

PLC Team Planning Agenda - Teachers

Date: Attendees:	
7th LAR - PLC Meeting Checklist	Upcoming Dates
<ul style="list-style-type: none"> • Review and Update your Backwards Planning Calendar (Project 2). <ul style="list-style-type: none"> ○ When: Before launching the project, complete the calendar using the district due date and lesson plans for pacing. ○ Review the calendar during each PLC and update as necessary. • Create exemplars & calibrate scoring for the Checkpoints and Final Products. <ul style="list-style-type: none"> ○ When: Before assigning each checkpoint and project. • Complete the Unpacking the Focus Area chart for each Focus Area. <ul style="list-style-type: none"> ○ When: Before launching each PFA ○ On your Lesson Planning Calendar: Calendar dates for FA progress • Fill in the GLT Lesson Plan Spreadsheet. <ul style="list-style-type: none"> ○ When: By the Thursday before the week of implementation. Team 1 Team 2 Team 3 Team 4 • Prepare for the lessons and activities by reviewing the activities and resources and discussing questions or concerns. 	<p>Upcoming PFAs</p> <p>PFA # Dates:</p> <p>Upcoming CPs/FPs</p> <p>Project #: Start Date:</p> <p>CP 1 Dates:</p> <p>CP 2 Dates:</p> <p>CP 3 Dates:</p>
Meeting Notes:	

PLC Data and Intervention Agenda - Teachers with Coach/Admin

<p>Dates:</p>	<p>Attendees:</p>																				
<p>Check In</p>	<ul style="list-style-type: none"> • Celebrations, Questions, and Concerns: <ul style="list-style-type: none"> ○ 																				
<p>Data Update</p>	<ul style="list-style-type: none"> • Update the Focus Area and Project Data Charts • Reflect on Previous Goal 																				
<p>PLC Q3</p> <p>How will we respond when they don't learn?</p>	<ul style="list-style-type: none"> • Identify the data point you will focus on for intervention. <ul style="list-style-type: none"> ○ • Identify Root Cause(s). <ul style="list-style-type: none"> ○ • Create a specific plan below. <ul style="list-style-type: none"> ○ <i>What: [Scaffolds, Small Group Workshops, Tutorials, Guided Notes, etc.]</i> ○ <i>When/Where: [Date/Time/Location]</i> ○ <i>How: [Link materials]</i> ○ <i>Who: [Use your data to identify the students who will need this support. Add their names in the columns below]</i> <table border="1" data-bbox="386 926 993 1339"> <thead> <tr> <th>J.B.</th> <th>M.S.</th> <th>M.M.</th> <th>N.W.</th> <th>S.M.</th> </tr> </thead> <tbody> <tr> <td>[Name]</td> <td>[Name]</td> <td>[Name]</td> <td>[Name]</td> <td>[Name]</td> </tr> <tr> <td>[Name]</td> <td>[Name]</td> <td>[Name]</td> <td>[Name]</td> <td>[Name]</td> </tr> <tr> <td>[Name]</td> <td>[Name]</td> <td>[Name]</td> <td>[Name]</td> <td>[Name]</td> </tr> </tbody> </table>	J.B.	M.S.	M.M.	N.W.	S.M.	[Name]	[Name]	[Name]	[Name]	[Name]	[Name]	[Name]	[Name]	[Name]	[Name]	[Name]	[Name]	[Name]	[Name]	[Name]
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<p>Goal</p>	<p>Goal: <i>[Team/Teacher] will [specific action] in order to see [data goal] by [date].</i></p> <ul style="list-style-type: none"> • J.B. will [see plan above] in order to see [data goal] by [date]. • M.S. will [see plan above] in order to see [data goal] by [date]. • M.M. will [see plan above] in order to see [data goal] by [date]. • N.W. will [see plan above] in order to see [data goal] by [date]. • S.M. will [see plan above] in order to see [data goal] by [date]. 																				
<p>PLC Q4</p>	<p>How will we respond if they already know it?</p> <p><i>Examples: Encourage students to continue progressing through curriculum, encourage students to work toward a higher cog skill score, require AFAs, recommend the student as a peer tutor, extension activities</i></p>																				
<p>Notes</p>																					

PLC Data Table (updated at the beginning of each PLC)

Team Data: 256/269 (95%) on track in PFAs

Date: 1/2/23

	PFA 1* Sent. 1	PFA 2 Sent. 2	PFA 3 Fig. Lang.	PFA 4 Poetry	PFA 5 Story	PFA 6 Cmpd. Sent.	PFA 7 Info Texts	PFA 8 Drama	PFA 9 Complex Sent.	PFA 10* K. of Words	AFA 1* Aud.& Purp.	AFA 2 STAAR Rev.	AFA 3 STAAR Editing
J.B.	70/73	70/73	49/73	70/73	30/73	12/73	14/73	24/73	13/73	69/73	39/73	20/73	22/73
M.S	73/74	72/74	20/74	7/74	2/74			1/74		72/74	9/74	1/74	1/74
M.M	72/72	72/72	69/72	22/72	7/72	3/72	3/72	3/72	3/72	65/72	10/72	7/72	7/72
N.W.	51/51	50/51	50/51	22/51	1/51		1/51	1/51		38/51	5/51		
S.M.	21/21	21/21	21/21							20/21			
7th	286	284	233	103	22	14	17	27	16	263	63	27	26

