

Documents and Links		
Design Team	MYP	General School Year
<ul style="list-style-type: none"> <input type="checkbox"/> PLC Meeting Agenda 19/20 <input type="checkbox"/> Essential Skill Set 1 <input type="checkbox"/> Essential Skill Set 2 <input type="checkbox"/> Essential Skill 15 Day Challenge 	<ul style="list-style-type: none"> <input type="checkbox"/> Managebac Previews <input type="checkbox"/> Managebac <input type="checkbox"/> MYP Design Guide <input type="checkbox"/> MYP Guide <input type="checkbox"/> SmartSheet 	<ul style="list-style-type: none"> <input type="checkbox"/> HIP (Hive Intervention Program) <input type="checkbox"/> Year at a Glance

ESSENTIAL SKILLS					
<p>Design Team (Term 1 and 3)</p> <p>I can differentiate between each core section of the Design Cycle</p> <p>Pass Rate: After giving it three times, 75% of students can pass with 100%</p> <p>Accomodation can include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> small group instruction and review <input type="checkbox"/> possible use of notes <input type="checkbox"/> break apart data from 3rd essential (accomodation or not) <input type="checkbox"/> review Dust bunny video as a group for those who don't pass #2 					
Forensics	Computer	Leadership	STEM	AVID	Yearbook

2019-2020 PLC Goal

#4: We have analyzed student achievement data and established SMART goals to improve upon this level of achievement. We work interdependently to attain those goals.

- Identify Benchmarks...

Week	Wednesday		Friday	
1	8/14	No Meeting Pre-service	8/16	No Meeting All Class Schedule
2	8/21	<p>PLC Focus: What do we want students to know? PLC Norm: Use PLC Binder Bring to Meeting: PLC Binder</p> <hr/> <p>Welcome Back</p> <ul style="list-style-type: none"> <input type="checkbox"/> NSEW Activity <input type="checkbox"/> Dates for the year <input type="checkbox"/> 8th Promotion changes <input type="checkbox"/> 15 Day Challenge <ul style="list-style-type: none"> <input type="checkbox"/> Essential Set 1 <input type="checkbox"/> Percent Pass Rate? <input type="checkbox"/> Norms: read scenario out loud, annotate as you wish, fold paper to prevent writing first <input type="checkbox"/> MSAT <ul style="list-style-type: none"> <input type="checkbox"/> See goal on 1st page <input type="checkbox"/> Managebac Unit 1 <input type="checkbox"/> Smartsheet <ul style="list-style-type: none"> <input type="checkbox"/> Uncheck all boxes and start the SAME sheet fresh for the year <p>Unit 1 ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> Diana: 7th grade sorting <input type="checkbox"/> Shelly: 8th grade shelly activity where students sort a basic problem with the design cycle <input type="checkbox"/> Stephanie and Adria: Practice scenarios for essential skill, practice quizzes, sorting activity 	8/23	<p>PLC Focus: What do we want students to know? PLC Norm: Use PLC Binder Bring to Meeting: PLC Binder</p> <hr/> <ul style="list-style-type: none"> <input type="checkbox"/>
3	8/28	No Meeting Back to School Night 5:30-7:00	8/30	No Meeting Dance Supervision as a team
4	9/4	<ul style="list-style-type: none"> <input type="checkbox"/> Feedback: KT vs. 1st period for handbook paper collection <input type="checkbox"/> Fix MYP Preview sheet and make 	9/6	<ul style="list-style-type: none"> <input type="checkbox"/> Fix MYP Preview sheet and make copies (continue next week)

		<input type="checkbox"/> copies		
5	9/11	<p>PLC Focus: What do we want students to know? PLC Norm: Use PLC Binder Bring to Meeting: PLC Binder</p> <hr/> <p>*Staff Meeting *CTE Meeting 9/12</p> <p>MYP Preview:Update unit tasks with correct pacing, photos, links</p> <ul style="list-style-type: none"> <input type="checkbox"/> Separate 7th and 8th unit, make it 2 in Managebac with 8th grade assessing C and D <input type="checkbox"/> Write Unit 1 inquiry statement <input type="checkbox"/> Update Smartsheet 	9/13	<p>PLC Focus: What do we want students to know? PLC Norm: Use PLC Binder Bring to Meeting: PLC Binder</p> <hr/> <input type="checkbox"/> <p>Essential Skill</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activity for those who pass it twice while we work with other kids on remediation <input type="checkbox"/> Dust bunnies as a review after #1 but with a revised practice form (just the bottom half) <p>Agenda for release days</p> <ul style="list-style-type: none"> <input type="checkbox"/> What we want to review <p>Classroom Visits</p>
6	9/18	<p>*1/2 Day *ILC meeting @2pm</p> <ul style="list-style-type: none"> <input type="checkbox"/> PLC Goal #4 <ul style="list-style-type: none"> <input type="checkbox"/> Benchmarks <input type="checkbox"/> Form <input type="checkbox"/> What if..... <ul style="list-style-type: none"> <input type="checkbox"/> We changed the essential question B to "what solution was chosen" instead of "what was one idea brainstormed" <input type="checkbox"/> Agenda: grade criterion or essential skills <input type="checkbox"/> Classroom Visit Sign Ups https://docs.google.com/document/d/1K4GA2e-xGplnq5A8CQqk100wbpWM5opBD4f_-2yfsIq/edtit 	9/20	<p>Grant Review from CTE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Thank you notes <p>MYP Preview Sheet</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fill in first unit information
7	9/25		9/27	
8	10/2		10/4	
9	10/9	<p>*Staff Meeting</p> <ul style="list-style-type: none"> <input type="checkbox"/> MYP Preview:Update unit tasks with correct pacing, photos, links 	10/11	<p>No Meeting *1/2 Day *Report Card</p>
10	10/16		10/18	

