

**2013-2014 PLC Leaders:**

Math – Deb Lapka

ELA – Lindy Duree

Science – Lisa Pelton

Social Studies – Eldon Brandenburg

21<sup>st</sup> Century – Kim VanNahmen

Physical Education – Justin Hejny

Fine Arts – Patty Ahern

**WEDNESDAY GRADE LEVEL/CONTENT PLC SCHEDULE**

<b>Subject</b>	<b>Grade</b>	<b>Time</b>	<b>Teacher</b>	<b>Room</b>
ELA	6	10:48-11:30	Penner, Keck, Sandoval, Polkinghorn, Montandon *Wk 1: Busch, Lovitt *Wk 2:Moler	501
Social Studies	6	10:48-11:30	Larsen, Legg	502
Math	6	11:33-12:15	Hughes, Bakke, TBA-Math 6, *Wk 1: Moler, *Wk 2: Busch, Lovitt	504
Science	6	11:33-12:15	Pelton, Marino	503
ELA	7	8:33-9:15	Black, T. Small, Kolsky, Sigmund *Wk 1:VanNahmen; *Wk 2: Kinkelaar, Beach	104
Social Studies	7	8:33-9:15	Johnston, Brandenburg	103
Math	7	12:18-1:00	Lapka, Nystrom, TBA-Math 7 *Wk 1: Kinkelaar, Beach *Wk 2:VanNahmen	112
Science	7	12:18- 1:00	Schaffer, Engelking	106
ELA	8	1:48-2:30	Priest, Duree, Weidner, *Wk 1: Herndon *Wk 2: Hejny	207
Social Studies	8	1:48-2:30	Ramos, Lee	211
Math	8	2:33-3:15	Self, Mercado, Bennett, Cooper *Wk 1: Hejny *Wk 2: Herndon	204
Science	8	2:33-3:15	Hiers, R. Small	201
Advocacy	678	10:03-10:45	Brinkley, Ahern, Hamilton, Stateler, West, Sellens, Holeman, Jacobs, Dick, Sewell, Vanderkamp, Herter, Martin, Kline	307
ESL Newcomers	678	11:33 -12:15	M Woods, Amaro, Stanley	406A

\*Connect, P.E. and SpEd teachers will rotate every other week to the grade level/content PLCs.

### **Purpose of Professional Learning Communities**

The purpose of content area PLC's are to maintain unity of curriculum, instruction, assessment, and to align and implement the Common Core units of study in ELA and math within each grade level. Content area weekly PLC's by grade levels have been developed to support the monitoring of summative and formative assessments.

### **Monitoring Student Progress**

The monitoring of student progress on summative assessments (Mastery Checks) will occur one week after each mastery check to ensure that API target goals have been met. This will require both math and ELA teachers to systematically review individual student performance rates as well as strategies for differentiated instruction to ensure that all students have been given an equal opportunity to master standards assessed within each Common Core unit of study.

### **Instructional Improvement Goals**

PLC leaders and building administrators will set the agenda each month to ensure that three major purposes for instructional improvement are being met. The three major purposes for instructional improvement will include;

1. the review of walkthrough data to ensure that all classroom instruction is meeting the student centered site-based and district goals that address the needs of a diverse population,
2. the review of data of classroom practices to gauge affective developmental goals for young adolescents that include student led conferencing and,
3. the review of summative data from FileMaker at the end of each quarter for the assurance that school wide SMART goals are being met as these goals are realigned to fit individual plans of learning.

### **Grade Level PLC Responsibilities**

Individual grade level content area PLC's will meet every Wednesday. Every core teacher will participate in PLC meetings with content area and grade-level team members. Teachers will coach and support the implementation of Common Core standards and student-centered instructional practices in their classrooms. Grade level PLC Feedback forms will need to be submitted by at least one member of the PLC team every Wednesday following each grade level PLC meeting.

## GRADE LEVEL PLC FEEDBACK FORM

GRADE	DISCIPLINE
DATE	OBSERVER
TOPIC	FACILITATOR

### IDENTIFIED STANDARD

<b>Describe the Common Core Standard Discussed</b>	<b>Describe what students will need to learn.</b>
<b>Describe how it will be taught in terms of rigors and relevance.</b>	<b>Describe how it will be formatively assessed in levels of task.</b>

### INSTRUCTION

Check which student centered instructional strategies will best fit the Common Core Standard selected for this PLC meeting.	
<input type="checkbox"/>	Provide students with reinforcing statements that are related to individual knowledge contributions and learning goal attainment.
<input type="checkbox"/>	Enhance student understanding of content by engaging them in lessons that allow them to mentally process information by identifying similarities and differences between interrelated concepts.
<input type="checkbox"/>	Provide every student with a direction for learning that is relative to a particular learning goal.
<input type="checkbox"/>	Engage students in the mental process of using knowledge by generating and testing hypotheses
<input type="checkbox"/>	Enhance the students' ability to synthesize information in ways that captures the main ideas and supporting details of each instructional objective.
<input type="checkbox"/>	Provide in every lesson ways that students can use and organize what they are taught.
<input type="checkbox"/>	Enhance the student's ability to represent and elaborate on knowledge using mental images.
<input type="checkbox"/>	Provide students with opportunities to interact with each other in ways that enhance their learning.

Please note that instructional walkthroughs should correlate with selected instructional strategies identified during the weekly grade level meeting. Walkthrough data will be reviewed nine times during the course of the school year to ensure that selected strategies from weekly PLC's are correlating with data obtained through instructional walkthroughs.