

# Planning & Collaboration GRAPHIC ORGANIZER

This graphic organizer is designed to be used during an average PLC which typically take place during a planning period or before school. The minutes that are in parenthesis next to each step are a suggested amount of time to spend on that step.

## STEP #1: RELATIONSHIPS (3 minutes)

Norms:	Guiding Questions:	Possible Roles:
<ul style="list-style-type: none"><li>● Promptness</li><li>● Be prepared</li><li>● Show respect</li><li>● Be present</li><li>● Be positive</li><li>● Assume positive intent</li></ul>	<ul style="list-style-type: none"><li>● What do we expect students to learn?</li><li>● How will we know what students are learning?</li><li>● How will we respond to students who are not learning?</li></ul>	<ul style="list-style-type: none"><li>● Facilitator/Timekeeper</li><li>● Recorder/Notetaker</li></ul>

**Note.** This step is to get you started, you do not need to document anything for this step, simply spend some time getting to know your teammate(s) and establishing your norms, this is normal procedure for Professional Learning Communities.

## STEP #2: OBSERVATION OF STUDENT DATA (30 minutes)

Answer the questions below for ELA, Math and Science. Write questions that arise as you analyze your data in the 'question box' below.

- 1) Which Content area had the greatest growth? Math is the content area with the most growth across the cohort.
- 2) Which Content area had the smallest growth? ELA is the content area with the least growth across the cohort
- 3) Look at the SPED population - what are some patterns, categories or trends that are emerging?

The trend that we see for Special Education is that most of them are in the approaching and partially proficient levels, however excluding some outliers, they are showing growth in all content areas.

- 6) Brainstorm at least three possible root causes of student performance.

Some root causes can be that some students may be EL learners. Teachers may need more training, instructional practices and strategies to support Universal Design for Learning. There may be a possibility that the teachers are new or 1st year teachers.

**Note.** There are four questions that are not numbered sequentially. This is on purpose, questions were eliminated that have to do with identifying specific standards, you do not have access to that information with this data set.

## Step 3 Question Box (5 minutes)

### ***What do you need help with?***

- What does the student population look like?
- How were interventions provided to students, i.e. - small groups or whole group instruction?
- What assessments were done throughout the year?
- Do you have any tips for engaging these students based on your experience with them?

**Note.** This step is for the questions that you would ask the fourth-grade teachers who had these children the previous year. Such as: What interventions were provided for students who grew from MP on the pre-assessment to P on the post assessment?

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## STEP #4: LEAVING WITH A TASK (10 minutes)

Fill in the blank: Some students are going to struggle with ELA.

*These fourth graders are your incoming fifth graders for the new school year. What can I do as a teacher to ensure all students reach proficiency? What will you continue? What needs to stop? What needs to be adjusted?*

<b>SUCSESSES</b>	<b>CHALLENGES</b>
Math learning	English Learners Science learning
<b>SOLUTIONS</b>	<b>NEXT STEPS</b>
Build constant assessments into lessons Develop learning goals with students	Looking at student work samples and assessment scores Build lesson plans off of students work samples and assessments scores

**TARGET GOAL:** *What do you hope to achieve from now until your next data analysis?*

- Students will reach proficiency in ELA and Science and maintain growth in math.

**Note.** Focus on the students as you fill out the boxes on Successes, Challenges, Solutions, Next Steps and your target goal. This area really is what you have taken away from the data analysis.

## STEP #5: CLOSING (12 minutes)

Look at your Next Steps and Target Goal boxes. Make sure that you can answer the following questions:

*How will your principal know that your action plan is being implemented?*

*Please list your Target Goal and Objectives on this sheet before you submit it.*

**Note.** This is the final information for your principal – remember the scenario, the fifth-grade team working with these incoming students

Principals will be able to observe the assessment scores and work samples. For special education students, they would meet or exceed their IEP academic goals. Check-in's to look at benchmark comparisons from the 4th-grade data to the 5th-grade data. Teachers' lesson plans with target 4th-grade ELA and Science standards to prepare students for 5th-grade content.

- Target goal: Students will reach proficiency in ELA and Science and maintain growth in math.
- Objectives:
  - Teachers will have professional developments in UDL, ELA and science curriculum.
  - Teachers will perform quarterly formative and summative assessments.
  - 85% of students will meet proficiency in ELA and science post-assessment.

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Khadijah Franklin / Fifth Grade / Education Specialist  
Rebecca Wilcox / Fifth Grade / Multiple Subject

9/9/23 1:25 pm  
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Your Name/Grade Level/Content

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Date/time completed