<u>Guiding Questions to Focus PLC Discussions</u>
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	Christina Gonzales *cg* Darchele L Scott *DLS* Sue Pennock *SP* Greg Coughlin Brittany Aponte *BA* Shannon DePersenaire Kim Shick *KS*		
Meeting Dates	3/23/21	**Grade Level**	3rd
Content/Focus Area	ELA		
Norms	- Have a positive tone when contributing and be an active listener - Be prompt and considerate of time and PLC agenda - Be prepared with data - Stay on pace with macroplan - TRUST THE PROCESS!		

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"? <mark>Essential standard:</mark> - RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers - 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? **Student friendly language**: I can ask and answer questions to show that I understand the stories that I am reading. I can find the answers to specific questions within the stories that I read. **Critical vocabulary**: relevant, connections, Ask questions, Answer questions, Demonstrate understanding, Refer explicitly to text, analyze, cite, evidence, details, explain **Learning targets**: I can closely read a text to show my understanding, I can make personal connections, make connections to other texts, and/or make global connections when relevant, I can refer to specific text to support answers and to craft questions, I can explicitly locate evidence in the text to support answers and to craft questions of a factual nature, I can answer and ask both factual questions and inferential questions that require reasoning

	from the reader

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? What should they look like?
	    ○ Assign lessons on iReady
	    ○ Use the Teacher toolbox on iReady
	    ○ Informal assessments during IRAs
	    ○ Response to reading

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?
	
	SMART GOAL
	By March 25, 2021, 60% of students will demonstrate comprehension through answering questions and referring explicitly to the text as the basis for the answers with 75% accuracy.
	
	Assessment Structure:
	Short fiction passage
	3 questions
	
	Assessment Schedule:
	Pre-test: Week of 2/15/21
	Midpoint Check-In: Week of 3/8/21
	Post-test: Week of 3/22/21
	
	Assessment Data (2/17/21):
	Aponte:
	    - Item #1: 11/18 (61.1%)
	    - Item #2: 8/18 (44.4%)
	    - Item #3: 12/18 (66.7%)
	    - Overall: 57.4%
	Coughlin/Gonzales:
	    - Item #1: 14/14 (100%)
	    - Item #2: 9/14 (64.3%)
	    - Item #3: 10/14 (71.4%)
	    - Overall: 78.6%
	Scott:
	    - Item #1: 12/17 (70.6%)
	    - Item #2: 13/17 (76.5%)
	    - Item #3: 15/17 (88.2%)
	    - Overall: 78.4%
	Overall:
	    - Item #1: 37/49 (75.5%)
	    - Item #2: 30/49 (61.2%)
	    - Item #3: 37/49 (75.5%)
	    - Overall average: 71.5%

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?
	    ○ Items 1 (RL 2.1) and 3 (RL 2.3) were strictly comprehension.
	● On which parts of the assessment did students struggle? Why do we believe this is the case?
	    ○ Item 2 (RL 2.6) - The question was long and wordy which may have been confusing for students. It also asked students to compare two characters and how they are different. Students need more support on going back into the text to find evidence
	● Do any assessment items need revising? Which items? Why?
	    ○ The language of the questions, eliminating any extra wording that may be confusing or distracting
	● 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?
	    ○ We will model how to find key details in the text (who, what, when, where, why, how?)
	    ○ PLC Meeting 2/24/21 Resources

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?
	    ○ We are using the resources we have collected, implementing strategies, and working on activities to reinforce the who, what, where, why, and how in answering comprehension questions.
	    ○ We are reviewing key words in comprehension questions to ensure students know what is being asked and how to respond correctly.
	    ○ We are reviewing the pre-test to model the strategies above.
	    ○ We plan to have a midpoint assessment the week of 3/8/21. We have modified the questions and answer choices to lower the readability in hopes that students will perform more successfully.
	● Do we need to learn more? Are we using agreed-on strategies and practices?
	    ○ We can learn to be more proficient in a systematic, consistent approach to deciphering comprehension questions. Then, we can work on a uniform approach in student responses.
	● Are any roadblocks interfering with our interventions or daily practices?
	    ○ The item bank in edConnect often consists of questions that are overly wordy and confuses students.
	● How can we support each other? What resources can we use to support this implementation?
	    ○ Continue to share resources and successful strategies

	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. ● On which parts of the assessment did students perform well? Why do we believe this is the case? ○ Items 1 and 3 were straightforward. They were simply-worded comprehension questions. ● On which parts of the assessment did students struggle? Why do we believe this is the case?

	- Item 2 was more involved. It was very wordy. It forced students to go back into the text to contrast how two different characters treated the main character. - Do any assessment items need revising? Which items? Why? - All items can be revised to remove unnecessary text. (i.e." In the story, Juan Bobo and the Gold…" - Item 2 needs revision because the question was too complex and confusing to the students. - Which students are in need of special attention? - All students would benefit from having the passage and assessments questions and answer choices read aloud, particularly the ELL and Special Education populations. - Are there other important findings about this common assessment needing to be recorded? - Action steps as a result of the data? - Revise test items and re-assess.
What are your **NEW** instructional strategies to address strengths and weaknesses using the fresh formative data?	**Essential Questions:** Questions to guide our PLC. It is **not** always necessary to answer every question at every meeting. - What are new instructional strategies for implementation based on examination of the data? - More emphasis on 5W+H comprehension questions and text comprehension strategies. - Minimalistic question items with simple wording
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Conclusions from all formative assessments	**Essential Questions:** Questions to guide our PLC. It is **not** always necessary to answer every question at every meeting. **Assessment Data (3/18/21):** Aponte: - Item #1: 13/16 (81.3%) - Item #2: 12/16 (75%) - Item #3: 6/16 (37.5%) - Overall: 64.6% Coughlin/Gonzales: - Item #1: 11/15 (73.3%) - Item #2: 14/15 (93.3%) - Item #3: 2/15 (13.3%) - Overall: 60% Scott: - Item #1: 15/16 (93.8%) - Item #2: 15/16 (93.8%) - Item #3: 6/16 (37.5%) - Overall: 75% Overall: - Item #1: 39/47 (83%) - Item #2: 41/47 (87.2%) - Item #3: 14/47 (29.8%) - Overall average: 66.67% - Did we meet our goal? What did we learn throughout this process? - We met our goal. - We learned that wording for assessment questions should be simple and clear. We utilized intervention lessons via iReady and comprehension strategies, like identifying key words in comprehension questions, to improve responses to 5W+H questions. - What recommendations do we have for continuous improvement in this area?

	- Revisit theme/lesson/message across fiction genres. - How can we hold the gains? What might be our next steps? - Continue to use comprehension strategies and review key words in comprehension questions. - Use iReady data and teacher-assigned lessons for remediation. - Model comprehension strategies and applying them during IRA - How did we work together? - Teamwork makes the dream work!
Enrichment and support activities	- Ready teacher-assigned lessons in small groups - Dreamscape - Above grade level reading passages that address a similar standard