

# PLC Notes 2023-24

Teachers: Ms. Noemi Hernandez, Mr. Trevor Harden, Mr. Michael Cheung, Mr. James Corrales  
Room Meeting: 135

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## 21 August 2023

- Department Norms: Reducing the D and F rate
- District: focus on no opt out, etc.
- PLC: We will utilize backwards design planning and no opt out strategies to organize subject matter to ensure that most students will be able to meet or extend beyond grade-level standards in writing as evidenced by a D/F rate below 10%.
- ERWC Smart Goal:
  - ERWC Junior students will understand rhetoric, claims, and how to find reliable evidence to better assess the significance of literacy and thinking to apply beyond content by the end of the school year.
- ESA Averages:
  - ESA - #4
  - ESA - #5 reading analytically (R.I.11-12)
  - ESA - #8 strategic thinking (R.1 7)
  - ESA - #13 writing effectively (W.11.1)
  - ESA - #18 writing effectively for claim (W.11.2c)
- Michael Cheung - Data Essential Standards Assessment - Room 216
  - Avg % Correct: 54 % - Students 76
  - Areas of Need:
    - SBAC claims, opinion argument - 43% correct
    - Highlight Selectable Text - 44%
    - SBAC Claim reading analytically - 48%
  - Most Difficult Questions:
    - 5 (25% correct), 8 (39%), 13 (26%), 18 (43%), 20 (30%)

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## 11 September 2023

Attendees: Hernandez, Corrales, Cheung in Room 135 at 8:30 am

- According to our data assessment of ESA #1 (2022), we have seen a slight increase in passing percentages this year
- We noticed that when the questions asked for more than one answer, students did not perform well in those. Whereas with questions that ask for a singular answer, students performed better.

- Cheung = 54% met/exceeded
- Hernandez (and Corrales) = 57.7% met/exceeded
- Harden =
- Calles =
- Maybe: Before ESA #2, we can go over the top 5 missed questions with students to aid in their growth and help meet our PLC goal in November.
  - Look at the commonly missed standard (see attached form Michaels data, but feel free to look at your own data)
    - 1 can be about assessing images/cartoons
    - 2 can be about considering more than one answer
    - 2 can be about understanding and comprehending one correct answer
- **Below is a draft of learning targets (there should be 1 - 2 per module)**

### Semester 1 Learning Targets:

- Intro to the Appeals:
  - Students will be able to identify the meaning of rhetoric by deconstructing the meaning of ethos, pathos, logos, and kairos.
- Danger of a Single Story:
  - Students will be able to analyze the rhetorical situation of images, videos, and texts to synthesize information from multiple genres to understand an overarching situation.
  - Students will be able to
- D.O.I
  - Students will be able to consider the historical context of the [Declaration of Independence](#) to measure the impact of the document to *independence*.
  - Students will be able to identify the literal and figurative meaning of *independence* and *American* to guide their research to inform their audience about a person who has fought for independence.
- Zoot Suit/The Crucible:
  - Students will be able to:
  - A.) Zoot Suit:
  - B.) The Crucible: complete Performance Based Assessment. Essay prompt: Choose a major character from The Crucible and using the “French and Raven’s Five Forms of Power” article, evaluate how that character assumes, utilizes, and maintains (or loses) power throughout the play. What power bases do they use? How do they use them? Could they have used a different power base to act with more humanity in the story and mitigate, or lessen, the abuse of power by themselves or other characters in the play?
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- Portfolio Check In:

- Students will be able to: organize ERWC work from the school year: 3 formal essays, annotated texts, Quickwrites and summaries. Student work will be stored in Google Classroom.

