

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)

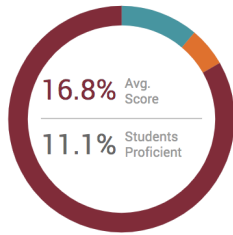
Sign In	Tiffany Smith, Alice Marie Carcilli, Darrell L. Alston, Claribel Martinez, Linda Coyle, Bob Falk, Alyssa Scull		
Meeting Dates	1/27/2021	Grade Level	5
Content/Focus Area	Math		
Norms	<ul style="list-style-type: none"> • Value each person's input. • Establish a meeting place. • Create and provide an agenda and required data in order to be prepared for the PLC meeting. • Pacing charts/guides -update-best practices. • At the conclusion of each PLC, members will have a clear understanding for what needs to be accomplished for our next PLC meeting. 		

Short-Term Cycle

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

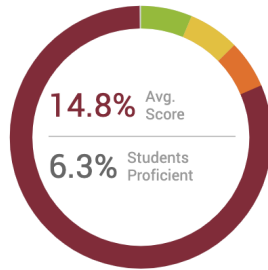
Review of PLC Goals from prior meeting	
PLAN	
Identifying the Essential Standard Unpacking the Standards	<p>Essential Questions: Questions to guide our PLC. It is <i>not</i> always necessary to answer every question at every meeting.</p> <ul style="list-style-type: none"> • What does the curriculum identify as the “essential standard”? <p>5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. (7-1 to 7-10)</p> <ul style="list-style-type: none"> • What does initial iReady or other data indicate about student performance connected to this “essential standard”? According to the initial i-Ready Placement Assessment in Math all homerooms had zero students who were likely to understand the i-Ready skills aligned to the standard. • What would be student friendly language for the standard, critical vocabulary that students need to attain, and learning targets connected to the standard? <p><u>Student Friendly Language:</u> I can find equivalent fractions. I can use multiplication to find equivalent fractions.</p> <p><u>Vocabulary:</u> numerator, denominator, equivalent fractions, sum, difference, mixed number, improper fractions, models, LCM, LCD, multiples, benchmark fractions.</p>

	<p><u>Learning Targets:</u> I can find the multiples of a number</p> <p>I can find multiples to use as my new common denominator</p> <p>I can recognize that two different fractions can show the same amount</p> <p>I can use models to show a fraction's amount</p> <p>I can create and explain equivalent fractions even though the number and size of the parts of the fraction may change.</p> <p>I can find equivalent fractions with fractions that easily convert one to another Benchmark Fractions.</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>Students will use an Ed Connect assessment of equivalent fractions to get starting data.</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? • Our SMART goal is specific and strategic, measurable, action oriented, rigorous, realistic, and result focused, and timed and trackde. We know this to be true because our Ed Connect teacher created assessment allows for all of this and our goal is aligned to the 5th grade standard.
<i>DO</i>	
<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> <ul style="list-style-type: none"> • On which parts of the assessment did students perform well? Why do we believe this is the case? Most of our students did very poorly. We feel that there are two reasons for this: lack of knowledge and not strong with multiplication facts. • On which parts of the assessment did students struggle? Why do we believe this is the case? The limited time and ability to finish as well as knowledge of how to do the math. • Do any assessment items need revising? Which items? Why? We agree that our assessment is good. • Which students are in need of special attention? The students who are not proficient with their multiplication facts, struggled most. • Are there other important findings about this common assessment needing to be recorded? No. • Action steps as a result of the data? Our instruction will reflect the results of the pre assessment. <p>Carcilli/Scull</p>



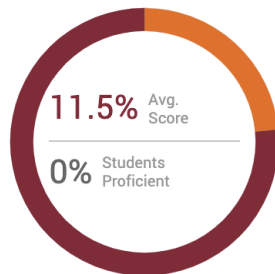
SCORE GROUPS	% STUDENTS	# STUDENTS	SCORE RANGE
Proficient	11.1%	2	
Exceeds Standards	11.1%	2	84% - 100%
Meets Standards	0%	0	69% - 83.9%
Not Proficient	88.9%	16	
Basic Standards	0%	0	49% - 68.9%
Below Basic Stand...	5.6%	1	24% - 48.9%
Far Below Basic St...	83.3%	15	0% - 23.9%

Martinez/Smith



SCORE GROUPS	% STUDENTS	# STUDENTS	SCORE RANGE
Proficient	6.3%	1	
Exceeds Standards	0%	0	84% - 100%
Meets Standards	6.3%	1	69% - 83.9%
Not Proficient	93.8%	15	
Basic Standards	6.3%	1	49% - 68.9%
Below Basic Stand...	6.3%	1	24% - 48.9%
Far Below Basic St...	81.3%	13	0% - 23.9%

Falk



SCORE GROUPS	% STUDENTS	# STUDENTS	SCORE RANGE
Proficient	0%	0	
Exceeds Standards	0%	0	84% - 100%
Meets Standards	0%	0	69% - 83.9%
Not Proficient	100%	17	
Basic Standards	0%	0	49% - 68.9%
Below Basic Stand...	23.5%	4	24% - 48.9%
Far Below Basic St...	76.5%	13	0% - 23.9%

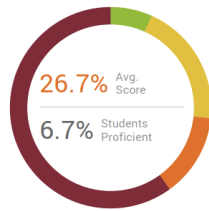
Performance Comparison By: Student Subgroup Standard

Alston:

Test Summary

Alston, Darrell

09/08/20 2020-2021 G5 Math Fluency #1 [251069]



