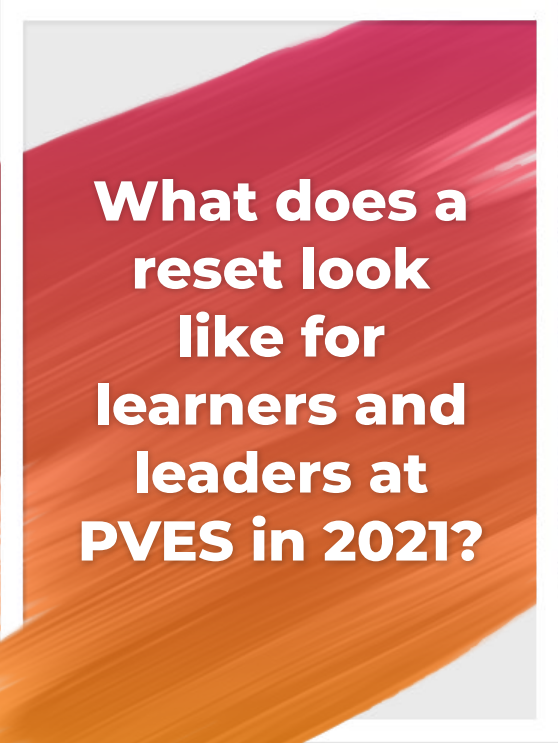


**PLC Reset  
PVES  
2021-2022**



**What does a  
reset look  
like for  
learners and  
leaders at  
PVES in 2021?**

- Define PLC
- Understanding the “What”
- Understand the “Why”
- Breaking down the “How”
  - Roles
  - Norms
  - Focus
- Data Facts
- Goals for 2021
- Your Time



# What is PLC?

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.



1.


## **Focus on Learning**

The purpose of our school is to ensure that all students learn at high levels.

“

Members of a high performing PLC work together together to **clarify exactly** what each student must learn, **monitor** each student's learning on a timely basis, **provide systematic interventions** that ensure each student receives additional time and support for learning when he or she struggles, and **extend and enrich** learning when a student masters the intended outcomes.

p. 12 of Revisiting PLC at Work



**2.**  
**Collaborative Culture**  
**and**  
**Collective**  
**Responsibility**





“

*We must build a collaborative culture in which we work together **interdependently** and assume **collective responsibility** for the learning of all students.*

*P. 13 Revisiting PLC at Work*



**3.**

## **Results Orientation**

How do we know if the students are  
learning at high levels?

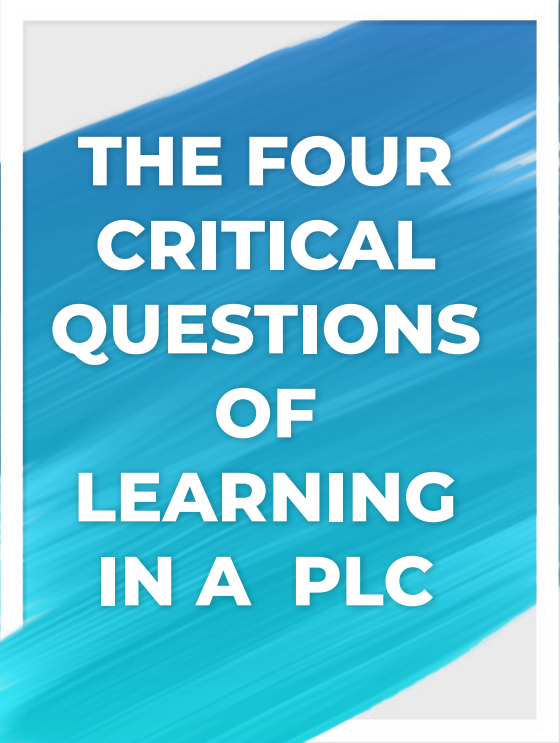




“

*Decisions are based on more than good intentions; they are based on **actual results** of improved student achievement.*

*P. 13 Revisiting PLC at Work*



**THE FOUR  
CRITICAL  
QUESTIONS  
OF  
LEARNING  
IN A PLC**

1. What knowledge or skills should every student gain as a result of this unit or grade level?
2. How will we know when each student has gained the essential knowledge or skills?
3. How will respond when some students do not get it?
4. How will we extend the learning of students who are already proficient?

<u>Standard</u>	<b>Endurance</b>	<b>Leverage</b>	<b>Success Next Level</b>	<b>Success SCReady</b>
<b>Unit 1: Place Value</b>				
<b>4.NSBT.1</b> Understand that, in a multi-digit whole number, a digit represents ten times what the same digit represents in the place to its right.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>4.NSBT.2</b> Recognize math periods and number patterns within each period to read and write in standard form large numbers through 999,999,999.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>4.NSBT.3</b> Use rounding as one form of estimation and round whole numbers to any given place value.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Unit 2: Addition and Subtraction</b>				
<b>4.NSBT.4</b> Fluently add and subtract multi-digit whole numbers using strategies to include a standard algorithm.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Unit 3: Understanding Multiplication and Division</b> <b>Unit 4: Multiply by One Digit</b> <b>Unit 5: Multiply two digits by two digits</b>				
<b>4.NSBT.5</b> Multiply up to a four-digit number by a one-digit number and multiply a two-digit number by a two-digit number using strategies based on place value and the properties of operations.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Illustrate and explain the calculation by using rectangular arrays, area models and/or equations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Unit 6: Division</b>				
<b>4.NSBT.6</b> Divide up to a four-digit dividend by a one-digit divisor using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

## Coordinate Grids

- 

### PLC Question 1: What do we want students to learn?

Step 1: Identify **Essential Standard** Through Group Discussion (Criteria should be used - endurance, leverage, success at next level, success on testing)

- Standard:

5.G.1 Define a coordinate system.