Projects	Beard	Segree	Moore	Weston	Mills
PROJECT 2: Rhythm and Flow PROGRESS					
CP 1 CO Part 1	R-6 Y- G-64 NS-	R-1 Y- G-69 NS-3	R-25 Y- G-45 NS-	R-11 Y- 12 G-27 NS-	R- 1 Y-1 G-16 NS-
CP 2 CO Part 2	R-26 Y- G-47 NS-	R-24 Y- G-37 NS-13	R- 24 Y- G- 45 NS-	R-26 Y-19 G-5 NS-	R-2 Y- 1 G-11 NS- 1
FP 1 Analysis Ps	Submitted - 71 Not Submitted- 2	Submitted - Not Submitted-	Submitted - 67 Not Submitted- 5	Submitted - 42 Not Submitted- 9	Submitted - 20 Not Submitted- 1
COG SKILLS					
Develop.	69/73 above 70%	## above 70%	65/72 above 70%	38/51 above 70%	20/21 above 70%
Word Choice	67/73 above 70%	## above 70%	65/72 above 70%	38/51 above 70%	20/21 above 70%
Info/Exp Thesis	72/73 above 70%	70/75 above 70%	65/72 above 70%	45/51 above 70%	16/21 above 70%
Select. of Evidence	71/73 above 70%	73/76 above 70%	65/72 above 70%	45/51 above 70%	16/21 above 70%
CAP	71/73 above 70%	73/76 above 70%	65/72 above 70%	44/51 above 70%	16/21 above 70%
Cog Skill Average	72/73 w/cog skill avg above 70%	72/75 w/cog skill avg above 70%	69/72 w/cog skill avg above 70%	46/51 w/cog skill avg above 70%	## w/cog skill avg above 70%
Overdue Projects	2 students w/overdue proj.	0 students w/overdue proj.	5 students w/overdue proj.	9 students w/overdue proj.	1 students w/overdue proj.

8th Grade RLA PLC Agenda

Dates: 9/27/22	<ul style="list-style-type: none"> • Attendees: Hernandez, Barrow, Ainsworth, Cepeda, McBride, Webb
Data Update	<ul style="list-style-type: none"> • Update the Focus Area and Project Data Charts • Reflect on Previous Goal <ul style="list-style-type: none"> ○ Increase student mastery of the first Focus Area ○ 75% → 88%
PLC Q3 How will we respond when they don't learn?	<ol style="list-style-type: none"> 1. Identify the data point you will focus on for intervention. <ul style="list-style-type: none"> ○ Characterization PFA ○ Current Status: 33% on track in Characterization PFA 2. Identify Root Cause(s). <ul style="list-style-type: none"> ○ Time ○ Students understand the content but not the application ○ Need support on application beyond resources ○ Objective 1 and Objective 3 3. Create a specific plan below. <ul style="list-style-type: none"> • <i>What: Additional resources</i> • <i>When/Where:</i> <ul style="list-style-type: none"> • <i>Objective 1 activities: in class on SDL days Friday and Wednesday and in HR</i> • <i>Objective 3 activities: in tutorials when students have more time to read the article</i> • <i>How:</i> <ul style="list-style-type: none"> • <i>Objective 1: Slideshow; IXL Practice worksheets, Answer Key</i> • <i>Objective 3: Text: Children's Blizzard; Setting Worksheet</i> • Workshop sign ups- Discussion <ol style="list-style-type: none"> 1. <i>Offer the workshops during HR time</i> 2. <i>Have students sign up for workshops on the board</i> 3. <i>Guide students who you have identified as needing help to check their platforms and check if they need to sign up</i> 4. <i>Sign up students who need the workshop but haven't signed up yet.</i> 5. <i>-McBride - Tuesday is RLA HR priority day</i> <i>-Cepeda- Offer multiple opportunities for the workshop throughout the week</i> <i>-HR sizes make it difficult to pull additional students</i> <i>-Workshops within the HR period</i> <i>-RLA teachers can offer different days of workshops after school</i> <i>-Having students sign up in advance/signing students up in advance will allow for pre-planning the distribution of students who don't need the workshop</i> • <i>Who: [Use your data to identify the students who will need this support. Add their names in the columns below.]</i>

	<table border="1"> <thead> <tr> <th><i>Ainsworth</i></th> <th><i>Barrow</i></th> <th><i>Hernandez</i></th> <th><i>McBride</i></th> <th><i>Cepeda</i></th> </tr> </thead> <tbody> <tr> <td>Names based on PFA Data in platform</td> <td>Names based on PFA Data in platform</td> <td>Names based on PFA Data in platform</td> <td>Names based on PFA Data in platform</td> <td>Names based on PFA Data in platform</td> </tr> </tbody> </table>	<i>Ainsworth</i>	<i>Barrow</i>	<i>Hernandez</i>	<i>McBride</i>	<i>Cepeda</i>	Names based on PFA Data in platform	Names based on PFA Data in platform	Names based on PFA Data in platform	Names based on PFA Data in platform	Names based on PFA Data in platform
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Names based on PFA Data in platform	Names based on PFA Data in platform	Names based on PFA Data in platform	Names based on PFA Data in platform	Names based on PFA Data in platform							
Goal	<p>Goal: <i>Team will (see plans above) in order to see 75% mastering Characterization by 10/5 (date blue line passes).</i></p>										
PLC Q4	<p>How will we respond if they already know it? <i>Examples: Encourage students to continue progressing through curriculum, encourage students to work toward a higher cog skill/concept score, recommend the student as a peer tutor, Portfolio Problems, extension activities</i></p>										
Notes	<ul style="list-style-type: none"> • Action Item: Thursday- Begin talking about Project 2, calendar through the end of the semester • Printed Class Profiles (MAP Data) are in your boxes! 										