Subject:	Unit:	CCSS:

Team Members Present:
> ➤

Building Worthy Target:

2017-2018 Grade Level/Content Area PLC SMART Goal:

Unit SMART Goal:
Specific: "What exactly do you want to do?"
Measurable: "How will you know you have met your goal?"
Attainable: "What do you need in order to make this goal happen?"
Relevant: "Why is this goal important?"
Time-Based: "When will you achieve your goal?"

_____**%** of our **__th** Grade students will be able to _____, therefore exhibiting proficiency with standard _____ on our _____ given during _____, to be completed by _____.

Example:
80% *of our* *5th* *Grade students will be able to* *multiply two-digit factors using the U.S. standard algorithm and divide with a two-digit divisor with a strategy of their choice,* *therefore exhibiting proficiency with standards* *5.NBT.B.5 and 5.NBT.B.6* *on our* *Mid-Unit CFA, End-of-Unit District created assessment, and team-chosen checkpoint classwork assignments* *given during* *Unit 4 of Investigations*, *to be completed by* *April 17th, 2019.*

1. What do we expect students to learn? *(answer questions below based on the end-of-unit assessment)*

Students should understand:	Students should be able to do:

Learning Targets: *(should have 3-5 learning targets)*
1. I can…
2. I can…
3. I can…

2. How will we know if students have learned?

Use the calendar to record meeting dates and when CFAs will be given and scored.

Sun	Mon	Tues	Wed	Thurs	Fri	Sat

What CFA(s) will be used? *(teacher-created, curriculum-based, etc.)*

What instructional strategies will be used?

CFA Analysis (percentage of students met SMART goal target):

Pre-Assessment ____%	Mid-Assessment ____%	Post-Assessment ____%

Adjusted SMART Goal (based on mid-unit assessment):

Data-Analysis
(please either insert your team's data, link it, or screen shot it in the blank sections below):

Data analysis protocol
Use your data from CFAs and MAP to guide your team's planning for support, continued guidance, and enrichment.
You many Copy and Paste the notes you take below from your discussion into your lesson plans for Power ½ Hour.

Power ½ Hour Co-Planning Guide

Dates Implemented:

Grade Level:	Subject Area:

Unit Priority Standard(s):

Teams can have more than one group/teacher per level of proficiency (ex: 2 teachers may need to share the "Meeting" group or "Intervention" group.

1. RIT Range:	2. RIT Range:	3. RIT Range:	4. RIT Range:	5. RIT Range:
Teacher:	Teacher:	Teacher:	Teacher:	Teacher:

1:	**Activities- I Do:** (Focused Instruction with a Purpose: Modeling: 1. I Statements… {"Notice when I…"} 2. Metacognition: "…because…" "…why…" "how…") **We Do:** (Guided Instruction: Questions, prompts, and cues - Rotate around OR small group pulled) **You Do Together:** (Collaborative Learning: {student-to-student connection} [Using Academic language (NOT quiet)]
	Assessment- You Do: (Application of skills, In-class/Out-of-class Independent Learning)

2:	**Activities- I Do:** (Focused Instruction with a Purpose: Modeling: 1. I Statements… {"Notice when I…"} 2. Metacognition: "…because…" "…why…" "how…") **We Do:** (Guided Instruction: Questions, prompts, and cues - Rotate around OR small group pulled) **You Do Together:** (Collaborative Learning: {student-to-student connection} [Using Academic language (NOT quiet)]
	Assessment- You Do: (Application of skills, In-class/Out-of-class Independent Learning

3:	**Activities- I Do:** (Focused Instruction with a Purpose: Modeling: 1. I Statements… {"Notice when I…"} 2. Metacognition: "…because…" "…why…" "how…") **We Do:** (Guided Instruction: Questions, prompts, and cues - Rotate around OR small group pulled) **You Do Together:** (Collaborative Learning: {student-to-student connection} [Using

Academic language (NOT quiet)]

Assessment- You Do: (Application of skills, In-class/Out-of-class Independent Learning

4:	**Activities- I Do:** (Focused Instruction with a Purpose: Modeling: 1. I Statements… {"Notice when I…"} 2. Metacognition: "…because…" "…why…" "how…") **We Do:** (Guided Instruction: Questions, prompts, and cues - Rotate around OR small group pulled) **You Do Together:** (Collaborative Learning: {student-to-student connection} [Using Academic language (NOT quiet)]

Assessment- You Do: (Application of skills, In-class/Out-of-class Independent Learning

5.	**Activities- I Do:** (Focused Instruction with a Purpose: Modeling: 1. I Statements… {"Notice when I…"} 2. Metacognition: "…because…" "…why…" "how…") **We Do:** (Guided Instruction: Questions, prompts, and cues - Rotate around OR small group pulled) **You Do Together:** (Collaborative Learning: {student-to-student connection} [Using Academic language (NOT quiet)]

Assessment- You Do: (Application of skills, In-class/Out-of-class Independent Learning

3. How will we respond when learning HAS NOT occurred?
What re-teaching strategies will be utilized? *(you can check with Data Analysis Protocol to help you answer)*
LEP strategies: (Examples: Use gestures when speaking, Simplify language, Extra time, Reduce # of answer choices on quizzes/tests, Kinesthetic activities)
IEP strategies: (Examples: Desk closest to teacher, Allow to stand, Child can read out loud, Show only 1-2 problems at a time, Provide fact chart/table)
Percentage of struggling students who met the SMART goal target after re-teaching *(based on CFA or other formative assessment)*? _____%
4. How will we respond when learning HAS occurred?
What extension strategies will be utilized? *(you can check with Data Analysis Protocol to help you answer)*
LEP strategies:
IEP strategies: