19-20 CFA Discussion Protocol
US History Q2

Purpose:

The Summative Discussion Protocol is used to analyze your summative assessments for teachers and PLC use. This will help us to measure student performance on targeted standards in order to guide future instruction. This document's purpose is to help teams use the student performance data to inform instructional decisions.

Considerations for facilitating the discussion:

- Ensure a common understanding of key terminology (i.e. proficiency, class averages, risk levels, etc.)
- When barriers come up, capture them in a parking lot and keep the conversation moving. Validate the voice, and move on.

Available Resources:

1. **Access** Blueprints for the assessed quarterly check. These are available from the ARM Sharepoint site under the "Quarterly Check" tab. This will open a link to ARM's Quarterly Check Canvas page. Ultimately, another click will lead you to the Blueprints folder for MIDDLE school and HIGH school sorted by subject area folders.
2. **Access** grade-level scope & sequence documents from the Secondary Learning Network Canvas Courses.
3. **Access** "Student Item Analysis" report from myProgress (Instructions for accessing report).

Questions to Complete for Data Analysis (Following our PLC Guiding Questions)	
PLC Guiding Question 1: What do we expect all students to learn? *(Discussed during the unit planning process and revisited to determine if things went according to plan)*	Review the standards that were assessed. Are these standards covered only in this quarter? No
PLC Guiding Question 2: How do we know if they've learned it?	What are indicators of success on these assessments? % of students meeting **proficiency** of the essential standard(s) – (Ex. 70% - 80%) _____ - _____ = % of students meeting **mastery** of the essential standard(s) – (Ex. 80% - 100%) _____ - _____ =

	Students Scoring 50-100%		Students Scoring 70-100%
	43%		20%
	60%		17%
	55%		8%

PLC Guiding Question 3: How will we respond when some students do not learn?		Were there any standards in which student performance was a weakness? Which items?	What do we think was the primary cause for their struggle? (e.g., Missing skills, Misconceptions, Question complexity, Question/Response type)	What are our next steps for struggling students (Which students, what supports, when)?	
	Period _	Question 1.15 Standard FL.SS.912.A.5.2 Question concerning direct result of First Red Scare.	This unit had not been taught in class yet. We are just now getting to this unit this week. (Reminder: we were the first school in the district to take the Q2.)	Next Steps for Students Below Proficiency of Standard 0-49%	Ensure we have a common formative assessment when we reach the Roaring 20's, and analyze data at that point for further analysis.
				Next Steps for Students Partial Mastery of Standard 50-69%	Ensure we have a common formative assessment when we reach the Roaring 20's, and analyze data at that point for further analysis.
	Period _	Question 1.13 Standard FL.SS.912.A.5.4 Question concerning economic prosperity of the 1920s.	This unit had not been taught in class yet. We are just now getting to this unit this week. (Reminder: we were the first school in the district to take the Q2.)	Next Steps for Students Below Proficiency of Standard 0-49%	Ensure we have a common formative assessment when we reach the Roaring 20's, and analyze data at that point for further analysis.
				Next Steps for Students Partial Mastery of Standard 50-69%	Ensure we have a common formative assessment when we reach the Roaring 20's, and analyze data at that point for further analysis.
	Period _	Question 1.8 Standard FL.SS.912.A.5.11 Question concerning New Deal Alphabet Soup	This unit had not been taught in class yet. We are just now getting to this unit this week. (Reminder: we were the first school in the district to take the Q2.)	Next Steps for Students Below Proficiency of Standard 0-49%	Ensure we have a common formative assessment when we reach the New Deal, and analyze data at that point for further analysis.
				Next Steps for Students Partial Mastery of Standard 50-69%	Ensure we have a common formative assessment when we reach the New Deal, and analyze data at that point for further analysis.

Period _	Question 1.17 Standard FL.SS.912.A.5.6 Question concerning Harlem Renaissance.	This unit had not been taught in class yet. We are just now getting to this unit this week. (Reminder: we were the first school in the district to take the Q2.)	**Next Steps for Students Below Proficiency of Standard** 0-49%	Ensure we have a common formative assessment when we reach the Roaring 20's, and analyze data at that point for further analysis.
				Next Steps for Students Partial Mastery of Standard 50-69%	Ensure we have a common formative assessment when we reach the Roaring 20's, and analyze data at that point for further analysis.
Period _	Question 1.2 Standard FL.SS.912.A.5.2 Question concerning First Red Scare and communism.	This unit had not been taught in class yet. We are just now getting to this unit this week. (Reminder: we were the first school in the district to take the Q2.)	**Next Steps for Students Below Proficiency of Standard** 0-49%	Ensure we have a common formative assessment when we reach the Roaring 20's, and analyze data at that point for further analysis.
				Next Steps for Students Partial Mastery of Standard 50-69%	Ensure we have a common formative assessment when we reach the Roaring 20's, and analyze data at that point for further analysis.

