



WAUWATOSA  
SCHOOL DISTRICT  
• Your Educational Community •

## PLC Weekly Team Plan

School: Madison Elementary

Date: 2 - 18 - 09

Grade Level/Department \_\_\_\_\_

Team Members Present: \_\_\_\_\_

### Purpose of collaboration:

- Establish targets and benchmarks
- Clarify essential outcomes by grade or course
- Develop common assessments
- Analyze assessment results
- Plan for interventions and instructional strategies

### Local standard/benchmark being addressed:

Comm Arts Standard 1: Uses the general skills and strategies of the writing process

Comm Arts Standard 5: Uses the general skills and strategies of the reading process

### Accomplishments of this meeting:

After sharing with the entire staff some of the highlights of the Wisconsin State Reading Convention, the Primary Literacy Team met to discuss the outcomes of our January Level II scores. We used a process called the Assessment Wall (see attached) to see where our students performed as a whole primary level. We then began the conversation about how our interventions may change for the rest of the year, and began sharing information about the different needs of our students and how we meet address those needs as a team.

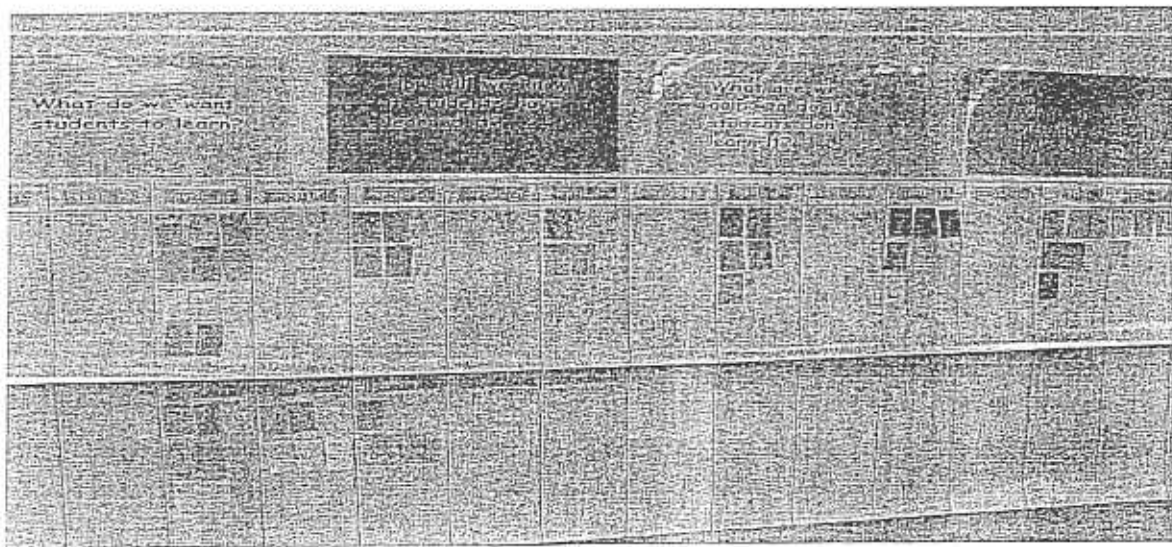
Next Steps	Resources Needed	Person Responsible
<p>*Classroom teachers will send a list of students who did not meet the grade level benchmark and their specific instructional needs to the reading specialist.</p> <p>*The reading specialist and the literacy assistants will create a new schedule and plans for interventions for the students teachers raise concerns about.</p> <p>*We will meet at the next PLC to discuss the new schedule, answer any questions, and share comments and concerns.</p>		<p>*Classroom teachers, reading specialist, literacy assistants.</p>

Purposes:

- Create collective understanding and shared ownership for all students' progress at a grade level, across grade levels, and within a classroom.
- Identify clear instructional next steps to increase students' literacy achievement.
- Collaborate around best practices to establish consistency and capacity of all staff working with students.
- Document students' reading progress over time.

Process:

- 1) Teachers complete a card or Post-it note for each student in their classrooms. The card includes student's name, current text reading level, assessment date and instructional supports (Title, EEN, ESL, S/L, etc.). Each classroom may use a different color.
- 2) On a wall chart, teachers place the student cards beneath the appropriate text reading level.



- 3) Teachers discuss current guided reading groupings and student progress.
- 4) Teachers collaborate and problem solve around instructional practices and meeting students' needs.
- 5) When teams meet again, cards are updated with current assessment data. Teachers problem solve strategies for supporting students making minimal progress or other student needs. This process includes analyzing data (PLAA, running records, observational notes, etc.) and identifying supports currently available (daily guided reading, Title, ESL, EEN, etc.). Teachers collaborate to determine further interventions

## Assessment Wall

### Possible Discussion Questions

#### General/Overall Questions:

What do you notice?

