

**\*REVISED\***  
**PLC Meeting Agenda**

Guiding Questions to Focus PLC Discussions

- What is it that we want our students to learn? (Curriculum)
- How will we know if our students are learning? (Assessment)
- Are lessons student-centered? (Instruction)
- How will we respond when students don't learn? (Instruction)
- How will we enrich and extend the learning for students who are proficient? (Instruction)

<b>Sign In</b>	<i>Linda Mattner, Lien Le, Kristen J. Williams, Mariann Storr</i>		
<b>Meeting Dates</b>	March 31, 2021	<b>Grade Level</b>	4th
<b>Content/Focus Area</b>	ELA		
<b>Norms</b>	<ol style="list-style-type: none"> <li>1. Be prompt</li> <li>2. Stay on focus</li> <li>3. Come prepared with a charged laptop</li> <li>4. Time management</li> <li>5. Assigned team roles</li> <li>6. Evaluate and reflect on past, current, and future</li> </ol>		

### Short-Term Cycle

*Cycles are not linear. Keep in mind, parts or all of the cycle are often embedded every time a PLC meets.*

Review of PLC Goals from prior meeting	<b>Begin breaking the standard into learning targets.</b>
--	---

### PLAN

Identifying the Essential Standard  
[Unpacking the Standards](#)

**Essential Questions: Questions to guide our PLC. It is *not* always necessary to answer every question at every meeting.**

- What does the curriculum identify as the “essential standard”?
  - Our essential standard for this marking period is 4.RL.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- What does initial iReady or other data indicate about student performance connected to this “essential standard”?

Standard Code	Standard Description	Met	Not Met	Total
4.RL.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	0	0	27

Standard Code	Standard Description	Met	Not Met	Total
4.RL.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	6	0	18

Meeting 6/51 12%      Not yet meeting 45/51 88%

- We looked at our iReady data and identified exactly at what grade level were our students are actually performing . For example, a student may not be achieving the RL 4.1 standard, however, you might find they ARE achieving at a lower standard RL 3.1 2.1, 1.1.

	<ul style="list-style-type: none"> <li>• What would be student friendly language for the standard, critical vocabulary that students need to attain, and learning targets connected to the standard? <ul style="list-style-type: none"> <li>◦ <a href="#">SAS Spreadsheet</a></li> </ul> </li> <li>• We used the SAS GR4 unpacking Document to unpack the RL4.1 Standard. We identified critical vocabulary and started to write learning targets.</li> </ul>
<p>Briefly describe your common formative assessments (created or existing)</p>	<p><b>Essential Questions: Questions to guide our PLC. It is <i>not</i> always necessary to answer every question at every meeting.</b></p> <ul style="list-style-type: none"> <li>• Do we need to design common formative assessments for measuring progress along the way? What should they look like? <ul style="list-style-type: none"> <li>◦ Should we use the same text, or could we use leveled text (ie: ReadWorks)?</li> <li>◦ Same question with different level texts.</li> <li>◦ Genre - Realistic Fiction</li> <li>◦ Character based question - character development</li> <li>◦ Teachers will come next week with a passage for next week.</li> </ul> </li> </ul>
<p><a href="#">What makes a SMART Goal Smarter?:</a>  <a href="#">SMART Goal for this standard/unit</a>  <a href="#">Example of Grade Three Smart Goal</a></p>	<p><b>Essential Questions: Questions to guide our PLC. It is <i>not</i> always necessary to answer every question at every meeting.</b></p> <ul style="list-style-type: none"> <li>• Is our SMART goal specific and strategic, measurable, action oriented, rigorous, realistic, and results focused, and timed and tracked?</li> </ul>
<b>DO</b>	
<p>Examine results from formative assessment</p>	<p><b>Essential Questions: Questions to guide our PLC. It is <i>not</i> always necessary to answer every question at every meeting.</b></p> <ul style="list-style-type: none"> <li>• On which parts of the assessment did students perform well? Why do we believe this is the case?</li> <li>• On which parts of the assessment did students struggle? Why do we believe this is the case?</li> <li>• Do any assessment items need revising? Which items? Why? <ul style="list-style-type: none"> <li>◦ We discussed how to assess the multiple select question.</li> <li>◦ Altering the google form to be a quiz - instructions on how to change the form to meet our needs.</li> <li>◦ Discussed using NJ SLA Literary Analysis rubric for grading the open ended question</li> <li>◦ For next week, discuss gaps in student learning as evidenced by the assessment.</li> </ul> </li> <li>• Which students are in need of special attention? <ul style="list-style-type: none"> <li>◦ <a href="#">Williams Results</a></li> <li>◦ <a href="#">Slota Results</a></li> <li>◦ Mattner Results</li> </ul> </li> <li>• Are there other important findings about this common assessment needing to be recorded? <ul style="list-style-type: none"> <li>◦ Students struggle with meeting conventions portion of the rubric</li> </ul> </li> <li>• Action steps as a result of the data? <ul style="list-style-type: none"> <li>◦ Students can say what they think, but have a difficult time expressing their thoughts in words.</li> </ul> </li> </ul>
<p>Instructional Strategies (student-centered learning with engaging activities)</p>	<p><b>Essential Questions: Questions to guide our PLC. It is <i>not</i> always necessary to answer every question at every meeting.</b></p> <ul style="list-style-type: none"> <li>• How is the implementation of our plan going? Are we collecting data along the way? Do we need to learn more? Are we using agreed-on strategies and practices?</li> <li>• Are any roadblocks interfering with our interventions or daily practices?</li> <li>• How can we support each other? What resources can we use to support this implementation?</li> </ul>

	<ul style="list-style-type: none"> <li>○ Have more oral response to questions first.</li> <li>○ Model writing responses.</li> <li>○ Cloze exercise</li> <li>○ RAP - Restate the question, answer the question, prove the answer.</li> </ul>
<b><i>STUDY</i></b>	
Examine results from formative assessment	<p><b>Essential Questions:</b> Questions to guide our PLC. It is <i>not</i> always necessary to answer every question at every meeting.</p> <ul style="list-style-type: none"> <li>● On which parts of the assessment did students perform well? Why do we believe this is the case?</li> <li>● On which parts of the assessment did students struggle? Why do we believe this is the case?</li> <li>● Do any assessment items need revising? Which items? Why?</li> <li>● Which students are in need of special attention?</li> <li>● Are there other important findings about this common assessment needing to be recorded?</li> <li>● Action steps as a result of the data?</li> </ul> <p>Next marking period - Switching to math, begin with data from assessment at end of 2nd Marking Period.</p> <p>Write a new assessment to account for class changes.</p>
What are your <b>NEW</b> instructional strategies to address strengths and weaknesses using the fresh formative data?	<p><b>Essential Questions:</b> Questions to guide our PLC. It is <i>not</i> always necessary to answer every question at every meeting.</p> <ul style="list-style-type: none"> <li>● What are new instructional strategies for implementation based on examination of the data?</li> </ul>
<b><i>ACT</i></b>	
Conclusions from all formative assessments	<p><b>Essential Questions:</b> Questions to guide our PLC. It is <i>not</i> always necessary to answer every question at every meeting.</p> <ul style="list-style-type: none"> <li>● Did we meet our goal? What did we learn throughout this process? What recommendations do we have for continuous improvement in this area?</li> <li>● How can we hold the gains? What might be our next steps?</li> <li>● How did we work together?</li> </ul>
Enrichment and support activities	