PLC Guiding Question 4: How will we respond when some students have already learned?

Were there any standards in which student performance was a strength? Which items?

Question 1.12, FL.SS.912.A.4.3 Question concerning Spanish-American War
Question 1.24, FL.SS.912.A.4.4 Question concerning Panama Canal
Question 1.10, FL.SS.912.A.4.9 Question concerning suffragettes

What is the team's plan to extend the learning for students who are highly proficient?

The team intends to continue to review the materials with our highly proficient topics and ensure that they have sufficiently challenged.

What are our next steps for students who have already learned (Which students, what supports, when)?

Next Steps for Students **At/Near Proficiency of the Standard**
70-100%

We will continue to review and expand the materials individually with those students who have demonstrated at or near proficiency of the standard.

INTERVENTION PLAN for: 3rd Math Intervention
3.7

Standard: NBT 1.2 and OA

Progress Monitoring Tool: Grade Level Fluency Assessments

Tier 2 (X)   Tier 3 ( )

Date of Re-assessment: January 27, 2021

Date of Review data: February 2, 2021

WHEN	HOW LONG	WHAT	RESOURCES	EXIT CRITERIA per target
Starts: January 6, 2021 Ends: January 27, 2021	M,T,W 1:40-2:00	**Tier 1:** • Word Problem and math task **Tier 2:** • Subtraction with regrouping without zeros • Subtraction with zeros • Multiplication and Division Fluency	See notes below teachers	Grade Level Fluency for NBT 1.2 and OA 3.7

Tier 2 Teacher 1 Subtraction regrouping without zeros (in person)	Tier 2 Teacher 2 Subtraction Regrouping without zeros (in person)	Tier 2 Teacher 3 Subtracting with zeros (on zoom)	Tier 2 Teacher 4 Subtracting with zeros (In person)	Tier 2 Teacher 5 Multiplication and Division online	Tier 1 Enrich Teacher 6 Got both fluency NBT 2.5 and OA 3.7 online
Resource/Activity: Manipulatives Place Value Disks Place Value Chart Algorithm	Resource/Activity: Manipulative Place Value Disks Place Value Chart Algorithm	Resource/Activity: Manipulative Place Value Disks Chart Algorithm	Resource/Activity: Manipulative Place Value Disks Chart Algorithm	Resource/Activity: Math WIN module in Canvas	Resource/Activity: Word problems online course Howard County
Students: Student 1 Student 2 Student 3 Student 4 Student 5	Students Student 1 Student 2 Student 3 Student 4 Student 5 Student 6	Students: Student 1 Student 2 Student 3 Student 4 Student 5	Students: Student 1 Student 2 Student 3 Student 4 Student 5 Student 6 Student 7	Students: Student 1 Student 2 Student 3 Student 4 Student 5 Student 6 Student 7	Students: Student 1 Student 2 Student 3 Student 4 Student 5 Student 6 Student 7 Student 8

PLC Kick Off Plan – M. Hall (1st)

Part I: Generate at least 2-3 personal SMART goals for addressing both Step 0 work and facilitator skills.
For example, By September 2020, my team will have clarity around the protocols (e.g., norms, roles, PLC Guiding Questions) that guide our PLC work. OR By December 2020, I will use effective consensus building techniques to ensure that all key stakeholders have a voice in decision-making.

Step 0 & Facilitator Skills SMART Goal:
1. I will develop learning targets to reach the full measure of the standard. 2. I will organize those targets into a learning progression.
1. How do you plan to monitor your goals? I will evaluate twice a quarter to see how my team is progressing toward identifying learning targets and organizing those targets to help with planning instruction. 2. How will communicate your goals? I will share these goals at the beginning of the year in our first PLC. I will address these goals at least twice a quarter during a PLC to take a temperature check of the progress we are making as a team. 3. What materials are needed to achieve your goals? A clear understanding of the standard we are working towards and discussions on what skills will be needed (and in what order) for students to master that standard.

Part II: Develop a PLC Kick Off Plan for your team that includes setting up essential components of step 0.

