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REVISED
PLC Meeting Agenda

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Sign In	Linda Mattner, Kristen T. Williams, Christine Slota, Mariann Storr		
Meeting Dates	February 5, 2021	**Grade Level**	4th
Content/Focus Area	Math		
Norms	1. Be prompt 2. Stay on focus 3. Come prepared with a charged laptop 4. Time management 5. Assigned team roles 6. Evaluate and reflect on past, current, and future		

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Short-Term Cycle
Cycles are not linear. Keep in mind, parts or all of the cycle are often embedded every time a PLC meets.

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Review of PLC Goals from prior meeting	● ***Create SMART Goal for the Marking Period***

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PLAN

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Identifying the Essential Standard
<u>Unpacking the Standards</u>
	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"?
	  ○ Our Essential Standard for this Marking Period is 4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.
	● What does initial iReady or other data indicate about student performance connected to this "essential standard"?
	  ○ iReady assessment shows that most of the students have not yet begun to master this standard.
	  ○ EdConnect Data - Only 4 students were at the meets or exceeds levels in EdConnect. Basic Standards - 6 students, Below Basic - 10 kids, Far Below Basic - 29
	● What would be student friendly language for the standard, critical vocabulary that students need to attain, and learning targets connected to the standard?
	  ○ I can solve word problems using whole numbers with more than one step. I can show a missing number using a shape or letter. I can think about whether my answer makes sense.
	    ■ how many more, twice, times as (many/much), left, almost, about, estimate, evaluate, expression, equation, symbol, remainder, product, factors
	    ■ I can identify when I need to add in a word problem.
	    ■ I can identify when I need to subtract in a word problem.
	    ■ I can identify when I need to multiply in a word problem.
	    ■ I can identify when I need to divide in a word problem.
	    ■ I can identify how to use a remainder in a word problem.

	■ I can complete all of the steps of a word problem. ■ I can find the first step of a multi-step word problem. ■ I can return to a problem to see if I need to keep going.
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? ○ Our Common assessment is a 5 question EdConnect assessment
[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? ● By June, 50% of the students will increase one level on the Common Formative Assessment.
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? ○ Students were generally very weak on the assessment. ● On which parts of the assessment did students struggle? Why do we believe this is the case? ○ Students struggled with understanding what to do. We believe that one major issue is vocabulary, as about half of the grade is ELL or SE. ● Do any assessment items need revising? Which items? Why? ● Which students are in need of special attention? ● Categories of Special Attention ○ Special Ed ○ Port of Entry ○ ESL - Levels of English Proficiency ■ 1-3 (WIDA Score) ■ 4-6 (WIDA Score) ○ Hot List/I&RS ○ Struggling with Online Schooling ● Create a spreadsheet indicating categories ○ https://docs.google.com/spreadsheets/d/17bDlL9E2V2EySzXkjrSJSvY-hpLqsRuZJurRHDkv8UU/edit#gid=0 ○ ● Are there other important findings about this common assessment needing to be recorded? ● Action steps as a result of the data? ○ Email J. Jacobo for suggestions about math vocabulary activities ○ Find ways to develop oral language skills ○ Develop an assessment based on the Learning Target - "I can find the first step of a multi-Step word problem" - Create a Jamboard with a single problem ○ Each teacher will bring a Jamboard to share.
Assessment Jamboard Links	**Williams - [Jamboard with two versions of a question (more/less scaffolding)](#)** **Mattner - [Jamboard addition word problem](#)** **Slota - [Two step - Addition/Multiplication](#)** All three examples were discussed. Modifications were made to Linda's for use as a common assessment. 1/27/2021 - Common selected next week reviewed.

	 Assessment will be given by next Wednesday 2/3/2021
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?

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<td>Examine results from formative assessment</td>
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Essential Questions: Questions to guide our PLC. It is **not** always necessary to answer every question at every meeting.

Williams/Le Results

Mattner Results

Slota Results

● On which parts of the assessment did students perform well? Why do we believe this is the case?
  ○ The students did better than expected finding the first step of the problem
● On which parts of the assessment did students struggle? Why do we believe this is the case?
  ○ More than half of the students struggled with adding.
● Do any assessment items need revising? Which items? Why?
● Which students are in need of special attention?
  ○ See results listed above.
● Are there other important findings about this common assessment needing to be recorded?
● Action steps as a result of the data?

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<td>What are your ***NEW*** instructional strategies to address strengths and weaknesses using the fresh formative data?</td>
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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?

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<tr><td colspan="2" align="center">***ACT***</td></tr>
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<td>Conclusions from all formative assessments</td>
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Essential Questions: Questions to guide our PLC. It is **not** always necessary to answer every question at every meeting.
• 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?

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<td>Enrichment and support activities</td>
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