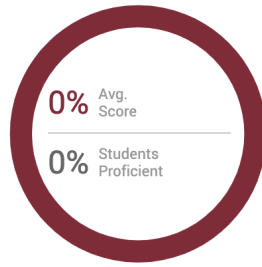
Standards Analysis

Student Analysis

Item Analysis

Standards Mastery

Trends



SCORE GROUPS	% STUDENTS	# STUDENTS	SCORE RANGE
<b>Proficient</b>	<b>0%</b>	<b>0</b>	
Exceeds Standards	0%	0	84% - 100%
Meets Standards	0%	0	69% - 83.9%
<b>Not Proficient</b>	<b>100%</b>	<b>3</b>	
Basic Standards	0%	0	49% - 68.9%
Below Basic Stand...	0%	0	24% - 48.9%
Far Below Basic St...	100%	3	0% - 23.9%

**Essential Questions:** Questions to guide our PLC. It is *not* always necessary to answer every question at every meeting.

- On which parts of the assessment did students perform well? Why do we believe this is the case? The students performed better on the multiple choice part of the test.
- On which parts of the assessment did students struggle? Why do we believe this is the case? The students performed better on the multiple choice part of the test. The students struggled with completing a high scoring answer for the open ended response. They need to produce a response that uses the race strategy.
- Do any assessment items need revising? Which items? Why? We noticed that the open ended question had students use paragraph 9 and 10 for the response but it should be 8 and 9.
- Which students are in need of special attention? Students who are not reading on grade level struggled with comprehension and vocabulary of the passage as well as their ability to write complete answers.
- Are there other important findings about this common assessment needing to be recorded?
- Action steps as a result of the data? Our instruction will be focused on instruction that practices the R.A.C.E strategy.
- We will utilize NJ Digital Item Library of released items as a resource. <https://nj.digitalitemlibrary.com/home>

Instructional Strategies (student-centered learning with engaging activities)

**Essential Questions:** Questions to guide our PLC. It is *not* always necessary to answer every question at every meeting.

- How is the implementation of our plan going? Are we collecting data along the way? Do we need to learn more? Are we using agreed-on strategies and practices?

Week of February 22: Our implementation is going well. We are using FootPrints, GetEpic as well as Fountas and Pinnell resources. The data we are collecting along the way are from student samples and anecdotal notes.

Week of March 3- During implementation, we found that we need to constantly and consistently review the steps to RACE for our students to respond when quoting accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

Week of March 8: We will continue to utilize NJ Digital Item Library of released items as a resource. We utilized Literacy Footprints to search for biographies. Mighty Brave Girls is on the site and was a good resource.

- Are any roadblocks interfering with our interventions or daily practices? An adequate

number of leveled resources. Students not logged in. Students not finishing the complete assignment, only partially completing classwork. Students who are at a reading level more than two grade levels below struggle to read and write a complete response.

- Week of March 8: Finding appropriate reading level resources for the variety of levels we instruct, as well as spotty internet issues.
- Week of March 3 - We are seeing a lot of students not taking the time to read carefully enough to be able to respond with a thoughtful response. They are missing details.
- How can we support each other? What resources can we use to support this implementation? We will continue to share materials produced digitally. We will look to using Read Works as a resource for biographies.
- Week of March 3 - We have shared Google drives which we upload resources for us all to utilize.
- Week of March 8 - We have discovered [www.freckle.com](http://www.freckle.com) as a useful resource.
- Week of March 15 - We will be pushing out the post assessment to our students to do on Ed Connect. The assessment will be completed by our next PLC meeting March 24. Teachers will access the assessment in our Co-Authoring folder in Ed Connect.

## STUDY

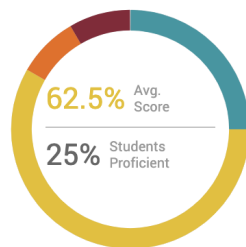
Examine results from formative assessment

**Essential Questions:** Questions to guide our PLC. It is *not* always necessary to answer every question at every meeting.

On which parts of the assessment did students perform well? Why do we believe this is the case?

**03/22/21 Mr. Falk PLC Assessment 2 [260867]** [Test Details](#)

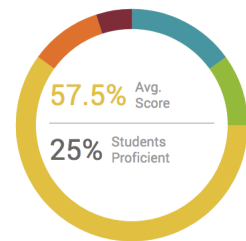
<b>Test Summary</b>	Standards Analysis	Student Analysis	Item Analysis	Standards Mastery	Trends
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SCORE GROUPS	% STUDENTS	# STUDENTS	SCORE RANGE
<b>Proficient</b>	<b>25%</b>	<b>3</b>	
Exceeds Standards	25%	3	84% - 100%
Meets Standards	0%	0	69% - 83.9%
<b>Not Proficient</b>	<b>75%</b>	<b>9</b>	
Basic Standards	58.3%	7	49% - 68.9%
Below Basic Stand...	8.3%	1	24% - 48.9%
Far Below Basic St...	8.3%	1	0% - 23.9%