11	10/23		10/25	*Robotics Tournament @ Florin
12	10/30	*½ Day *ILC meeting @2pm	11/1	
13	11/6		11/8	
14	11/13	*Staff Meeting *CTE Meeting 11/14 <input type="checkbox"/> MYP Preview: Update unit tasks with correct pacing, photos, links <input type="checkbox"/> Update Smartsheet	11/15	
15	11/20		11/22	No Meeting *½ Day *Robotics Tournament @ Florin
Thanksgiving Week				
16	12/4		12/6	
17	12/11	*Staff Meeting <input type="checkbox"/> Update Smartsheet	12/13	
18	12/18		12/20	No Meeting Grades Due

General To Do for Release Day:

Design Team 7th Grade	Stephanie Valdez	Design Computer Technology
	Diana Munoz	Design Forensics
Design Team 8th Grade	Shelly Johnson	Design AVID Design Yearbook
	Adria Rosendale	Design STEM
	Travis Wardlaw	Design Leadership

Team Norms	Team Evaluated Twice a year check in
<p>Cultural (Lite):</p> <ul style="list-style-type: none"> • Come on time and prepared <ul style="list-style-type: none"> ◦ PLC Binder • Take responsibility for your own learning • Invite differences: This AND that (not this OR that) growth mindset • Be ready to share what you are doing (MPY, behavior, groupings), what is working, what is not working 	<p>1: emerging 2: applying 3: mastery</p>
<p>Procedural (Heavy)</p> <ul style="list-style-type: none"> • Essential skill for unit of study: We will have an essential skill (collaborative and individual) for each quarter. We will identify those skills at our team meetings in the first two weeks of the quarter and give assessment approx. 5 weeks into each quarter. • Bring results by class period the following Wednesday at our team meeting <ul style="list-style-type: none"> ◦ Co-grade #1 ◦ What worked ◦ What didn't work (misconceptions, poorly worded questions) ◦ Discuss intervention and changes to instruction (possible use notes) ◦ Co-grade #2, grade the rest of class, share results ◦ Give students a checklist for notebook so they can track the Design essential skill • Follow deadlines set for PLC and MYP directives. Start where you are, use what you have, do what you can. • Put essential skills in gradebook for entire semester. Allow students all semester to master the skill. Use a score of a 1-2-3. Enter as Essential Skill with no weight so students can see their score but this formative assessment does not impact their grade 	<p>1: emerging 2: applying 3: mastery</p>
<p>Norm Follow-up</p> <ol style="list-style-type: none"> 1. After 3 times of norms not being followed department chair will have have private communication with team member 2. Continued issues with norms after that and department chair will invite administration to a meeting 3. Continued issues after that and department chair will ask administration to have private communication with team member 	
<p>PLC Team Goal</p> <p>#4. We have analyzed student achievement data and established SMART goals to improve upon this level of achievement. We work interdependently to attain those goals.</p>	



HEMS PLC Inventory



Subject/Grade Level: _____ Team Member: _____ Date: _____

What do we want students to know and be able to do?	How will they and we know when they have learned	What will we do if they don't learn it?	What will we do if they already know it?
1	2	3	4
5	6	7	8
9	10		
Not true of our team - Yet!		True of our team (We have evidence of the products)	

Inventory Item	Year		
	Spring 18	Fall 18	Spring 19
1. We have identified team norms to guide us in becoming more interdependent. They are written and formally team-evaluated at least twice per year.	8 8 8 6 10		
2. Our team follows a written agenda each time we meet, and we are always focused on at least one of the four circles at the top of this page, otherwise, we don't call it a PLC meeting.	All 10		
3. Each member of the team is clear on the PLC-determined essentials for the unit of instruction, with a maximum of ten essentials for the year. We have identified course content we can eliminate and "nice to know" material, so we can devote more time to the essential curriculum.	7 8 8 8 10		
4. We have analyzed student achievement data and established SMART goals to improve upon this level of achievement. We work interdependently to attain those goals.	4 5 6 6 10		
5. From the essentials, we have developed frequent common formative assessments to help us determine each student's mastery of essential learning. Assessments are given at the same time.	7 7 9 10 10		
6. We establish a common understanding of student proficiency to ensure inner-rater reliability by scoring several common assessments within our PLC and also by using a pre-established common rubric. Students are clear on the success criteria, because we have provided examples.	5 7 8 8 10		
7. We compare common assessment results, student-by-student, skill-by-skill, from each assessment to evaluate the effectiveness of instruction, and we alter our practice from our learning.	2 6 7 8 8		
8. We use the results of our common assessments to create an action plan to identify and assist students who need additional time and support to master the essentials. We work within the systems and processes of the school to ensure and document they receive appropriate support.	4 6 7 7 7		
9. When the interventions are final, we document our learning to improve for next year.	2 3 3 7 7		
10. On a yearly basis, we use summative assessment data, such as SBAC or common summative tasks, to assess strengths and weaknesses of our program and we make needed changes.	3 4 6 7		
Total			
Focus for future improvement			

