

ELA PLC Collaborative Planning Process

Focus Standard(s) for this week:

8.RL.KID.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

What high impact strategies did we use to teach the initial content?

- Provided Worked Examples (Writing Exemplars)
- Planned Questioning (Scaffolded and Text-Based)
- Planned Multiple Exposures (Multiple Reads with Different Focus Points)
- Non-Graded Student Feedback
- Exit Cards with Teacher Response
- Model Think Aloud
- Provided Explicit Protocols
- Provided Success Criteria (Performance and Response)
- Planned Collaborative Learning
- Metacognition Strategies (Annotating text, reflection on thought process, etc.)
- Written Response with Feedback

What elements of SAVVAS did we intentionally and strategically use to enhance instruction?

- | | |
|--|--|
| <input type="checkbox"/> Whole Class Learning | <input type="checkbox"/> Strategic Support |
| <input type="checkbox"/> Small-Group Learning. | <input type="checkbox"/> Challenge |
| <input type="checkbox"/> Independent Learning. | <input type="checkbox"/> Author's Perspective |
| <input type="checkbox"/> English Language Support. | <input type="checkbox"/> Online SAVVAS Resources (Specify) _____ |

Common Formative Assessment Results

CFA Results Percentage	Teacher 1: Carey				Teacher 2: Smith			
Date of CFA: ___ 12/3/21 ___ Report by period, proficient, almost proficient, far from proficient.	Class	P	AP	FP	Class	P	AP	FP
	1st	95%	5%	0%	1st	89%	5%	6%
	3rd	81%	14%	5%	3rd	92%	3%	5%
	4th	91%	0%	9%	4th	89%	7%	4%
	5th	100%	0%	0%	5th	80%	15%	5%

Data Analysis

What specific skills or understandings are keeping our students from being proficient?

Students are not using their inference skills to show how the character's dialogue reveals or promotes an action.

What were some of our most effective high-impact strategies and/or curriculum elements used to deliver instruction of these standards?

Annotating and constant discussion and analysis of lines of dialogue throughout the text. Referencing certain lines of dialogue and stage directions to show emotions and behaviors from the characters.

What high impact strategies will we use to help those who are not proficient? How will we organize remediation?

We will remediate using TDQs with students that were not proficient. TDQs question #1-2.

What is our plan to extend the learning of those who performed well?

Students will work to complete the TDQs independently.

Date: 8-25-21

Math PLC Collaborative Planning Process

Focus Standard(s) for this week: 6.RP.3a make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the values on the coordinate plane. Use tables to compare ratios.

What types of lessons will we use to deliver this content?

<input checked="" type="checkbox"/>		Problem Set Lesson: Teachers lead students through examples, and then students apply their understanding to related problems in guided exercises. <i>Lesson 9</i>
<input type="checkbox"/>		Modeling Cycle Lesson: Students use mathematical models to solve real-world application problems.
<input type="checkbox"/>		Socratic Lesson: Student-teacher discussions develop content understanding.
<input type="checkbox"/>		Exploration Lesson: Partners or small groups engage in exploratory challenge(s) in the form of activities and/or exercises.

Which strategies will we intentionally and strategically use to enhance instruction?

- Accurately and effectively use tools, precise mathematical language, and/or models
- Opportunities for peer share and/or collaboration.
- Encourage independent practice with productive struggle
- Encourage various explanations, representations, and/or examples.
- Promote reflection and metacognition
- Fluency practice

Analyze Common Formative Assessment Results

FA Results Percentage	Teacher 1: Hill			Teacher 2: Connelly			
	1 st	2 nd	3 rd	1 st	2 nd	3 rd	
Date of CFA: 8-25-21	12%	18%	70%	16%	20%	64%	
Report by period, proficient, almost proficient, far from proficient.	16%	5%	79%	—	29%	71%	
	3 rd		100%	3 rd	21%	79%	
	4 th	6%	18%	76%	4 th	—	100%

Data Analysis

What specific skills or understandings are keeping our students from being proficient?
 The 2 numbers in the ratio table at the beginning have to be multiplied by the same number to get an equivalent ratio. They are just trying to skip count down each column (leaving a number out occasionally)

Which mathematical habits of mind need more focus and/or practice?

- Uses precise mathematical language
- Meaningfully collaborates to express math understanding
- Uses the Read Draw Write procedure
- Completes fluency activities within time sets
- Shares and critiques various explanations and/or examples

Notes: Stress - equivalent ratios are found by multiplying by same number.

What is our plan to extend the learning of those who performed well?

P. 7 of NY Ratio Task → (University of Pittsburgh)

Date: Aug. 30, 2021

Science/Social Studies PLC Collaborative Planning Process

Focus Standard(s) for this week:

PS3.3 Analyze and interpret data to show the relationship between the kinetic energy and mass of an object in motion and its speed.

