

DODGE CITY MIDDLE SCHOOL

PROFESSIONAL LEARNING COMMUNITIES

“Defining Instruction through Exemplary Practices”

Agenda August 16, 2011

8:00 - 10:00 A.M.

OVERVIEW: 10 MINUTES (8:00 – 8:10 A.M.)

- PLC Grade Level Chairs have editing Rights to Cardinal Spaces
- What We Can Celebrate – by Mike King
- Overview of Agenda and Purpose
 - Setting Instructional Goals for Future Learning
- Intro of PLC Leaders
- Purpose of PLC District Meetings and Dates – Refer to PLC Guide
- Overview Contents of PLC Guide
- Overview of School Goals
- We have four very specific school wide goals for this school year.
 1. Develop SMART Goals based upon previous year’s student performance and tie these goals to a yearly action plans.
 2. Continue to develop and implement summative assessment practices.
 3. Fully implement note taking strategies that include Cornell Notes, and graphic organizers.
 4. Develop content vocabulary for each grade level subject area.
- **Topics to consider for the coming year include:**
 - Incorporating technology into the classroom, technology as a tool for learning
 - Grading practices that measure student mastery of content knowledge and skill development
 - Five Kinds of Teacher Thinking and Objective Setting
- Purpose Weekly Wednesday PLC Meetings
 1. To review walkthrough data to ensure that all classroom instruction is designed to meet the needs of a diverse population.
 2. To review data of classroom management practices to gage the support of affective developmental goals for young adolescents.
 3. To review data from FileMaker for the assurance that individual classroom SMART goals are being met at 80% mastery on all essential indicators.

DIAC PRESENTATION 15 MINUTES (8:10 - 8:25 A.M.) (Link to PowerPoint)

- **School Improvement Presentation by DIAC Team**
 - [DIAC PowerPoint Presentation](#)
 - Ell Presentation by Daniel Johnson
 - Special Education Presentation by David Linsenmeyer
 - Math Presentation by Deb Lapka
 - Reading Presentation by Lora Louquet
 - Data Review and Essential Questions by Mike King
 - Essential Question One: How can we minimize the decrease in performance proficiency when transitioning from intermediate to middle school?
 - Essential Question Two: How can we decrease the time between identification of student difficulty and teacher intervention?

STEP ONE: COLLECTING & ANALYZING STATE DATA (25 MINUTES: 8:25 – 8:50 P.M.)

Step One: Collecting and Analyzing State Summative Data

- Objective: Review state historical data to identify trends in student achievement.
- To complete this exercise you will need to establish multiple trend statements generated from historical data.
 - Example: “In the past two years we have seen an average reduction of seventh grade math students scoring at or below the meets standards mark by 9.1%.”
- Divide your PLC group into grade level teams.
- Use State Historical and Sub Group Scores to generate your data trend statements.
- Generate at least two data trend statements for math and or reading for Historical and Sub Groups
 - [2010 – 2011 Data Trend Statements can be located on pages 8 and 9 of the January 2011 DIAC Report.](#)
- You have 25 minutes to complete this exercise.
 - Record your data trend statements on [TodaysMeet](#).
 - [TodaysMeet](#) Allows for Sharing of Data Trends
 - [TodaysMeet](#) Transcripts will be printed during the break.
 - Include at least one 2011 state historical and one 2011 sub group historical in your data trend statements.
 - Assign one person as a recorder.
 - This information will be reviewed during the SMART Goal session.
 - You may divide your group into smaller assignments to complete this activity.
- **Links to State Historical Scores**
 - [Math Three Year Comparison 2011](#)
 - [Reading Three Year Comparison 2011](#)
 - [Science Three Year Comparison 2011](#)
 - [Safe Harbor Status 2011](#)
- **Links to Sub Group Historical Scores**
 - [Special Education Math](#)
 - [Special Education Reading](#)
 - [English Language Learner Math](#)
 - [English Language Learner Reading](#)

BREAK: 10 MINUTES (8:50 – 9:00 A.M.)

- Printouts Generated for PLC Leaders from [TodaysMeet](#) (Mrs. Burkhard)

STEP TWO A & B: CONTENT ANALYSIS 20 MINUTES (9:00 – 9:20 A.M.)

The process of content analysis is a two step process. The first step (2A) requires the PLC team to identify past skills in the previous grade level that has not been mastered at 80%. (6th Grade Currently in 7th) (7th Grade Currently in 8th) The second step (2B) requires the grade level PLC team to look at DCMS content standards that have historically not been mastered by students at the grade level over the past two years.

- **(2A) Analyzing Prior Grade Level Content**
 - Identify and list all content area standards below 60% from the previous grade.
 - Record your strategies on how students will master these skills from the previous year.
 - Record all content standards below 60% and articulate strategies needed to ensure mastery at 80%.
 - Record information in your PLC packet.

- **Links to Content Standards Analysis**

- [Content Analysis Reading Grade 6 Comanche](#)
- [Content Analysis Reading Grade 6 Soule](#)
- [Content Analysis Reading Grade 7](#)
- [Content Analysis Reading Grade 8](#)
- [Content Analysis Math Grade 6 Comanche](#)
- [Content Analysis Math 6 Soule](#)
- [Content Analysis Math Grade 7](#)
- [Content Analysis Math Grade 8](#)

- **(2B)Analyze at Grade Level Content**

These strategies will become a part of your SMART Goal Action Plan of skills that need to be reinforced to ensure a solid foundation of skills for future mastery. It is important that grade level PLC teams identify what students did not master at grade level (Below 60%) from the previous two years. There may be a trend in mastery that needs to be addressed in instructional practices.

- Use the DIAC reports from the past two years to determine what standards fall below 60% in both years.
- Record those standards on the standards chart and devise instructional strategies that will ensure mastery at 80%.
- Defining instructional strategies that support foundational learning is essential when developing a yearly action plan.
- [DIAC Report 2011](#)
- [DIAC Report 2010](#)

STEP THREE: COMPLETION DATA ANALYSIS WORKSHEET (40 minutes 9:20 – 10:00 A.M.)

- **In Part I** of the Data Analysis Worksheet use information provided by your PLC Teams end of the year goal assessment worksheet. (See [Appendix A Goal Assessment Worksheet](#))
- **In Part II** of the Data Analysis Worksheet use the information gained from step two A and B to analyzing essential content standards that need improvement.
- **In part III** of the Data Analysis Worksheet based on your team's data analysis, what are your team's greatest areas of concern? Use information gained from part 2A and Part 2 B to record your information.
- **In Part IV** of the Data Analysis Worksheet list ways in which instructional focus will be administered to resolve and target the greatest areas of concern as identified in problem statement number 4. What will we need to do different to ensure that students master the state content standards that have historically been below the 60% mark? Define instructional strategies that are different that will support foundational learning.
- **In part V** PLC grade level teams will establish SMART Goals based on the information collected in parts 1 – 4 on their data analysis worksheet.
 - You will need a SMART Goal for every DCMS content standard below 60%. Please also address subgroups when formulating your SMART Goals.
 - First define the focus areas for improvement
 - Example
 - Number sense, Computation , Measurement
 - An example SMART goal might look something like the following:
 - The percentage of seventh grade students scoring at Level 3 or higher on number sense will increase from 64% in Spring of 2011 to 82% in Spring of 2012.
 - The percent of special education students scoring at level 3 in number sense will increase from 45% in Spring of 2011 to 60% in Spring of 2012.
 - All SMART Goals should show at least a 10% gain in achievement over the previous year.