PLC Agenda

1. What do we want students to know and be able to do?

- [Standards One-Pager Template](#) (1st-5th)
- Write specific objectives and student-friendly learning goals (**Purpose)**
  - **Teachers and students must be able to state:**
    - **What are we learning?**
    - **Why are we learning it?**
    - **How will we know when we've learned it?**
  - [Item specs](#)
  - Scope and Sequence/Blueprints
    - ClassLink → District Apps → LCS Curriculum Documents
  - [FSA Ranges Summary](#)

> **Board Configuration:**
> - I am learning....
> - This will help me.....
> - I've learned it when I can...

2. How will we know when they've learned it?

- Create Common Assessment - adjust any needed questions/schedule tentative date
- Note the difference between [grade level standards](#) (i.e. 3rd to 4th, 4th to 5th, etc.)
  - [Florida ELA Standards Progression](#)
  - [Florida Mathematics Standards Progression](#)
- Assessment Date(s)
  - Decide when formative/common assessment results will be shared
- Introduction
  - **Modeling**
    - What would it look like?
    - How would you use an anchor chart?
    - IF ELA- Linked to a text? (Consider length of text when the purpose is for modeling)
- Lesson Planning
  - Discuss specific <u>days</u>, instructional strategies, texts, tasks, and <u>formative assessments</u> **(Plan for modeling, guided instruction, collaborative learning, and independent learning using [district framework one-pager](#) as a resource)**
    - [Authentic Literacy Block](#)
  - IDR question/task for ELA

3. How will we respond when they don't learn?

- Interventions - specific resources/tasks/materials to be used, grouping decisions, etc. (groups should be *fluid* based on common & formative assessments)

4. How will we respond when they already know it?

- Enrichment/Extension