PLC Collaborative Dates & Times (if available)	Desired Outcomes (What do you hope to accomplish by the end of this meeting?)	Engagement Strategies/ Activities/Desired Outcomes (What activities and engagement strategies will you use to facilitate desired outcomes?)	Resources Needs (materials, supports, articles, etc.)	Evidence (Artifacts)
Meeting 1	Establish norms and team roles.	Watch video on norms to help understand "why" we have norms. Complete "Steps for Establishing Team Norms" activity.	Video and activity handout to help with pacing of meeting. Chart paper	
Meeting 2	Understand the "why" of PLC work.	Watch video on "clarifying PLC work" and discuss the 4 PLC guiding questions.	Video and explanation of what PLC work will be done to answer each question.	
Meeting 3	**??? See how life is going up to this point and reevaluate needs ☺			

Part III: Reflection:

1. How do you feel about your Kick-Off Plan for Step 0? Will it be effective and implemented with success?

2. What Step 0 barriers do you anticipate while facilitating this work, if any? How does you plan address these anticipated barriers?

3. How are you going to celebrate small win? How is this addressed in your plan?

Tier 1

Instructional Strategies	Tier 1
a separate CFA to reassess after new teaching	
	4+

Student CFA Score	Notes
Students Names	5
5	
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TIER 2

Instructional Strategies	Use of Nearpod to hilight main ideas and provide facilitation of HOT questions with scaffolding
a separate CFA to reassess after new teaching	Quiz After Nearpod
Goal (Student Score or Criteria of Evidence)	4+

Learning Method (instructional Strategies)	Student Name	Student Score	Student Tier 2 Score	Notes
Nearpod Review, Open Ended Strategies, ReTest		1	5	
Nearpod Review, Open Ended Strategies, ReTest		3	5	
Nearpod Review, Open Ended Strategies, ReTest		2	5	
Nearpod Review, Open Ended Strategies, ReTest		1	5	
Nearpod Review, Open Ended Strategies, ReTest		3	4.5	
Nearpod Review, Open Ended Strategies, ReTest		3	4.5	
Nearpod Review, Open Ended Strategies, ReTest		3	4.5	
Nearpod Review, Open Ended Strategies, ReTest		3	4.5	
Nearpod Review, Open Ended Strategies, ReTest		3	4.5	
Nearpod Review, Open Ended Strategies, ReTest		2	4.5	
Nearpod Review, Open Ended Strategies, ReTest		3	4.5	
Nearpod Review, Open Ended Strategies, ReTest		2	4.5	
Nearpod Review, Open Ended Strategies, ReTest		2	4.5	
Nearpod Review, Open Ended Strategies, ReTest		2	4.5	
Nearpod Review, Open Ended Strategies, ReTest		3	4	
Nearpod Review, Open Ended Strategies, ReTest		3	4	
Nearpod Review, Open Ended Strategies, ReTest		3	4	
Nearpod Review, Open Ended Strategies, ReTest		3	4	
Nearpod Review, Open Ended Strategies, ReTest		3	4	
Nearpod Review, Open Ended Strategies, ReTest		3	4	
Nearpod Review, Open Ended Strategies, ReTest		3	4	
Nearpod Review, Open Ended Strategies, ReTest		1	4	
Nearpod Review, Open Ended Strategies, ReTest		2	4	
Nearpod Review, Open Ended Strategies, ReTest		3	4	
Nearpod Review, Open Ended Strategies, ReTest		3	4	
Nearpod Review, Open Ended Strategies, ReTest		2	4	
Nearpod Review, Open Ended Strategies, ReTest		2	4	

TIER 3

Instructional Strategies	Vocabulary Reviw and focus on Essential Standard with Matching
Intervention Date & Period	Septermber 12th
Goal (Student Score or Criteria of Evidence)	4+

Student Name	Student Tier 2 Score	Student Tier 3 Score/ Test Score
	ABSENT	5
	3	5
	1.5	5
	0	5
	3.5	4.5
	Absent	4.5
	Absent	4.5
	3.5	4.5
	3.5	4.5
	3	4.5
	2	4.5
	0	4.5
	ABSENT	4
	2	4
	0	4
	3.5	3.5
	3	3.5
	Absent	3.5
	3.5	3.5
	1.5	3.5
	2	3
	2	3
	0	3
	Absent	2.5
	2.5	2
	1.5	1.5
	1	1.5
	2	ABSENT
	3	ABSENT
	ABSENT	Absent
	2.5	Absent
	Absent	Absent
	ABSENT	ABSENT
	ABSENT	ABSENT