### Semester 2 Learning Targets:

- Portfolio Reflection:
  - Students will be able to reflect on their skills regarding their reading, thinking, and writing skills through rhetorical devices and appeals.
  - Students will also be able to metacognitively reflect on their three ESA scores to assess their growth in reading, writing and speaking.
- Life After High School
  - Students will be able to understand college applications through the practice of writing personal statements and college acceptance letters.
  - Students will be able to read college websites and college applications requirements to deconstruct and understand their purposes.
- The Great Gatsby
  - Students will be able to understand the setting and characters of the novel.
  - Students will be able to read the novel through a rhetorical analysis by understanding the psychology of F. Scott Fitzgerald's marriage in connection to the novel.
  - Students will be able to connect the previous module to characters in *The Great Gatsby* by understanding conflict and themes of mental illness traits.
  - Students will be able to apply themes from previous units to the characterization of *The Great Gatsby*.
  - Students will be able to question and answer whether the American Dream is real.
  - Students will be able to rhetorically analyze the text through annotating, reflections, and completing reading journals by providing reason and evidence.
  - Students will be able to write an analytical essay in relation to the novel by understanding the audience and purpose by providing evidence from the text and previous knowledge.
- Mental Illness
  - Students will be able to research individually and collaboratively to become the expert on a mental illness and coherently present the information to the class.
  - Students will be able to understand the meaning of the unit through teacher modeling.
  - Students will be able to deconstruct the article and images to tell a story and develop a deeper understanding of the mental illnesses presented.
- Op-Ed
  - Students will be able to establish writing with the rhetorical appeals to develop an overall tone while writing an editorial.

- Students will be able to read and annotate editorials for purpose and tone to anticipate audience objections.
  - Students will be able to understand opinion-editorials while developing an understanding of biases in media and writing.
  - Persuasion
    - Students will be able to
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### 18 September 2023

- James = SPED/Collab meeting
  - Noemi and Trevor planned Module 2; learning targets (Bloom's Taxonomy); SOAPSTone
  - Michael planned for Module 1 and 2; learning targets (Bloom's Taxonomy); SOAPSTone
  - There should only be ONE verb per learning target
    - Try to use DOK rather than Blooms
  - Resources:
    - [Bloom's Taxonomy](#)
    - [SOAPSTone](#)
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### 2 October 2023

- Overviewed where we all were in the school year and where we intend to be at by the end of the semester
  - Noemi (James) and Trevor working on DOI Module 2
  - Michael observed use of CARS and Media Bias Chart for his research assignment
  - Michael is finishing up *The Crucible* Module 1&2
  - Resources:
    - [CARS](#)
    - [Media Bias Chart 7.2](#)
    - [Media Bias Chart 11.0](#)
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To do:

- ~~Ds and Fs rate~~
- ~~ESA practice~~
- ~~PLC learning goal~~

### 9 October 2023

- Michael = 08 [2 D; 6 C- (3 sections 80 students)]
- Noemi = 54
- Trevor = 23
- Scott = 20
- How can we FIX this by week 12 grading period?
  - Michael often holds meetings to hold students accountable and guide how they can maintain or improve their grades

- Trevor and Noemi are holding individual meetings on Monday to check in research and how to improve their grades
  - **Benchmark** = Friday, October 20th we will check in with students to ensure less than 10% of students have a C- or below. By week 13 or 14, we will need to meet during PLC to review overall grades and assess where we need to improve as educators/mentors for students' grades.
    - Individually come in with data
    - Check which assignments are causing low grades
    - Discuss our methods of accountability for students
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### 19 October 2023

- Talking about how to go deeper with the modules after scratching the surface
  - ESA #1 Data:
    - Cheung = 54% met/exceeded
    - Hernandez (and Corrales) = 57.7% met/exceeded
    - Harden = 60% met/exceeded
    - Calles = 66.7% met/exceeded
    - **Students seem to excel with informational texts**
    - Maybe: Before ESA #2, we can go over the top 5 missed questions with students to aid in their growth and help meet our PLC goal in November.
      - Look at the commonly missed standard (see attached form Michaels data, but feel free to look at your own data)
        - 1 can be about assessing images/cartoons
        - 2 can be about considering more than one answer
        - 2 can be about understanding and comprehending one correct answer
        - Historical & Fiction practice
    - ESA Practice (November 7-13) as **Bell Ringers**:
      - Implementing canonical and historical elements into our ERWC curriculum (Roosevelt, Poe, & Twain)
      - Students practicing how to **assess** images, memes, political cartoons, and videos (historical and current)
      - Students practicing how to read a text and **identify** the multiple answers
      - Students looking at more than one correct answer and answering **why** it is important
      - Review on Monday the 13th before ESA #2
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### 23 October 2023

- Reviewed where we are in the semester
- Sharing ideas on how to prep students for ESA #2

