

PELHAM PLC SMART GOAL WORKSHEET

School:	Pelham Middle School	Grade Level / Department	Grade 7 – English/Social Studies
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Team Members:	Linda Mancia, Rachel Pixley, Wendy DeVito, Jeannine Salman		
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Area of Focus:	Alignment of 7 th grade instructional practice to better support student growth in the Common Core literacy skill of finding the central idea and tracking its development.		
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Connection to Strategic Plan:	<p><u>Pillar 1: 21st Century Learning</u></p> <p>Systematically integrate the principles and content of 21st into academic and co-curricular programs to prepare all students to meet current and future challenges. (to foster a culture where growth is at the center of learning)</p>		
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Team SMART Goal	Strategies and Action Steps	Responsibilities	Timeline	Evidence of Effectiveness
<p><i>Our Current Reality:</i></p> <p>Grade 6 – 8 ELA Exam results have shown a weakness in identifying the central idea of a text as required by the NYS Common Core Learning Standards.</p>	<ol style="list-style-type: none"> 1. Research strategies for teaching how to identify main idea. 2. Discuss and agree upon which research-based practice we will use to teach the skill. 3. Develop discipline specific pre-assessments to use in English and Social Studies to identify the baseline of mastery for this skill. 4. Teach and assess the effectiveness of the instructional practice. 5. Administer post-assessment to assess student growth in skill. 6. Analyze the data to determine the effectiveness of the practice. 7. Revise practice as needed in the coming 	<p>Each member of the PLC will make and distribute curriculum and analyze results while working collaboratively.</p>	<p>Sept. – Review Norms & develop SMART goals & develop pre-assessment</p> <p>Oct. – Review best practices for teaching main idea and agree upon practices we will use to teach the skill. We will share pre-assessment data and adjust practice accordingly.</p> <p>Nov. – March – Implement practice, administer formative assessments, track & evaluate results, and incorporate changes as needed.</p> <p>Feb. – Review annotated questions and answers from 2014 ELA Exam to influence cross-curricular instruction for test preparation.</p> <p>Early April (before ELA) – Administer post-assessment and evaluate effectiveness of practice.</p>	<p>We have aligned our instructional practice to teach students how to determine the central idea of a text, and have shared it with other disciplines in the grade level.</p> <p>Improved student performance evident in ongoing formative assessments.</p> <p>Post-assessment reveals 85% growth.</p>
<p><i>Our Team SMART Goal - Focus on LEARNING:</i></p> <p>This year we plan to agree on the instructional practice we will all use to teach the main idea, including using common vocabulary and the same step by step process.</p>				

	school year to address issues shown by results.			
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Please email this form to your principal no later than Friday, September 19th.

**Pelham Public Schools
End-of-Year PLC Team Reflections
2014-15**

Area of Focus:	Alignment of seventh grade instructional practice to better support student growth in the CCLS literacy skill of finding the central idea and tracking its development.
Team Goal(s):	This year we agreed on the instructional practice that we all used to teach the main idea including using common vocabulary and the same step by step process.
Team Members:	Wendy DeVito, Linda Mancina, Rachel Pixley, and Jeannine Salman

1. In what ways did your goal(s) connect with the Strategic Plan?
We collaborated to foster a culture where growth was at the center of learning-- as in we looked to see if the students could grow in this specific skill: identifying and tracking central ideas.
2. In what ways has your PLC experience improved student learning?
Because we have developed a common language between English and SS students are more aware of the skills involved. They see it as a step by step process. There has been a huge change this year. The students understand what it is to make a claim and support it. They see how authors do it and are more able to do it in their own writing. Social studies teachers report that DBQ and argument writing has improved as students see the connection between reading and identifying a main idea and writing a main idea and supporting it with detail. Although this is a work in progress, we have seen much improvement and we feel they are better prepared for eighth grade in critical reading and evidence-based writing.
3. In what ways has the PLC experience affected you as learners?
It has been incredibly fulfilling to share best practices and collaborate and grow as teachers. <3 We designed lessons collaboratively and felt confident taking risks, reviewing, revising and collaborating again. The members of our PLC worked so well together, we all felt safe to try new things and experiment and therefore all grew as teachers.
4. What are your initial thoughts about a PLC focus area for 2015-16?
Given the PMS commitment to the IB transition, we want, as the SS/English team for seventh grade, to be able to use our PLC time for IB planning. The focus will need to be developing new units that reflect more disciplines and meet the IB model. Still, we will continue to apply our new understandings of new methodologies for teaching main idea that we learned this year.

Please email this form to Dr. Garcia sgarcia@pelhamschools.org

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