INTERVENTION PLAN for _____(Grade or Course)

WHEN	WHAT	RESOURCES	CFA	CFA DATE	EXIT CRITERIA
WIN 30 minutes 5x per week	Word games, flash cards, books from toolkit, cut & paste, fill in the blank, build the words	IRLA IRLA toolkit 1G & 2G	IRLA Teacher created lists	Weekly	IRLA criteria 80%

WHEN	WHAT	RESOURCES	CFA	CFA DATE	EXIT CRITERIA
WIN 15-20 minutes 4x per week	Word games, flash cards, books from toolkit, cut & paste, fill in the blank, build the words	IRLA 2G IRLA toolkit 1B toolkit	IRLA Teacher created lists	Weekly	IRLA criteria 80%

Teacher 1 Tier 3 Teacher Name	Teacher 2 Tier 3 Teacher Name	Teacher 3 Tier 3 Teacher Name	Teacher 4 Tier 3 Teacher Name	Teacher 6 Tier 3 Teacher Name	Teacher 7 Tier 3 Teacher Name	Teacher 8 Tier 3 Teacher Name
Resource/Activity: 2G words CVCC words (end blends) 30 minutes 5X per week	Resource/Activity: 1G Power words (first 25)15 minutes CVC word families 15 minutes 5x per week	Resource/Activity: Contraction & direction words 1B Tricky words 1 Syllable words	Resource/Activity: 1BTricky Words 15 minutes 5x per week 1B IRLA toolkit	Resource/Activity: Category Words 15 minutes 5x per week 1B IRLA toolkit	Resource/Activity: 1BTricky Words 15 minutes 5x per week 1B IRLA toolkit	Resource/Activity: 1 Syllable words 15 minutes 5x per week 1B IRLA toolkit
Students: Student 1 Student 2	Students: **Student 1**	Students: **Student 1** **Student 2**	Students: **Student 1** **Student 2**	Students: **Student 1** **Student 2**	Students: **Student 1** **Student 2**	Students: **Student 1** **Student 2**

Student 3 Student 4			Student 3 Student 4 Student 5	Student 3 Student 4	Student 3 Student 4 Student 5	Student 3

Enrichment: Those not in an Intervention Group will _____

**If a teacher is absent _____.

*CHECK DOWNS TO REMEMBER:
    Which standard is a major standard for the grade/course?
    Where is the biggest gap?
    What standards are coming up in this very next unit?
    What will be assessed most heavily on upcoming Quarterly?

ELEMENTARY SCHOOL TIER 3 PROGRESS MONITORING

Teacher Name:

What data tool was used to determine need: IRLA	**Intervention Tool:** IRLA toolkit and Running Record	**Exit Criteria :** Use initial sounds correctly 70% of the time
Problem Identification / Specific Skill: Students are not using identification of a letter and matching it with a sound to read a word. They are relying too much on a picture to guess the word. Specific Skill students will use initial sounds correctly when reading a text.	**Progress Monitoring :** Students will complete a cold read and use the initial sounds correctly.	**Date of Follow Up Meeting:** Febuary 25, 2020 All students have met criteria for exiting out of skill group.

Week of:	Monday Minutes	Absences	Tuesday Minutes	Absences	Wednesday Minutes	Absences	Thursday Minutes	Absences	Friday Minutes	Absences
1/21/20	No School		20 min		20 min	Student 1	20 min		20 min	Student 3
1/27/20	20 min	Student 1	20 min	Student 1	20 min	Student 1 Student 2	20 min	Student 3 Student 1	20 min	Student 3 Student 1
2/03/20	20 min		20 min		20 min	Student 3 Student 1	20 min		20 min	

Student Names	Date/Data Point	Date/Data Point	Date/Data Point	Date/Data Point	Date/Data Point
Student 3	N/A		2/7/20 At the Zoo - 100% Said love instead of like, sloth for snake, lizard for lion	Will move to another group next week	
Student 2	N/A	1/31/20 A Horse Can 6/6 – 100% Could get first letter sound but used picture to read the entire word.	2/7/20 At the Zoo - 100% Wonderful job!	Group focus will change next week	
Student 4	N/A	1/31/20 A Horse Can 5/6 - 86%	2/7/20 At the Zoo - 100% Did a wonderful job	Group focus will change next week	
Student 1	N/A	1/31/20 A Horse Can 6/6 – 100% Can sound out word but can't put it all together	2/7/20 At the Zoo - 100% Said eagle for elephants	Group focus will change next week	