What are you thinking?

What are your concerns?

#### Picking a Focus:

Which student(s) should we focus on?

What are you noticing about the student(s)?

What are your concerns?

Which of the key elements does the student(s) need support with?

What does the student(s) need to accelerate?

What supports do they have?

What are next steps?

Sharing and Problem Solving

Name(s)

Adding  
ack?



Name \_\_\_\_\_ Date \_\_\_\_\_

Planning next steps for students who aren't making progress

What is the student using?

Cues:

- Meaning
- Structure
- Visual (phonics)

Word analysis: (first letter(s), letter by letter: using chunks...in sequence)

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Use of high frequency words:

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Reading strategies:

<input type="checkbox"/> monitors	<input type="checkbox"/> looks at the picture
<input type="checkbox"/> searches	<input type="checkbox"/> thinks about the story
<input type="checkbox"/> cross-checks	<input type="checkbox"/> sounds out
<input type="checkbox"/> self corrects	<input type="checkbox"/> looks for known parts
<input type="checkbox"/> rereads	<input type="checkbox"/> reads on

Comprehension strategies:

<input type="checkbox"/> retells	<input type="checkbox"/> visualizes/creates mental images
<input type="checkbox"/> predicts	<input type="checkbox"/> makes inferences
<input type="checkbox"/> clarifies	<input type="checkbox"/> determines importance
<input type="checkbox"/> makes connections	<input type="checkbox"/> summarizes/ synthesizes
<input type="checkbox"/> asks questions	

Fluency analysis: (rapid and accurate, phrased: using intonation)

Supports:

- Daily guided reading lessons in the classroom
- Weekly running record(s)
- Additional guided reading lessons
- ESL/Special Ed.
- Daily independent reading with easy and just right books
- Take-home/nightly reading
- Independent reading conferences
- Regular updates between teacher and ESL, Special Ed., and Reading Specialist
- Problem-solving with grade level colleagues which may include ESL, Special Ed., Reading Specialist and Literacy Aide
- Familiar rereads
- Fluency practice
- Read alouds (1:1 or small groups)
- Volunteer / tutor
- Specific intense intervention
  - Jolly Phonics
  - Road to the Code
  - Benchmark
  - RAVE-O
  - Touchphonics
  - Earobics
  - Soar to Success
- Other \_\_\_\_\_

Thurs.

Writing/Conf. conferences  
 Fixation based practice

Next Steps:

- Assessments \_\_\_\_\_
- Collaboration time \_\_\_\_\_
- SAT \_\_\_\_\_

Focus:

Additional instruction and practice in identified areas of need:

- Cues
- High frequency words
- Visual Analysis
- Reading strategies
- Comprehension strategies
- Fluency

only way to know what to teach is to  
interact with children, watch what they  
listen to what they say, spend time  
gathering sense of data, then plan for  
instruction. This is an ongoing effort. It  
means having conversations with  
colleagues about student work and  
questions and asking, "What does this  
mean? What is the child telling me that  
I don't know or she knows?"



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### Local standard/benchmark being addressed:

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Comm Arts Standard 5: Uses the general skills and strategies of the reading process

### Accomplishments of this meeting:

The 1<sup>st</sup>/2<sup>nd</sup> grade literacy team met to discuss our new schedule for interventions. A summary of planned interventions for each classroom was shared, and questions, concerns, and specifics were addressed. Then the 1<sup>st</sup> grade team met to discuss 3 students in Steele's classroom and plan for literacy interventions based on shared information from the classroom, reading specialist, and special education teacher. A plan was developed for a replacement curriculum for 2 students, and intensive classroom intervention for the third.

<b>Next Steps</b>	<b>Resources Needed</b>	<b>Person Responsible</b>
*Begin new interventions *Meet after 3 weeks to determine how new schedule and specific interventions are working	*Instructional materials	*Classroom teacher, reading specialist, literacy assistants.

# PLC Weekly Team Plan

School: Madison Date: 3-4-09

Grade Level/Department: \_\_\_\_\_

Team Members Present: \_\_\_\_\_

**Purpose of collaboration:**

- Establish targets and benchmarks
- Clarify essential outcomes by grade or course
- Develop common assessments
- Analyze assessment results
- Plan for interventions and instructional strategies

**Local standard/benchmark being addressed:**

Reading - identifying story elements  
(setting, characters)

Accomplishments of this meeting: first grade decided we would create a mini-reading assessment based on what we have been practicing in reader's workshop. We decided to do whether or not kids could tell us the characters and setting in other element be.

Next Steps	Resources Needed	Person Responsible
Identifying which students are struggling w/ this identification	Assessment "new" book	Jacoby Judy Hunter Steele