

**PLC #5 Guided Agenda – Academic Interventions  
December 3 – 5, 2013**

Professional Learning Community Objectives:

1. Teachers will share strategies and develop a SMART goal action plan for strategic interventions.

- Welcome (~5 Minutes)
  - ✓ *What was your worst grade in high school and why?*
- Review PLC Norm / Triple Track Agenda (~1 Minute)
- D/F Rate Discussion and Activity (~30 Minutes)
  - ✓ Complete the “*Focused Structured Collaboration: D/F Rates*” Handout
  - ✓ Share out specific student intervention strategies that you have found successful in your classroom.
  - ✓ Create a SMART Goal and Action Plan for implementing intervention strategies into your classroom.
    - SMART Goal Handout
- Wrap-Up (~2 Minutes)
  - ✓ Continue to collect evidence on the Common Core Reading Standards and implement your SMART Goal and Action Plan.
    - *Strategy – Where are you keeping your PLC “stuff”?*

Agenda provides suggested times to assist in your facilitating the PLC.

**Resources for Facilitators:**

- Send email reminder to department members (*Bring a copy of most current grades from Synergy*)
- PLC Norm Handout / Triple Track Agenda
- *Focused Structured Collaboration: D/F Rates*” Handout
- SMART Goal Handout
- Highlighters, Post Its, folders, etc. for participants



# Professional Learning Community Norms

When Establishing Norms, Consider:	Proposed Norm
<p>Time</p> <ul style="list-style-type: none"><li>✓ When do we meet?</li><li>✓ Will we set a beginning and ending time?</li><li>✓ Will we start and end on time?</li></ul>	
<p>Listening</p> <ul style="list-style-type: none"><li>✓ How will we encourage listening?</li><li>✓ How will we discourage interrupting?</li></ul>	
<p>Confidentiality</p> <ul style="list-style-type: none"><li>✓ Will the meetings be open?</li><li>✓ Will what we say in the meeting be held in confidence?</li><li>✓ What can be said after the meeting?</li></ul>	
<p>Decision Making</p> <ul style="list-style-type: none"><li>✓ How will we make decisions?</li><li>✓ Are we an advisory or a decision-making body?</li><li>✓ Will we reach decisions by consensus?</li><li>✓ How will we deal with conflicts?</li></ul>	
<p>Participation</p> <ul style="list-style-type: none"><li>✓ How will we encourage everyone's participation?</li><li>✓ Will we have an attendance policy?</li></ul>	
<p>Expectations</p> <ul style="list-style-type: none"><li>✓ What do we expect from members?</li><li>✓ Are there requirements for participation?</li></ul>	
<p><i>Used with permission of the National Staff Development Council, <a href="http://www.nsdcc.org">www.nsdcc.org</a>, 2006. All rights reserved. From Keys to Successful Meetings by Stephanie Hirsh, Ann Delehant, and Sherry Sparks. Oxford, OH: National Staff Development Council. 1994</i></p>	



# Learning and Leadership: The Triple Track Agenda

*In experiencing any information or activity during professional development, any educator has a personal choice of which "track" to choose in which to view the experience. Reminding participants of this at the beginning of a workshop or conference can help each person own a measure of responsibility for their experience.*

<b>First Track</b>	<b>Content</b>	Do I know this or is this new information for me?
<b>Second Track</b>	<b>Facilitation</b>	I know this, what can I learn from the facilitation for my work with teachers?
<b>Third Track</b>	<b>Classroom</b>	I know this. How can the activity be used to support student learning?

**Focused Structured Collaboration: D/F Rates**  
**Blueprint for Greatness - Proficiency**

*Increase academic success by incorporating the concept of "Re", thereby reducing the D/F rates.*

PLC Date:	Content Area:	Teacher Name:
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<b>Data: Teaching</b>	<b>Data: Learning</b>			<b>Rtl<sup>2</sup></b>
❖ <b>Instructional Strategies</b> (Embedding Literacy Skills and Instructional Strategies daily improve student learning, reducing D/F rates)	❖ <b>Data</b> (Review D/F List)			❖ <b>What will we do if they don't get it?</b> (concept of "Re")
<b>PERIOD</b> <b>Class Count</b> _____	<b># of D</b>	<b># of F</b>	<b>Total D/F</b>	<b>NOTES</b>
Period 0 Class Count _____				
Period 1 Class Count _____				
Period 2 Class Count _____				
Period 3 Class Count _____				
Period 4 Class Count _____				
Period 5 Class Count _____				
Period 6 Class Count _____				
<b>Total</b>				
<b>Percentage</b>				

## Strategic Intervention SMART Goal

S.M.A.R.T.	Questions...
Specific	Does your goal clearly and specifically state what you are trying to achieve?
Measurable	How will you (and others) know if progress is being made on achieving your goal? Can you quantify or put numbers to your outcome?
Attainable	Is achieving your goal dependent on anyone else? Is it possible to reframe your goal so it only depends on you and not others? What factors may prevent you from accomplishing your goal?
Relevant	Why is achieving this goal important to you? What values in your life does this goal reflect? What effect will achieving your goal have on your life or on others?
Time-bound	When will you reach your goal?

Today's Date: \_\_\_\_\_

Date by which you plan to achieve your goal: \_\_\_\_\_

### Verify that your goal is S.M.A.R.T.

**Specific:** *What exactly will you accomplish in your strategic intervention goal?*

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**Measurable:** *How will you (and others) know when you have reached your strategic intervention goal?*

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**Attainable:** *Do you have the resources to achieve this strategic intervention goal? If not, how will you get them?*

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**Relevant:** *Why did you select this strategic intervention goal?*

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**Time-bound:** Will this goal be attained by the end of each grading period?

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**ACTION PLAN**

What specific steps must you take to achieve your strategic intervention goal?

Task / to-do item	Expected completion date	Date actually completed

**OBSTACLES / CHALLENGES**

Obstacle	How will you address the challenges if/when they arise?

**Network of Support & Accountability**

When working towards achieving a goal, it is helpful to have a one or two people whom you agree to check in with on a regular basis. Keeping others informed on your progress can be a useful external motivator!

***Who can you share your goal with?***

- 1) Talk with one or two individuals who will genuinely want to see you succeed in achieving your goal.
- 2) Explain to them why achieving this goal is important to you.