- Discussed thesis statements (handbook needs revision)
  - James and Michael overviewed ESA and Google Sites
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6 November 2023 8:30am-9:15pm

- Roles
    - **Planner /Note Taker:** Noemi Hernandez
    - **Time Keeper:** James Corrales
    - **Data Collector:** Michael Cheung
    - **Facilitator:** Trevor Harden
    - **Spokesperson:** Scott Calles
  - Agenda Checklist
    - ESA #2: Nov. 14th
    - Picking 5 standards to go over
    - Hold off on doing the ESA Log until after ESA 2
    - Assign the log via Google Classroom and guide students through it
    - Michael and Scott are working on DOI and implementing about 100-200 pages of Grapes of Wrath
    - Noemi and Trevor are working on Zoot Suit and implementing newspaper clippings
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13 November 2023

- Agenda
  - ESA 2 14th and 15th
    - What is our anticipated growth?
  - No opt out element to our PLC learning goal
  - 12 Week D and F rate
- Our Finals:
  - Trevor & Noemi: Zoot Suit Timed Argumentative Essay
  - Michael: In class timed writing essay - Synthesis Essay (multiple ERWC sources)
  - Scott: 600-900 Word Writing Assignment
- ESA 2 Prep
  - Code: 135655
  - Do we need to send Dr. A proof now or at the end of the semester?
- No Opt Out
  - Updated Goal:
    - We will utilize backwards design planning and no opt out strategies to organize subject matter to ensure that most students will be able to meet or extend beyond grade-level standards in writing as evidenced by a D/F rate below 10%.
- 12 Week Check In - significant improvement from 6 week
  - Scott: 7 (out of 96)

- Micheal: 4 (out of 75)
  - Trevor: 11 (out of 87)
  - Noemi: 22 (out of 145)
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4 December 2023

- Here is our agenda for the meeting today:
    1. ESA Feedback- scores not available
    2. Finals
    3. Plan for next year (who is reading what and when?)
    4. Learning Objectives/Assessments
  - ESA Numbers:
    - Noemi/James: 153/156
    - Trevor: 84/87
    - Michael: 79/79
    - Scott:
  - Finals:
    - Trevor/Noemi/Michael: Timed essay in class
      - Trevor & Noemi will administer on Monday (20 points)
      - Michael will administer on Tuesday (20 points)
    - Scott:
  - Overview for Next Year
    - Michael will be reading TGG February
    - Trevor & Noemi will be reading TGG April
    - Scott will be reading
    - We are aiming to do the “Life After High School” at the end of the semester
      - Meaning we might need to cut off a couple weeks from previous modules
      - “LAHS” can be an essay or a creative project?
  - We can look over the learning objectives and goals next meeting for more clarity on what we are all aiming for with culminating tasks
  - **Classical Pattern of Persuasion has been taken off ERWC Website**
    - Noemi & Trevor might replace with “Poetry for People”
    - Michael will stay with Classical Pattern
  - Question for Char/Randy: Can we use Savvas even though we are teaching ERWC?
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## SEMESTER 2

8 January 2023

- Pass/Fail rates
  - Hernandez: Ds = 9, Fs = 7
    - Most fail students were not ever in class and some transferred to BV

- Scott: 1 fail
- Harden: Fs = 5
  - Language barriers, some left to BV, frequent absences
- Cheung: Ds = 2
- ESA #2 Data
  - **Avg Q's Wrong: 8, 9, 12, 15**
  - Hernandez:
    - Not Met = 16.2%
    - Nearly Met = 22.3%
    - Met = 46.6%
    - Exceeded = 14.9%
  - Scott:
  - Harden (includes ELD 11th):
    - Not Met = 22.5%
    - Nearly Met = 30.3%
    - Met = 33.7%
    - Exceeded = 13.5%
  - Cheung (75 tested)
    - Not Met = 11%
    - Nearly Met = 15%
    - Met = 41%
    - Exceeded = 33%
- Spring Semester
  - Following the spring semester at a glance created by Harden and Hernandez (all ERWC texts & modules; some added external texts)
  - Cheung might be adding external texts (My Perspectives & Savvas)
- Grading
  - 40% classwork, 50% assessment, 10% final (Harden and Hernandez)
  - 30% classwork, 25% assessment, 15% final/midterm, 20% hw, 10% participation (Cheung)