

**\*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>	Leslie Rodriguez , Yasnaya Lorick, Delma Quiñones ,Jessica Faison, Sunae Usyk		
<b>Meeting Dates</b>	3/24/2021	<b>Grade Level</b>	1
<b>Content/Focus Area</b>	English Language Arts		
<b>Norms</b>	<ol style="list-style-type: none"> <li>1. Stay on topic</li> <li>2. Be positive and supportive with suggestions</li> <li>3. Be consistent with common goals</li> <li>4. Make it a group effort</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.*

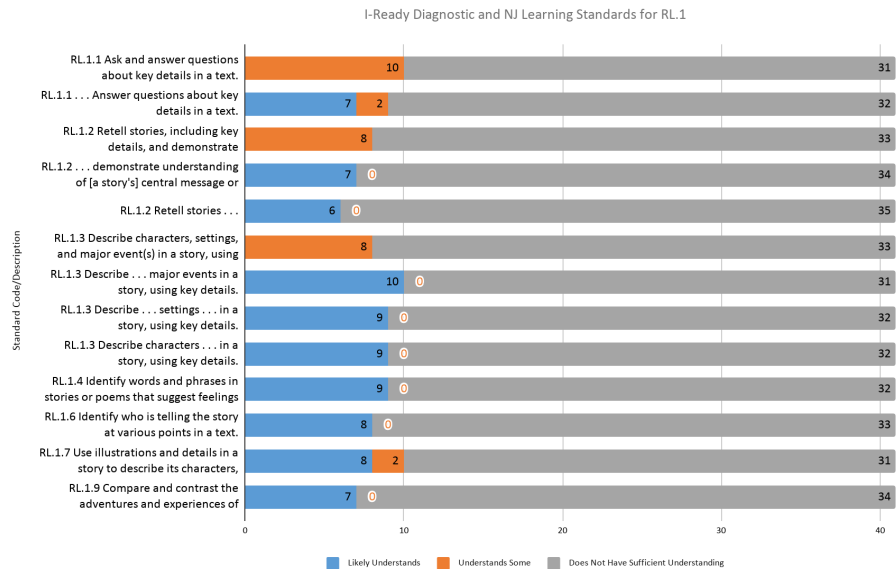
Review of PLC Goals from prior meeting	The previous short-term Cycle was focused on the standard below: <b>RL 1: Ask and answer questions about key details in a text.</b>
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**PLAN**

<p>Identifying the Essential Standard <a href="#">Unpacking the Standards</a>  <a href="#">Link to District Power Standards Document</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>• What does the curriculum identify as the “essential standard”? <ul style="list-style-type: none"> <li>◦ The curriculum identifies <b>RL 1: Ask and answer questions about key details in a text as a power standard.</b></li> </ul> </li> <li>• What does initial iReady or other data indicate about student performance connected to this “essential standard”?</li> </ul> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Placement by Domain*</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Placement by Domain Data</caption> <thead> <tr> <th>Domain</th> <th>Green Segment</th> <th>Yellow Segment</th> <th>Red Segment</th> </tr> </thead> <tbody> <tr> <td>Phonological Awareness (PA)</td> <td>~30%</td> <td>~50%</td> <td>~20%</td> </tr> <tr> <td>Phonics (PH)</td> <td>~30%</td> <td>~50%</td> <td>~20%</td> </tr> <tr> <td>High-Frequency Words (HFW)</td> <td>~40%</td> <td>~40%</td> <td>~20%</td> </tr> <tr> <td>Vocabulary (VOC)</td> <td>~30%</td> <td>~50%</td> <td>~20%</td> </tr> <tr> <td>Comprehension: Literature (LIT)</td> <td>~20%</td> <td>~60%</td> <td>~20%</td> </tr> <tr> <td>Comprehension: Informational Text (INFO)</td> <td>~30%</td> <td>~50%</td> <td>~20%</td> </tr> </tbody> </table> <p style="text-align: right; font-size: small;">*Students not completed are not included.</p> </div> <p style="text-align: center; color: blue; font-weight: bold;">Most of our students are one grade level below in the area of comprehending literature. Of the remaining students, some need significant support while a larger number are</p>	Domain	Green Segment	Yellow Segment	Red Segment	Phonological Awareness (PA)	~30%	~50%	~20%	Phonics (PH)	~30%	~50%	~20%	High-Frequency Words (HFW)	~40%	~40%	~20%	Vocabulary (VOC)	~30%	~50%	~20%	Comprehension: Literature (LIT)	~20%	~60%	~20%	Comprehension: Informational Text (INFO)	~30%	~50%	~20%
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above grade level. It would be interesting to delve deeper into the students in the red region to determine who they are and if there are any extenuating circumstances to consider.

### Additional Data from the I-ready Diagnostic:



[Click this link for I-Ready PDF.](#)

- What would be student friendly language for the standard, critical vocabulary that students need to attain, and learning targets connected to the standard?  
[https://docs.google.com/spreadsheets/d/1dHa5lrQ4ppRwRNoY1NerC8\\_wsx-dsRXyy5AID3292es/edit#gid=1768972977](https://docs.google.com/spreadsheets/d/1dHa5lrQ4ppRwRNoY1NerC8_wsx-dsRXyy5AID3292es/edit#gid=1768972977)

We will focus on the first three learning targets this marking period.