- The  $x$ - and  $y$ - axes are perpendicular number lines that intersect at 0 (the origin);
- Any point on the coordinate plane can be represented by its coordinates;
- The first number in an ordered pair is the  $x$ -coordinate and represents the horizontal distance from the origin;
- The second number in an ordered pair is the  $y$ -coordinate and represents the vertical distance from the origin.

---

5.G.2 Plot and interpret points in the first quadrant of the coordinate plane to represent real-world and mathematical situations.

---

5.ATO.3 Investigate the relationship between two numerical patterns.

- Generate two numerical patterns given two rules and organize in tables;
  - Translate the two numerical patterns into two sets of ordered pairs;
  - Graph the two sets of ordered pairs on the same coordinate plane;
  - Identify the relationship between the two numerical patterns.
- 

**Essential Standard:** 5.G.2 Plot and interpret points in the first quadrant of the coordinate plane to represent real-world and mathematical situations.

Step 2: Create **Learning Targets** from the standards.

- LT #1: I can use an ordered pair to plot on the first quadrant.
- LT #2: I can use information to find the relationship between  $x$  and  $y$  in a mathematical situation.

**PLC Question 2: How do we know students learned it?**

Step 3: Identify specific **Success Criteria** that is needed in order for students to show mastery. You will build your “informative” assessments using these. Teachers and students should be able to monitor these over time. *Remember the support document.*

**Learning Target 1 Success Criteria:** I can use an ordered pair to plot on the first quadrant.

- Label the first quadrant,  $x$ -axis,  $y$ -axis and origin on a coordinate grid.
- Identify that the first number is the  $X$  in an ordered pair.
- Identify the second number in an ordered pair is the  $Y$
- Plot an ordered pair on the first quadrant.
- Use academic vocabulary (origin,  $x$ -axis,  $y$ -axis, vertical, horizontal, ordered pair) to explain plotting an ordered pair on the first quadrant.



**WHERE DO YOUR STUDENTS BEGIN?**





# Collective Commitment

#1. We will commit to making collaborative time *sacred and focused* on at least one of the four questions.

# Collective Commitment

#2. We will *collaboratively* identify the essential standards to establish a “guaranteed and viable” curriculum.

# Collective Commitment

#3. We will *collectively create* Common Formative Assessments (CFA) *linked to learning targets* and Common Summative Assessments (CSA) *linked to essential standards* we have identified.

# Collective Commitment

#4. We will use our schoolwide intervention time to *identify students* based on *data* in need of additional support or enrichment continuously throughout the school year.

## Roles for our PLC

- Facilitator (assigned by Admin)
- Process Checker (rotates)
- Time Keeper (rotates)
- Scribe (assigned by team)



A large, vibrant green brushstroke graphic that sweeps across the left side of the slide, partially overlapping a white-bordered square.

## NORMS OF OUR PLC

When creating your team norms things about these questions...

What **behaviors** do we value?

What **behaviors** may cause us to be unsuccessful?

What **behaviors** will help us be successful?



# What does the data say?

	ELA 2018	<u>ELA 2019</u>	<u>ELA 2021</u>
<b>Powersville</b>	63.7	72.8	61.9
<b>Grade 3</b>	61.8	73.1	58.1
<b>Grade 4</b>	67.2	80.3	65.4
<b>Grade 5</b>	62.4	65	62.4

	<u>Math 2018</u>	<u>Math 2019</u>	<u>Math 2021</u>
<b>Powersville</b>	75.4	81.6	75.2
<b>Grade 3</b>	72	81.1	72.5
<b>Grade 4</b>	84.1	85.1	79.3
<b>Grade 5</b>	70.9	78.8	73.7

# SMART Goals for 2021


- By the end of March 2022, 65% of our 3 - 5 grade students will meet their **MAP** adjusted (60%) growth goal in **Reading** as measured by the final MAP testing cycle.
- By the end of March 2022 65% of our 3-5 grade students will meet their **MAP** adjusted (60%) growth goal in **Math** as measured by the final MAP testing cycle.



# SMART Goals for 2021




- By the end of May 2022, 68% of our 3-5 grade students will be **proficient in Reading** as measured by the **SC READY** test.
- By the end of May 2022, 80% of our 3-5 grade students will be **proficient in Math** as measured by the **SC READY** test.



**2021  
FOCUSES  
FOR OUR  
PLC**

- Define essential standards and create learning targets for each unit in reading and math
- Define success criteria and create CFAs for each learning target in reading and math
- Monitor students' learning progress and provide timely systematic interventions



## 2021 FOCUSES FOR OUR PLC

- *Students tracking data and setting goals with learning targets and success criteria*
- Take an active role in **action research** for our interventions
- Enrich and extend learning for students who are proficient with success criteria



# **Your Turn to Lead**

What is next for your collaborative  
team?





**THINGS TO  
DISCUSS  
AND  
CONSIDER**

- Next meeting agenda
- Math and ELA rotations
- Essentials for units
- Templates are [HERE](#)


A large, diagonal brushstroke in shades of blue and teal, starting from the top left and moving towards the bottom right, partially overlapping a white rectangular frame.

**Grade Level  
21-22  
Agendas**

Third Grade

Fourth Grade

Fifth Grade



# Examples of the Process

[Third Grade ELA Example of the Process](#)

[Third Grade Math Example of the Process](#)

[Fourth Grade ELA Example of the Process](#)

[Fourth Grade Math Example of the Process](#)

[Fifth Grade ELA Example of the Process](#)

[Fifth Grade Math Example of the Process](#)



**THANKS!**

Any questions?



## CREDITS

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by [SlidesCarnival](#)
- Photographs by [Unsplash](#)



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