

## 5th Grade PLC

### Promise to Kids

100% of students will be proficient as measured by a teacher created rubric at citing textual evidence or explaining their evidence using short, constructed responses. Students will demonstrate this across all content areas.

<p><b>Date:</b> Wednesday, August 30, 2017</p> <p><b>Location:</b> [REDACTED] room</p> <p><b>PLC Members:</b></p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p><b>Roles:</b></p> <ul style="list-style-type: none"><li>• Time keeper- [REDACTED]</li><li>• Materials Manager - [REDACTED]</li><li>• Recorder- [REDACTED]</li><li>• Host- [REDACTED]</li><li>• Taskmaster - [REDACTED]</li><li>• Agenda Creator - [REDACTED] - send out on Tuesdays</li><li>• Email Liaison - [REDACTED]</li></ul> <p><b>Norms</b></p>
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### PLC Guiding Questions:

- ★ What do we want students to learn?
- ★ How will we know if they've learned it?
- ★ What will we do if they didn't learn it?
- ★ What will we do if they already know it?

<p><b>Celebrations:</b></p> <ul style="list-style-type: none"><li>• [REDACTED] has lunch with [REDACTED] once a week.</li><li>• [REDACTED] Book Club</li></ul>	
<ul style="list-style-type: none"><li>• <del>New Student [REDACTED] attendance and had an IEP but doesn't anymore?? May need to follow up.</del></li><li>• [REDACTED] - attention. Struggles to complete work.</li><li>• [REDACTED] - He is very bright and we want to make sure he get accelerated support - socially he is not building relationships - already paired with [REDACTED]. In reading group with [REDACTED]. Blurts a lot and has switched to a trapper keeper. [REDACTED] will test him for GT in December.</li><li>• [REDACTED] dad is frustrated with Ameritowne and the swap with [REDACTED]</li></ul>	<ul style="list-style-type: none"><li>• [REDACTED] in Math and LA</li><li>• [REDACTED] - Math and LA * Wait on SIT info... PM class where there is NO support. We got her MOVED into [REDACTED]'s morning class! [REDACTED] is happy and enjoying it!</li><li>• [REDACTED] - take a lot of time to complete work, very stressed. Needs step by step instruction for work completion. Not able to restate. <b>He still needs support in these areas. Bring to SIT??</b></li><li>• [REDACTED] - <b>HE IS STILL STRUGGLING TO STAY FOCUSED - WILL TALK WITH MOM AT CONFERENCES</b></li></ul>

and parents want a decision to be made.

**Thoughts** - can we use our community time to differentiate for kids who are struggling with executive functioning and attention. We will reach out to [REDACTED] about joining our time. We will create a google doc to add student who could benefit from this work. **This went well. We did the groups for the month of October. Will continue to implement executive functioning and growth mindset into the classroom.**

- [REDACTED] - introvert? Put in group?
- 12-13 [REDACTED] - he is not doing any work and we need to put a new plan in place to support work completion.
  - 1-10 plan to complete work in [REDACTED] room and THEN he can come to class.
- [REDACTED] - need a work plan

Suggestion - touch base with old teacher

[RAEE LA Support Doc](#)

[RAEE Math Support Doc](#)

[Executive Functioning/Introvert Group List](#)

[RAEE Outline with Sentence Frames](#)

[PARCC Writing Rubric](#)

1-24-18

**What to Bring:**

- [REDACTED] - Science RAEE statement - undgraded
- [REDACTED] - Supplies for class anchor charts

**Today's Agenda:**

- Discuss kids - yellow and red
- Share RAEE question and student work
- **Quick sort** kid work and determine goals for sub groups.
- **Create anchor charts** for each classroom.

**Notes About Today:**

- **Students discussed**
  - [REDACTED] - plan in working
  - [REDACTED] - needs a plan
  - Two new students to watch - [REDACTED]
  - [REDACTED] - trying to move forward with an IEP, but mom has not responded via phone.
  - [REDACTED] is not going to [REDACTED]
- Looked at RAEE
  - We have EVOLVED in our writing instruction to teach a structure of writing to a response that reflect deep thinking and the ability to identify the structure needed to write about the content.

## 1-10-18

- [REDACTED] will have an individual work plan
- Moving Group PLC to 1x a month - 3rd Wednesday of each month
  - January 24th
  - February 21st
  - March 21st
  - April 18th
  - May 23rd
- On our next PLC Meeting (February 21st) teach 1 RAEE and come and do a quick sort and share one high, med, low. Share out your teaching approach for your lesson prior to the student's RAEE.