On-Grade Level Text-Based Lesson for the week:

Kinetic Energy Reading for Meaning

What high impact strategies did we use to teach the initial content?

- Explicit Teaching (not the same as direct instruction, see strategies explanation)
- Provided Worked Examples
- Planned Questioning
- Planned Multiple Exposures
- Non-Graded Student Feedback
- Exit Cards with Teacher Response
- Model Think Aloud
- Provided Explicit Protocols
- Provided Success Criteria
- Planned Collaborative Learning
- Metacognition Strategies
- Written response with feedback

Common Formative Assessment Results

CFA Results Percentage	Teacher 1: Perkey		Teacher 2: Brady	
Date of CFA: <u>8-26-21</u>	2nd: Prof: 16 Close: 1 Far: 5	4th: Prof: 11 Close: 2 Far: 4	2nd: Prof: 16 Close: 1 Far: 4	4th: Prof: 15 Close: 1 Far: 2
Report by period, proficient, almost proficient, far from proficient.	3rd: Prof: 14 Close: 3 Far: 1	5th: Prof: 16 Close: 1 Far: 3	3rd: Prof: 10 Close: 6 Far: 2	5th: Prof: 17 Close: 2 Far: 1

Data Analysis

What specific skills or understandings are keeping our students from being proficient?

On the most missed question, most students chose the opposite of the correct answer. They chose the person with the slowest speed.

What were some of our most effective high-impact strategies and/or curriculum elements used to deliver instruction of these standards?

Planned questioning and exposures - Analyzed multiple graphs and charts to understand the relationship between KE, mass, & speed.

What high impact strategies will we use to help those who are not proficient? How will we organize remediation?

Model think Aloud - Modeling the thought process on how to determine the amount of KE.

What is our plan to extend the learning of those who performed well?

When reviewing, these students will be questioned on their thinking processes so the other students can hear another perspective.

Date: _____

8-18-21

Science/Social Studies PLC Collaborative Planning Process

Focus Standard(s) for this week:

7.13 Explain the importance of Justinian's political, social, and architectural achievements.

On-Grade Level Text-Based Lesson for the week:

"The Nika Riot, Theodora's Great Victory (pgs. 55-57 of purple SS textbook)

What high impact strategies did we use to teach the initial content?

- Explicit Teaching (not the same as direct instruction, see strategies explanation)
- Provided Worked Examples
- Planned Questioning
- Planned Multiple Exposures
- Non-Graded Student Feedback
- Exit Cards with Teacher Response
- Model Think Aloud
- Provided Explicit Protocols
- Provided Success Criteria
- Planned Collaborative Learning
- Metacognition Strategies
- Written response with feedback

Common Formative Assessment Results

CFA Results Percentage	Teacher 1: Taylor	Teacher 2: Isom
Date of CFA: _____	1st: 15% Proficient, 35% Close, 50% Far 2nd: 22% Proficient, 25% Close, 50% Far 4th: 58% Proficient, 26% Close, 15% Far 5th: 54% Proficient, 31% Close, 23% Far	1st: 45% Proficient, 30% Close, 25% Far 2nd: 53% Proficient, 35% Close, 11% Far 4th: 58% Proficient, 33% Close, 9% Far 5th: 69% Proficient, 31% Close, 0% Far
Report by period, proficient, almost proficient, far from proficient.		

Data Analysis

What specific skills or understandings are keeping our students from being proficient?

Students were having a difficult time understanding the difference between social and academic achievements. The book is also a little confusing in the way Justinian's achievements are broken down. In one section of the book The Code of Justinian falls under political achievement but under social achievement in the Quick Check. We think this also became a little confusing.

What were some of our most effective high-impact strategies and/or curriculum elements used to deliver instruction of these standards?

We read the text aloud together and then discussed the key ideas from each section. Students were asked to explain aloud the achievements and then explain why that achievement was important. Students completed a Quick Check in the book in which they had to explain why Justinian was an influential leader and how his achievements

Date: _____

impacted the Byzantine Empire. Students then had to list an example of each achievement and explain why that particular achievement was important. Afterwards we shared responses.

What high impact strategies will we use to help those who are not proficient? How will we organize remediation?

As a whole class, we went over the CFA questions and discussed each achievement and its importance. We then completed a study guide and the essential questions handout. On the study guide students had to again list one example of each achievement. The essential questions asked them to write a complete sentence explaining in their own words why each achievement was important.

What is our plan to extend the learning of those who performed well?

Have students think about how they can apply their knowledge of this part of history to the real-world. Discuss how this connects to current events.