

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)

Sign In	Jessica Faison Y. Lorick, Leslie Rodriguez, Sunae Usyk,		
Meeting Dates	Wednesday, January 27, 2020	Grade Level	1
Content/Focus Area	Mathematics		
Norms	<ol style="list-style-type: none">1. Stay on topic2. Be positive and supportive with suggestions3. Be consistent with common goals4. Make it a group effort		

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

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”?

1.OA.B.3

Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)

- What does initial iReady or other data indicate about student performance connected to this “essential standard”?
- What would be student friendly language for the standard, critical vocabulary that students need to attain, and learning targets connected to the standard?

Friendly Language: I can use different ways to add and subtract within 20. I can add and subtract in different order.

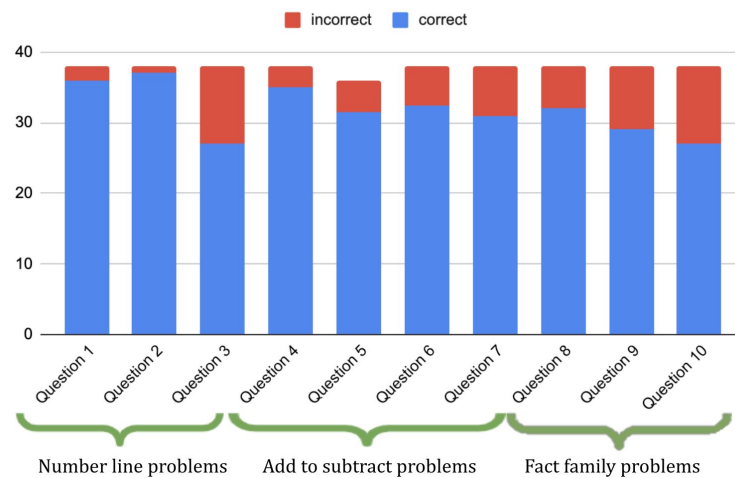
Critical Vocabulary: addition, subtraction, fact family, addend, difference, sum, ten frame, number line, addend

Learning Targets:

1. I can add and subtract up to 20 using manipulatives.
2. I can make addition and subtraction number sentences using fact families
3. I can add and subtract in different order.
4. I can add and subtract using a number line
5. I can add fluently up to 10.
6. I can subtract fluently up to 10.

	<p>7. I can explain my thinking and how I got my sums or differences.</p> <p>8. I can use a ten frame to add and subtract within 20.</p> <p>9. I can make ten to add and subtract within 20.</p>
<p>Briefly describe your common formative assessments (created or existing)</p>	<p>Essential Questions: 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"> Do we need to design common formative assessments for measuring progress along the way? What should they look like? <p>Yes. We will design a common formative assessment to measure students' progress with subtraction.</p> <p>Jamboard</p> <ul style="list-style-type: none"> Discussion: <ul style="list-style-type: none"> Manipulatives include: Number lines, part-part-whole/triangles, add to subtract, draw pictures and cross out, fact families Concerns: Using a 10 frame to make ten to subtract is difficult because there are too many steps. Lorick: Has been using word problems Faison & Rodriguez: Not working on word problems much, yet. For the assessment, everyone will create problems so that there are a total of 10 problems on the assessment. <ul style="list-style-type: none"> Faison: Number line problems (2), word problem using number line (1) Lorick: Add to subtract problems (2), word problem using add to subtract (1) Rodriguez: Fact family problems (2), word problem using fact family (1), 10-frame problem (1) <p>We will have the problems ready for the next meeting so that we can create an assessment.</p> <ul style="list-style-type: none"> Assessment begun, link to Math Assessment is: Math Assessment Jamboard Results will be collected by January 27, 2021. <p>Math Assessment is still in progress (I-Ready Diagnostic was being administered this week).</p>
<p>What makes a SMART Goal Smarter?: SMART Goal for this standard/unit Example of Grade Three Smart Goal</p>	<p>Essential Questions: 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"> Is our SMART goal specific and strategic, measurable, action oriented, rigorous, realistic, and results focused, and timed and tracked?
DO	
<p>Examine results from formative assessment</p>	<p>Essential Questions: Questions to guide our PLC. It is <i>not</i> always necessary to answer every question at every meeting.</p> <p>Analysis of Assessment Data:</p> <ul style="list-style-type: none"> Rodriguez created a Google Form for teachers to enter their number correct by question. Data will be discussed further at the next meeting. Initial examination of data indicates students find word problems challenging. Thinking about the future: Guide students through the test, reading word problems as necessary.

1st Grade Subtraction Assessment Data



- On which parts of the assessment did students perform well? Why do we believe this is the case?
Number line problems and add to subtract problems
- On which parts of the assessment did students struggle? Why do we believe this is the case? Students are still struggling on word problems. We believe this is because students are still learning how to read. Also, multi step problems present additional challenges.
- Do any assessment items need revising? Which items? Why?
- Which students are in need of special attention?
- Are there other important findings about this common assessment needing to be recorded?
- Action steps as a result of the data?

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? Are we collecting data along the way? Do we need to learn more? Are we using agreed-on strategies and practices?
- Are any roadblocks interfering with our interventions or daily practices?
- How can we support each other? What resources can we use to support this implementation?

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.

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What are your NEW instructional strategies to address strengths and weaknesses using the fresh formative data?	<p>Essential Questions: Questions to guide our PLC. It is not always necessary to answer every question at every meeting.</p> <ul style="list-style-type: none"> What are new instructional strategies for implementation based on examination of the data?
ACT	
Conclusions from all formative assessments	<p>Essential Questions: Questions to guide our PLC. It is not always necessary to answer every question at every meeting.</p> <ul style="list-style-type: none"> Did we meet our goal? What did we learn throughout this process? What recommendations do we have for continuous improvement in this area? How can we hold the gains? What might be our next steps? How did we work together?
Enrichment and support activities	

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