SCORE GROUPS	% STUDENTS	# STUDENTS	SCORE RANGE
Proficient	6.7%	1	
Exceeds Stand...	0%	0	84% - 100%
Meets Standards	6.7%	1	69% - 83.9%
Not Proficient	93.3%	14	
Basic Standards	20%	3	49% - 68.9%
Below Basic Sta...	13.3%	2	24% - 48.9%
Far Below Basic ...	60%	9	0% - 23.9%

15 Results / 18 Students
40 Test Items
1 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? Are we collecting data along the way?**
All teachers have been practicing equivalent fractions as part of a routine. A variety of informative assessments have been given to students and results have been monitored by homeroom teachers.
Do we need to learn more? Are we using agreed-on strategies and practices?
As we spend time on this area, we see the importance of students ability to compute multiplication facts quickly. We all agree on the strategies and practices we are implementing.
- **Are any roadblocks interfering with our interventions or daily practices?**
The biggest roadblock is the remote learning roadblocks. We have students not logged in, students logged in but not completing work, or students logged in but do not turn in the assignment.
- **How can we support each other? What resources can we use to support this implementation?**
We have been sharing resources through a shared Google Drive. Utilizing instructional videos that coincide with this area of study as supplemental material. We also utilize Google JamBoards and our Google Classroom to communicate with our students.

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?** Students had an easy time when fractions are equal to half.
- **On which parts of the assessment did students struggle? Why do we believe this is the case?** Students had a difficult time with equivalent fractions that went from larger to smaller in numerical values.
- **Do any assessment items need revising? No Which items? Why?**
- **Which students are in need of special attention?** Students who are not efficient with multiplication facts struggled. Special Education students struggled with being quick.
- **Are there other important findings about this common assessment needing to be recorded?** We noticed if students had a strong knowledge of multiplication facts they were more successful.

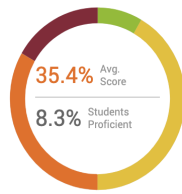
- | | |
|--|--|
| | <ul style="list-style-type: none">• Action steps as a result of the data? Extra practice in multiplication facts and reteach renaming fractions. |
|--|--|

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? This school year we utilized strategies we have been doing to master this area of math. There were no new instructional strategies implemented.

Falk



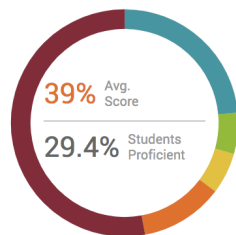
SCORE GROUPS	% STUDENTS	# STUDENTS	SCORE RANGE
Proficient	8.3%	1	
Exceeds Standards	0%	0	84% - 100%
Meets Standards	8.3%	1	69% - 83.9%
Not Proficient	91.7%	11	
Basic Standards	41.7%	5	49% - 68.9%
Below Basic Stand...	33.3%	4	24% - 48.9%
Far Below Basic St...	16.7%	2	0% - 23.9%

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12 Results / 20 Students
Collection Report
1 Test Item
1 Standard

Carcilli

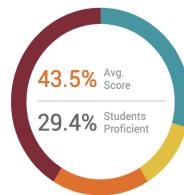


SCORE GROUPS	% STUDENTS	# STUDENTS	SCORE RANGE
Proficient	29.4%	5	
Exceeds Standards	23.5%	4	84% - 100%
Meets Standards	5.9%	1	69% - 83.9%
Not Proficient	70.6%	12	
Basic Standards	5.9%	1	49% - 68.9%
Below Basic Stand...	11.8%	2	24% - 48.9%
Far Below Basic St...	52.9%	9	0% - 23.9%

Martinez/Smith

01/27/21 Martinez/Smith Grade 5 PLC Common Assessment MP2 [258865] [Test Details](#)

Test Summary	Standards Analysis	Student Analysis	Item Analysis	Standards Mastery	Trends



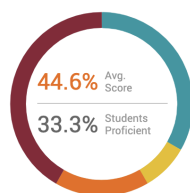
SCORE GROUPS	% STUDENTS	# STUDENTS	SCORE RANGE
Proficient	29.4%	5	
Exceeds Standards	29.4%	5	84% - 100%
Meets Standards	0%	0	69% - 83.9%
Not Proficient	70.6%	12	
Basic Standards	11.8%	2	49% - 68.9%
Below Basic Stand...	17.6%	3	24% - 48.9%
Far Below Basic St...	41.2%	7	0% - 23.9%

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17 Results / 17 Students
Collection Report
40 Test Items
1 Standard

Alston



SCORE GROUPS	% STUDENTS	# STUDENTS	SCORE RANGE
Proficient	33.3%	4	
Exceeds Standards	33.3%	4	84% - 100%
Meets Standards	0%	0	69% - 83.9%
Not Proficient	66.7%	8	
Basic Standards	8.3%	1	49% - 68.9%
Below Basic Stand...	16.7%	2	24% - 48.9%
Far Below Basic St...	41.7%	5	0% - 23.9%

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12 Results / 18 Students
Collection Report
40 Test Items
1 Standard

ACT

Conclusions from all formative assessments	<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">• Did we meet our goal? We reached our goal. We double our average classroom scores. What did we learn throughout this process? Our students need to improve their multiplication facts.• What recommendations do we have for continuous improvement in this area? When we get to adding and subtracting fractions we will have more time to practice and apply equivalent fractions.• How can we hold the gains? We can continue to hold these gains by continuing practicing this in fluency practice.• What might be our next steps? We can challenge our students who are successful to try and find harder to compute equivalent fractions.• How did we work together? As a group, we teachers collaborated in designing and planning our instruction throughout the PLC process.
Enrichment and support activities	