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?

Norms Reviewed During This PLC Meeting?
X□ Yes □ No

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<thead>
<tr>
<th>PLC Focus Evidence</th>
<th>Comments/Notes</th>
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<tr>
<td>Reflection</td>
<td>-geometry and measuring to the CFAs (30% on the practice test)</td>
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<td>What’s working?</td>
<td>-to get depth of knowledge</td>
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<td>What are instructional challenges?</td>
<td>-familiar with material (average time spent on math was 45 min.)</td>
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<td>-CFAs for ELA need to be extended and math can stay the same with the exception of students how are falling below the 70%</td>
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| What do students need to know and be able to do? | -standard looping? Too fast  
-ELA takes more time  
-chunking ELA standards to help students get the whole experience  
-creating CFAs to include geometry and measurement |
| --- | --- |
| What is the task or instructional focus?  
What is the standard or learning target?  
What are the instructional strategies? |  |
| How will we know that they learned it?  
How is the task supporting the learning outcome?  
What student samples or data are we reviewing?  
What is our CFA (Common Formative Assessment)? | -scoring at a 70% on pre or post CFAs  
data from School City can help with interventions |
| What will we do when they haven't learned it?  
Which changes in instructional practices do we need to consider?  
What Tier 1 academic or behavioral supports shall we consider? | -interventions such as tutoring (2x a week) and also walk to math/reading with teachers and include Ms. Cole |
| What will we do when they already know it?  
What instructional practices or academic extensions will we consider to enrich learning? | -higher readers need more enhancement and projects related to standards  
-book club (higher reading group) |
| Assigned tasks for next meeting | CFAs for quarter 1; schedule for walk to math/reading |
| Materials needed for next meeting |  |
| Support needed  
(From Principal, District Personnel, Other) |  |

**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.