- I can ask and answer questions about key details in a text.
  - Characters/setting
  - problem/solution
  - author's message
- I can retell the beginning, middle and ending of story
- I can use illustrations and details in a story to describe its setting.

Briefly describe your common formative assessments (created or existing)

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

- Do we need to design common formative assessments for measuring progress along the way?
  - Yes. We would like to create a generic, common formative assessment which can be shared across the curriculum including during interventions and differentiated groups.
- What should they look like?
  - The assessment we will use will be based on this template: [RL1 Template](#)
  - We will use [Goldilocks and the Three Bears](#) by Jan Brett for our common assessment.
  - We will finalize the assessment next week (3/3/21)  
[March First Grade Assessment: Key Details](#)
  - We will have our common formative assessment administered by March 17th
  - Results of the assessment will be documented on the [1st grade folktale](#)

assessment form.

[What makes a SMART Goal Smarter?:](#)  
[SMART Goal for this standard/unit](#)  
[Example of Grade Three Smart Goal](#)

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

- Is our SMART goal specific and strategic, measurable, action oriented, rigorous, realistic, and results focused, and timed and tracked?  
80% of students will be able to state the character, setting, and lesson of a folktale with 80% accuracy by March 2021.

### DO

Examine results from formative assessment

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

- On which parts of the assessment did students perform well? Why do we believe this is the case? The students did well with the characters and the setting.
- On which parts of the assessment did students struggle? Why do we believe this is the case? Some students struggled with the lesson/ moral of the story.
- Do any assessment items need revising? Which items? Why? No
- Which students are in need of special attention? none
- Are there other important findings about this common assessment needing to be recorded? No
- Action steps as a result of the data? In the next phase, we will expand on the standard.

Instructional Strategies (student-centered learning with engaging activities)

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

- How is the implementation of our plan going? Good. Are we collecting data along the way? Yes. Do we need to learn more? We need to make sure the students can identify the lesson/ moral from the story. Are we using agreed-on strategies and practices? Yes.
- Are any roadblocks interfering with our interventions or daily practices? No.
- How can we support each other? We collaborate well and are using the same texts and teacher made tools. What resources can we use to support this implementation? We will continue using the same resources and add on to our resources so that they are shared among all of us.

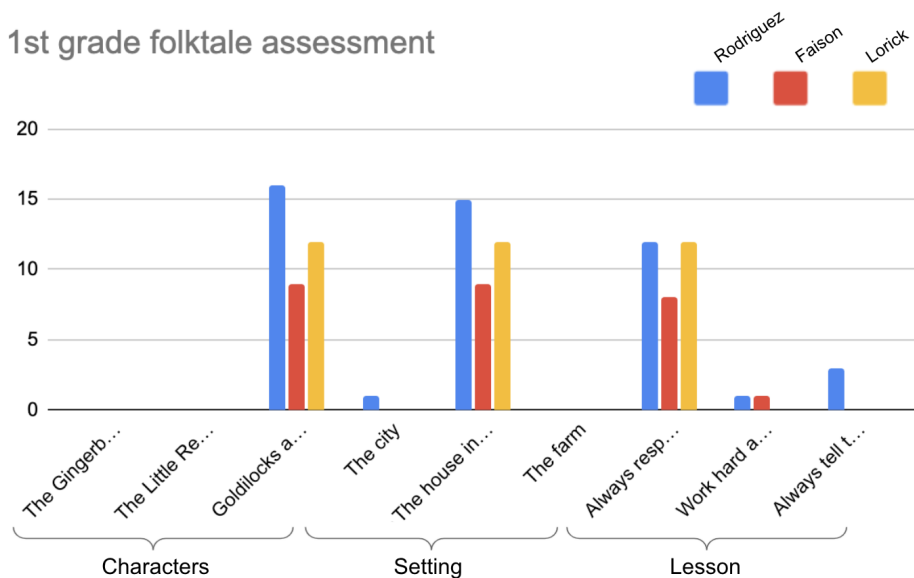
### STUDY

Examine results from formative assessment

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

Formative Assessment Results for 1st Grade Folktale

1st grade folktale assessment



	<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? Overall, students did well in all parts of the assessment.</li> <li>• On which parts of the assessment did students struggle? Why do we believe this is the case? The area some students struggled with was the lesson of the story.</li> <li>• Do any assessment items need revising? No. Which items? Why?</li> <li>• Which students are in need of special attention? None.</li> <li>• Are there other important findings about this common assessment needing to be recorded? As a whole, the students did well.</li> <li>• Action steps as a result of the data? Assess students in more detail.</li> </ul>
<p>What are your <b>NEW</b> instructional strategies to address strengths and weaknesses using the fresh formative data?</p>	<p><b>Essential Questions:</b> Questions to guide our PLC. It is <b>not</b> 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>ACT</b>	
<p>Conclusions from all formative assessments</p>	<p><b>Essential Questions:</b> Questions to guide our PLC. It is <b>not</b> 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? Yes, we met our goal. More than 80% of students were able to state the character, setting, and lesson of a folktale with better than 80% accuracy.</li> <li>• What recommendations do we have for continuous improvement in this area? We can achieve continuous improvement in this area by revisiting and expanding the standard.</li> <li>• How can we hold the gains? What might be our next steps? We can continue to revisit and expand upon the standard.</li> <li>• How did we work together? We collaborated well in all phases of the short-term cycle.</li> </ul>
<p>Enrichment and support activities</p>	