

PLC Planning Form – PE & Fine Arts



PE and Fine Arts PLCs are required to incorporate a literacy component designed to practice critical thinking skills in reading and writing applicable to all content areas and essential for student success. The 4-step literacy plan outlined below will be the focus of weekly PLC meetings.

- Step 1: Select an article and instructional activity
*the goal is to increase the Lexile level each cycle
- Step 2: Implement a common instructional activity requiring students to read the selected article then organize thoughts/ideas for a paper (list of options provided)
**participation grade*
- Step 3: Students use organizational chart created in Step 2 to write their paper
**participation grade*
- Step 4: Students utilize the rubric provided to complete a peer review of the paper written
**participation grade*

Each PLC will complete a **total of three (3) cycles first semester** using the steps outlined in the planning form below. Weekly PLC meetings not used to discuss the literacy component may be used for instructional planning.

Semester: _____

Literacy Component Plan Developed by: (teacher names)				
PLC Course Name: _____		PLC Facilitator: _____		
PLC Recorder: _____				
Meeting Date	Members Absent	Cycle # (1-3)	Step Discussed (1-4)	Action Steps for Next Meeting (<i>brief agenda</i>)

*add on as needed

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How will we determine if a student has not met, met, or exceeded expectations?
SMART GOAL: (<i>Specific, Measurable, Attainable, Results oriented, Time-bound</i>)
<i>For example, ____% of students will score a ____% or higher on the summative assessment (paper) by demonstrating critical thinking skills in reading and writing.</i>

CYCLE 1

DESIGN (Step 1)							
Article Chosen (may be common or differ by teacher): <i>*link to article online or upload a copy</i>							
Resource options for selecting articles:	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">www.newsela.com</td> <td style="width: 50%;">www.wonderopolis.org</td> </tr> <tr> <td>www.tweentribune.com</td> <td>https://news.google.com/newspapers</td> </tr> <tr> <td>DOGOnews.com</td> <td>www.fortheteachers.org/category/leveled_articles</td> </tr> </table>	www.newsela.com	www.wonderopolis.org	www.tweentribune.com	https://news.google.com/newspapers	DOGOnews.com	www.fortheteachers.org/category/leveled_articles
www.newsela.com	www.wonderopolis.org						
www.tweentribune.com	https://news.google.com/newspapers						
DOGOnews.com	www.fortheteachers.org/category/leveled_articles						
INSTRUCT (Step 1)							
Decide on an Instructional Activity (must be common for PLC):							
Options:	<i>CER Guided Mapping Know-Learn-Action Persuasive Writing Guide Other Organizational Chart of your Design</i>						
ASSESS (Steps 2 & 3)							
<i>After students complete Steps 2 and 3, review student work and reflect using the questions below.</i>							
Analysis & Discussion of Student Work:							
<ul style="list-style-type: none"> • <i>How did you identify student levels of engagement?</i> • <i>How can you assess the effectiveness of the activity you did?</i> • <i>Did students demonstrate an understanding of the critical thinking skills outlined in the instructional activity chosen for Step 2?</i> • <i>What writing skills were students able to clearly demonstrate after writing the paper in Step 3?</i> 							
REFLECT (Step 4)							
<i>After students complete the peer review in Step 4, review student work and reflect using the questions below.</i>							
What skills were students best at demonstrating?	Did you witness any gaps in student thinking or skill performance that would be worthy of sharing with English teachers?						
Was the PLC SMART goal met? _____ Were there specific groups of students or specific steps in which students struggled?							
<i>Remember to build on previous activities using a different instructional strategy each cycle while focusing on errors or gaps in student thinking or skill performance.</i>							

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CYCLE 2

DESIGN (Step 1)		
Article Chosen (may be common or differ by teacher): *link to article online or upload a copy		
Resource options for selecting articles:	www.newsela.com www.tweentribune.com DOGOnews.com	www.wonderopolis.org https://news.google.com/newspapers www.fortheteachers.org/category/leveled_articles
INSTRUCT (Step 1)		
Decide on an Instructional Activity (must be common for PLC):		
Options:	CER Guided Mapping Know-Learn-Action Persuasive Writing Guide Other Organizational Chart of your Design	
ASSESS (Steps 2 & 3)		
<i>After students complete Steps 2 and 3, review student work and reflect using the questions below.</i>		
Analysis & Discussion of Student Work: <ul style="list-style-type: none"> • How did you identify student levels of engagement? • How can you assess the effectiveness of the activity you did? • Did students demonstrate an understanding of the critical thinking skills outlined in the instructional activity chosen for Step 2? • What writing skills were students able to clearly demonstrate after writing the paper in Step 3? 		
REFLECT (Step 4)		
<i>After students complete the peer review in Step 4, review student work and reflect using the questions below.</i>		
What skills were students best at demonstrating?	Did you witness any gaps in student thinking or skill performance that would be worthy of sharing with English teachers?	
Was the PLC SMART goal met? _____ Were there specific groups of students or specific steps in which students struggled?		
<i>Remember to build on previous activities using a different instructional strategy each cycle while focusing on errors or gaps in student thinking or skill performance.</i>		

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CYCLE 3

DESIGN (Step 1)		
Article Chosen (may be common or differ by teacher): <i>*link to article online or upload a copy</i>		
Resource options for selecting articles:	www.newsela.com www.tweentribune.com DOGOnews.com	www.wonderopolis.org https://news.google.com/newspapers www.fortheteachers.org/category/leveled_articles
INSTRUCT (Step 1)		
Decide on an Instructional Activity (must be common for PLC):		
Options:	<i>CER Guided Mapping</i> <i>Know-Learn-Action</i> <i>Persuasive Writing Guide</i> <i>Other Organizational Chart of your Design</i>	
ASSESS (Steps 2 & 3)		
<i>After students complete Steps 2 and 3, review student work and reflect using the questions below.</i>		
Analysis & Discussion of Student Work: <ul style="list-style-type: none"> • <i>How did you identify student levels of engagement?</i> • <i>How can you assess the effectiveness of the activity you did?</i> • <i>Did students demonstrate an understanding of the critical thinking skills outlined in the instructional activity chosen for Step 2?</i> • <i>What writing skills were students able to clearly demonstrate after writing the paper in Step 3?</i> 		
REFLECT (Step 4)		
<i>After students complete the peer review in Step 4, review student work and reflect using the questions below.</i>		
What skills were students best at demonstrating?	Did you witness any gaps in student thinking or skill performance that would be worthy of sharing with English teachers?	
Was the PLC SMART goal met? _____ Were there specific groups of students or specific steps in which students struggled?		
<i>Remember to build on previous activities using a different instructional strategy each cycle while focusing on errors or gaps in student thinking or skill performance.</i>		