## 11-29-17

### What to Bring:

- Cell phone for a PHOTO share. :-)

### Today's Agenda:

- **Student concerns/ celebration**
  - Problem solve if needed
- [PARCC Resource](#)
- Plan December-January PLC plan
- **We need to accomplish this and get the info back to [REDACTED] and [REDACTED].** Questions from Leadership: **How are we going to purposefully schedule Formative Assessment (or DOLs) to give timely feedback on our most imperative learning targets. Math? LA?** Discuss and share information back out to leadership.
- Question for leadership team: How are we fitting in interventions or remediation? (PLC questions 3 & 4)

### Notes About Today:

- **How are we going to purposefully schedule Formative Assessment (or DOLs) to give timely feedback on our most imperative learning targets. Math? LA?** Discuss and share information back out to leadership
  - Exit slips in LA are harder to do. But if we think about our projects and the learning targets and skills we are teaching. We use the rubrics and learning targets to monitor their growth. It is hard to think about a specific exit slip
  - Math - haven't been doing as well lately because things are moving faster and I ended up doing 2 lessons, so it is hard to decide which one to give. Lately the low kids are even sharing and getting the lesson. When kids don't get an exit slip, there is some relief with the kids when an exit slip is not given.
- How are we fitting in interventions or remediation? (PLC questions 3 & 4)
  - What is going well:
    - LA -
      - Targeting Instruction time for LA block. 11:30 -12:00.
      - [REDACTED] sharing kids for word study. When we share

kids, we all know kids and can share the behaviors we see about kids.

- Using the writing rubrics to grade portions of the students texts so we can pull small groups and intervene before too much of the writing is complete
- Using Tammy as enrichment
- Math -
  - having the Math 180 and the right interventions. We needed the right resources
  - Interventions for both high and low
  - Team is responding to pre-tests
- General Thoughts:
  - We feel that these kids are OUR kids. We share these kids and want all of them to succeed and to grow.
  - The teachers and support staff are so willing to help and it take a village and we have a village.
- What are the challenges:
  - LA - Time to grade as consistently as we would like.
  - MATH - finding the time to grade and give the feedback. But we know that will always be a challenge.
- Executive functioning is a skill we need to teach all kids... Could we have an executive functioning
- Parent involvement and information about
- Content - process - product

**For Next Time:**

**11-8-17**

**What to Bring:**

- Student work samples of RAEE in any content you taught
- Any support documents you have created to help teach RAEE
- Cell phone for a PHOTO share. :-)

**Today's Agenda:**

- **Review norms and roles**
- **Student concerns/ celebration**
  - Problem solve if needed
- [PARCC Resource](#)
- Break into teams to discuss specific students trends - make a list of next steps (15 min.)
- Come back together to share trends as a grade level.
  - What do the students still need support on?
- Brainstorm next steps for
  - Student goals
  - Teacher actions/ strategies.
- Plan November - December PLC plan
- **We need to accomplish this and get the info back to [REDACTED].** Questions from Leadership: **How are we going to purposefully schedule Formative Assessment (or**

**DOLs) to give timely feedback on our most imperative learning targets. Math? LA?**  
Discuss and share information back out to leadership.

### Notes About Today:

- iReady -
  - Share growth monitoring reports with students
  - Reports to know: growth monitoring, class norms, instructional profiles
  - Concerns - are we testing the kids TOO much??
- RAEE
  - Are we asking too much of the kids?
    - Answer correctly, and explain HOW you know. Why did you solve it or answer it that way?
    - Analyze the question and the type of question that is being asked.
    - Purpose is to explain HOW you know your answer is correct. Prove your answer.

### For Next Time:

- N/A

10-25-17

### What to Bring:

- Student work samples in Math and LA.
- Any support documents you have created to help teach RAEE
- Cell phone for a PHOTO share. :-)

### Today's Agenda:

This meeting will start whole group then break into [REDACTED] to discuss specific trends with students.

- Review norms and roles
- Student concerns/ celebration
  - Problem solve if needed
- Break into teams to discuss specific students trends - make a list of next steps (15 min.)
- Come back together to share trends.
- Brainstorm next steps for
  - Student goals
  - Teacher actions/ strategies.
- Plan November - December PLC plan
- Questions from Leadership: **How are we going to purposefully schedule Formative Assessment (or DOLs) to give timely feedback on our most imperative learning targets. Math? LA?** Discuss and share information back out to leadership.