**03/15/21 Carcilli / Scull PLC 2 [260338]** [Test Details](#)

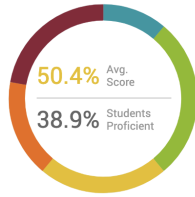
<b>Test Summary</b>	Standards Analysis	Student Analysis	Item Analysis	Standards Mastery	Trends
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SCORE GROUPS	% STUDENTS	# STUDENTS	SCORE RANGE
<b>Proficient</b>	<b>25%</b>	<b>5</b>	
Exceeds Standards	15%	3	84% - 100%
Meets Standards	10%	2	69% - 83.9%
<b>Not Proficient</b>	<b>75%</b>	<b>15</b>	
Basic Standards	60%	12	49% - 68.9%
Below Basic Stand...	10%	2	24% - 48.9%
Far Below Basic St...	5%	1	0% - 23.9%

03/23/21 Alston PLC 2 [260884] [Test Details](#)

<b>Test Summary</b>	Standards Analysis	Student Analysis	Item Analysis	Standards Mastery	Trends
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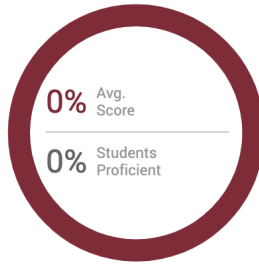
SCORE GROUPS	% STUDENTS	# STUDENTS	SCORE RANGE
<b>Proficient</b>	<b>38.9%</b>	<b>7</b>	
Exceeds Standards	11.1%	2	84% - 100%
Meets Standards	27.8%	5	69% - 83.9%
<b>Not Proficient</b>	<b>61.1%</b>	<b>11</b>	
Basic Standards	22.2%	4	49% - 68.9%
Below Basic Stand...	16.7%	3	24% - 48.9%
Far Below Basic St...	22.2%	4	0% - 23.9%

[Export Student Response Report](#)  
[Export to PDF](#)

18 Results / 18 Students  
 Collection Report  
 1 Test Item  
 1 Standard

03/24/21 Grade 5 ELA PLC Assessment 2 [260942] [Test Details](#)

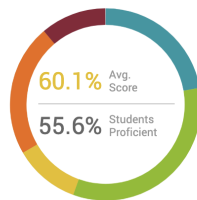
<b>Test Summary</b>	Standards Analysis	Student Analysis	Item Analysis	Standards Mastery	Trends
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SCORE GROUPS	% STUDENTS	# STUDENTS	SCORE RANGE
<b>Proficient</b>	<b>0%</b>	<b>0</b>	
Exceeds Standards	0%	0	84% - 100%
Meets Standards	0%	0	69% - 83.9%
<b>Not Proficient</b>	<b>100%</b>	<b>3</b>	
Basic Standards	0%	0	49% - 68.9%
Below Basic Stand...	0%	0	24% - 48.9%
Far Below Basic St...	100%	3	0% - 23.9%

03/19/21 Grade 5 ELA PLC Assessment 2 (Martinez/Smith) [260770] [Test Details](#)

<b>Test Summary</b>	Standards Analysis	Student Analysis	Item Analysis	Standards Mastery	Trends
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SCORE GROUPS	% STUDENTS	# STUDENTS	SCORE RANGE
<b>Proficient</b>	<b>55.6%</b>	<b>10</b>	
Exceeds Standards	22.2%	4	84% - 100%
Meets Standards	33.3%	6	69% - 83.9%
<b>Not Proficient</b>	<b>44.4%</b>	<b>8</b>	
Basic Standards	11.1%	2	49% - 68.9%
Below Basic Stand...	22.2%	4	24% - 48.9%
Far Below Basic St...	11.1%	2	0% - 23.9%

[Export Student Response Report](#)  
[Export to PDF](#)

18 Results / 20 Students  
 Collection Report  
 1 Test Item  
 1 Standard

On which parts of the assessment did students struggle? Why do we believe this is the case? Using proper conventions in their writing because of inadequate knowledge of the English language. Students lacked enough support from the passage in their answers.

Do any assessment items need revising? Which items? Why? We all agreed the test was good how it was and no revising was needed.

Which students are in need of special attention? ESL and Special Ed students as well as students who are reading at two grade levels or more struggled the most.

	<p>Are there other important findings about this common assessment needing to be recorded? Students need more instruction and exposure on how to properly respond to texts.</p> <p>Action steps as a result of the data? We will continue to have our students practice properly responding to texts as practice during instruction.</p>
<p>What are your <b>NEW</b> instructional strategies to address strengths and weaknesses using the fresh formative data?</p>	<p><b>Essential Questions:</b> Questions to guide our PLC. It is <b>not</b> always necessary to answer every question at every meeting.</p> <ul style="list-style-type: none"> <li>• What are new instructional strategies for implementation based on examination of the data? We will look to implement the R.A.C.E strategies in cross curricular content areas like social studies and science.</li> <li>• During read alouds we can use R.A.C.E. strategy to model how to respond to questions properly.</li> </ul>
<b>ACT</b>	
<p>Conclusions from all formative assessments</p>	<p><b>Essential Questions:</b> Questions to guide our PLC. It is <b>not</b> always necessary to answer every question at every meeting.</p> <ul style="list-style-type: none"> <li>• Did we meet our goal? What did we learn throughout this process?</li> <li>• What recommendations do we have for continuous improvement in this area?</li> <li>• How can we hold the gains? What might be our next steps?</li> <li>• How did we work together?</li> </ul>
<p>Enrichment and support activities</p>	