“Are we a Group or a Team?” Action Plan

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| Question Number from Quiz | Current Team Rating | Action Plan for Improvement | Level After the 15 Day Challenge |
| 5 | 5 (B) | Identify most essential standards for Unit 1  Create a short common formative for each standard  Set dates to give FA |  |
| 6 | B- | Compare results  Discuss “instructional practices” (best from data) and create plans to implement in Devil Time  Share any activities, worksheet in google drive and link in Unit Plan  Possibly set up peer observations |  |
| 7 | C+ | Set up Devil Time based on results from 6  Designate teachers for all students |  |

15 Day Challenge

Intro - reasons for doing the 15 day challenge

Steps:

After you choose a unit:

Work together to create your SMART goal: (Specific, Measurable, Attainable, Relevant, Time Bound)

* In this unit we need to first determine what's absolutely essential in the unit.
  + Based on your essential standards what do your students HAVE to be able to do?

**Understand what a function is and graph a function**

* How are you going to measure that? What assessment will you use? What proficiency level?
  + Look at the assessment.
* When are you going to measure it?
  + Write that down.
* If students aren’t proficient on the essential standard what portion of the essential standards will they be proficient on?
  + Write that down
* For the kids that didn’t master the essential standard yet when will it next be measured?
  + Write that down
* If this is a standard that is worked on throughout the year what percentage of students need to master it yet?

Map out your unit on a calendar using sticky notes so you can easily move them around.

* One agreed upon formative assessment per week
* Create a follow up intervention activity and plan to re-assess that skill
* Needs to be completed by our October PD day so we can share out our reflections (type these on your unit plan)
  + A-Ha! Moments
  + Celebrations
  + So What? - Now what?

15 day challenge

SMART GOAL:

80% of students will be able to identify functions from graphs and tables and can graph functions using a table.

**Essential Standard(s):**

**Understand the concept of a function and use function notation**

1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).

2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

**Interpret functions that arise in applications in terms of the context**

4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.

**Analyze functions using different representations**

7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

**Learning Target(s):**

* 3.1 I can describe a relationship’s key features given a graph.
* 3.1 I can sketch a graph given a description of its key features..
  + intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries;
* 3.2 I can identify a function from a relationship represented as a: F.IF.A.1
  + Table.
  + Graph.
  + Ordered pairs.
* 3.2 I can describe the domain and range of a function.
  + From graph, table or description of the relationship.
* I can write in function notation and use functions to model re-world situations.
* I can graph functions by making a table.

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| 1  Additional Resource 3.1  <https://www.mathematicsvisionproject.org/uploads/1/1/6/3/11636986/a1_mod3_se_82017f.pdf> | 2  3.1 Graphing Relationships | 3  3.1 Reteach & Practice A/B  [CFA 3.1](https://docs.google.com/forms/d/1evHrJUSj_jWpG3VTADbaURE1DdIlZ5S0uqOqKJt92ws/edit) | 4  Lesson 3.2 Understanding Relations and Functions | 5  3.2 Reteach & Practice A/B  [CFA 3.2](https://docs.google.com/forms/d/1rbcH2lumYs8U4LdZyidZ9rbRgvJPqPITCxR-4TdRAPc/edit) |
| 6  3.3 Modeling with Functions | 7  3.3 Reteach & Practice A/B  [CFA 3.3](https://docs.google.com/forms/d/1Xz9PvV98frA99HIyemPCPhIRf9X486MYdACjhpKwFyA/edit) | 8  3.4 Graphing Functions | 9  3.4 Reteach & Practice A/B  [CFA 3.4](https://docs.google.com/forms/d/1dHgWsCJ-UqjvGHZ5jT8Q6kc8ipxwjGNhCqkfQhNiupI/edit)  [Paper](https://drive.google.com/drive/u/0/folders/15eB2WQJ4p5huszyc-ZAeg9TcDfqIuPGX) | 10  Reteach/Pre-Quiz |
| 11.  Mod 3 Practice Test | 12.  Mod 3 Review | 13  Mod 3 Assessment | 14 | 15 |

**Planning for Tier 2 Instruction**

What direct instruction and materials can we use?

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| Below Proficiency (reteach in multiple ways)  Reteaching by master teacher in devil time (share students) |
| Proficiency (firm to mastery)  Peer tutoring  Extension of more advanced problems  Application problems |
| Above Proficiency (extend with rigor)  Peer tutoring  Extension of more advanced problems  Application problems |