### Notes About Today:

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## For Next Time:

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10-11-17

## What to Bring:

- Use the document created to scaffold the students to write a proficient piece. We will ALL bring another student sample after using the doc to teach it.
- Math and LA will each have a planning document to support students. When teaching, do the math or determine the answer together so we can really focus on the structure of the sentence and the evidence students are using to explain their thinking.
- Cell phone for a PHOTO share. :-)

## Today's Agenda:

- Review norms and roles
- Student concerns/ celebration
  - Problem solve if needed
- Share what you did for INSTRUCTION prior to the students completing the RAEE response.
- Share out the written responses you collected.
- Set agenda for next meeting.
- Share our phono-photos. :-)

## Notes About Today:

- Shared common student samples to discuss the WHY behind one student's deficits.
  - students taking so much time to solve the math, they are not getting to the writing portion.
  - Students attach a picture but they do NOT add their
- What to do to support student now:
  - Use student exemplars and analyze it - highlight the parts of the RAEE statement and show how to do it. Then analyze one that is missing some parts and fix it up as a class.
  - Can students do voice to text? It's hard in Math...
- It's been helpful to work on one particular math problem with a RAEE statement rather than do it for ALL written response. This way we can ensure students have the Math down before they write. Then we can focus on the writing piece.
- We are seeing common trends with the way students are writing and the deficits,
  - We are learning that sometimes the vocab is what is stopping the kids - next time we can work to frontload the vocab
  - Use it as an extension and write a RAEE response for students who finish early, but not all students are expected to do it every time.
- Idea for Instruction: In LA, [REDACTED] will work to re-teach their work.
  - Get samples from both MATH and LA
  - Next week LA will teach in small groups the pieces that they are missing

- Include sentence structures to support them in explaining their evidence and giving examples.

#### For Next Time:

- [REDACTED] will give another RAEE
- [REDACTED] will teach the sentence structures needed to give evidence and explain your examples or cited evidence in small group.
- Each teacher will give another opportunity to write a RAEE statement before our Oct. 25th meeting.
- **Oct. 18th - Split LA/Math - [REDACTED] can choose**
- **Oct. 25th - Whole team - share strategies**

9-27-17

#### What to Bring:

- Use the document created to scaffold the students to write a proficient piece. We will ALL bring another student sample after using the doc to teach it.
- Math and LA will each have a planning document to support students. When teaching, do the math or determine the answer together so we can really focus on the structure of the sentence and the evidence students are using to explain their thinking.
- Cell phone for a PHOTO share. :-) (Thanks [REDACTED] for the idea)

#### Today's Agenda:

- Review norms and roles
- Student concerns/ celebration
  - Problem solve if needed
- Share what you did for INSTRUCTION prior to the students completing the response.
- Share out the written responses you collected.
- Set agenda for next meeting.
- Share our photo-photos. :-)

#### Notes About Today:

- Data will be taken in 4 week intervals rather than bi-weekly.
- Continue to teach and use in all content.
- Create posters to hang in the classes.
- Kids taking a knee...
- [REDACTED] created a shared folder for RAEE docs.
- [REDACTED] meeting

#### For Next Time:

- **Meeting Date: All meeting dates are 8:20 time.**
  - **Oct. 4th - Split LA/ Math - Tammy @ GT PLC**
  - **Oct. 11th - Whole Team - with RAEE data**

- Oct. 18th - Split LA/Math - [REDACTED] can choose
- Oct. 25th - Whole team - share strategies

9-20-17

**What to Bring:**

- Bring a student response to a questions
- Task - you will need to answer this question in a complete sentence. You need to restate the question, answer the question and explain your answer using evidence.
- RAEE - Restate, Answer, Explain, Evidence

**Today's Agenda:**

- Review norms and roles
- Share out the written responses you collected. Choose two to three students per class to analyze across the content areas.
- Share what you did for INSTRUCTION prior to the students completing the response.
  - Vocabulary - students can generate the words that they MAY need to use to understand the questions and to answer the questions completely and correctly.
  - We modified the RUBRIC to use across content that we will use for all RAEE responses
- Review rubrics and if what we used worked or if we still need to modify.
  - Peabody RACE
  - Franklin's RACE
- **Develop our PROMISE to kids and create a SMART goals for our RAEE, writing to explain, goal. We did not do this last time... do we want to finish it?**

**Notes about today:**

- Completed the questionnaire for the LEA
- Discussed kids - will work to create differentiated group for our Wednesday community time. Reach out to [REDACTED] to support. [REDACTED] teach executive functioning and kayleen continue with growth mindset.
- Shared data and growth of students
- [REDACTED] shared her doc. "Show what you know - Math"
  - We will work to create a doc for LA and perhaps Science/SS as well to help students extrapolate the information they need to create the response.
  - This will help kids KNOW WHERE TO BEGIN
- Do the MATH together with the kids and MODEL the writing. Use the Peabody Show what you know Doc. made by [REDACTED] to help instruct the kids - this is the scaffold we will use to support our learners.

Tammy's Doc Link

**For Next Time:**

- Create a LA "Show What you Know" doc.
- Bring and share out.
- Use the document created to scaffold the students to write a proficient piece. We will ALL bring another student sample after using the doc to teach it.
- Next meeting - Wednesday, September 27th.



