

APPENDIX II – 28

## Drachman School PLC Agenda and Minutes

**PLC Team Name:** Upper El. Cohort PLC

**Date:** 5/10/17

**Members Present:** Lucy Tapia, Kristin Ingram, Kristen Bury, Isabel Morales, Eric Flewelling, Jose Haro, Adelle McNiece, Charlene Bruce, Jesus Celaya

**Times:** 2:45-3:40

**Facilitator for this PLC:** Team

**Note Taker for this PLC:** Bruce

**Our PLC Norms:**

We will:

- Equity of Voice
- Active Listening
- Respect for all Perspectives
- Safety and Confidentiality
- Respectful use of Technology

**Our Collective Commitments:**

We will:

- ✓ Showing respect for every person I encounter while on the Drachman’s campus by communicating openly and honestly and by disagreeing agreeably.
- ✓ Committing to maximize the learning and brain activity of each child I am responsible for through my teaching and/or resource support.
- ✓ Celebrating successes, large and small in meaningful ways that support the Montessori philosophy.
- ✓ Working in an efficient and organized manner.

**Agenda:**

- Review calendar for CFAs
- What worked? What can Change?
- Any ideas about improvements from benchmarks and AzMERIT?
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**Norms Reviewed During This PLC Meeting?**

X  Yes  No

PLC Focus Evidence	Comments/Notes
<p><b>Reflection</b>  <i>What’s working?</i>  <i>What are instructional challenges?</i></p>	<p><b>-geometry and measuring to the CFAs (30% on the practice test)</b>  <b>-to get depth of knowledge</b>  <b>-familiar with material (average time spent on math was 45 min.)</b>  <b>-CFAs for ELA need to be extended and math can stay the same with the exception of students how are falling below the 70%</b></p>

<p><b>What do students need to know and be able to do?</b>  <i>What is the task or instructional focus?</i>  <i>What is the standard or learning target?</i>  <i>What are the instructional strategies?</i></p>	<p><b>-standard looping? Too fast</b>  <b>-ELA takes more time</b>  <b>-chunking ELA standards to help students get the whole experience</b>  <b>-creating CFAs to include geometry and measurement</b></p>
<p><b>How will we know that they learned it?</b>  <i>How is the task supporting the learning outcome?</i>  <i>What student samples or data are we reviewing?</i>  <i>What is our CFA (Common Formative Assessment)?</i></p>	<p><b>-scoring at a 70% on pre or post CFAs</b>  <b>-data from School City can help with interventions</b></p>
<p><b>What will we do when they haven't learned it?</b>  <i>Which changes in instructional practices do we need to consider?</i>  <i>What Tier 1 academic or behavioral supports shall we consider?</i></p>	<p><b>-interventions such as tutoring (2x a week) and also walk to math/reading with teachers and include Ms. Cole</b></p>
<p><b>What will we do when they already know it?</b>  <i>What instructional practices or academic extensions will we consider to enrich learning?</i></p>	<p><b>-higher readers need more enhancement and projects related to standards</b>  <b>-book club (higher reading group)</b></p>
<p><b>Assigned tasks for next meeting</b></p>	<p><b>CFAs for quarter 1; schedule for walk to math/reading</b></p>
<p><b>Materials needed for next meeting</b></p>	
<p><b>Support needed</b>  <i>(From Principal, District Personnel, Other)</i></p>	

**Additional Comments:**

CFAs: review model

- lower students having it take it with more space between pre and post
- higher they take it to more often and move on with projects for those who pass with 70% plus
- Take two and space out in the month
- multi-step testing for the AzMERIT
- practice test earlier?
- tutoring could start sooner
- walk to math/reading (Ms. Cole)

- ELA= typing needs to be emphasized more (time between CFAs) Lit circles were great and helped them out this year for ELA
- Reading clubs with books. (third quarter)
  
- breaking up the lower students and test less than the rest of the groups.