



Estill County Engineers

PLC Planning Protocol 2016-17

PLAN-Week 1

✓	DuFour Question 1: What do we want our students to learn and be able to do?
	<ul style="list-style-type: none"> Bring curriculum documents, maps, units to the table
	<ul style="list-style-type: none"> Identify the specific standard(s) in this chunk (section of unit that intervention can take place for immediate impact) of instruction. (ELA & Math done prior to the meeting)
	<ul style="list-style-type: none"> Highlight the verb in the lesson design to indicate level of rigor and target type Identify Skill Types for each target. (knowledge, skill, reasoning, product)
	<ul style="list-style-type: none"> Ensure formative assessments address each daily learning target (formative assessment must be specific and congruent)

PLAN-Week 2

	<ul style="list-style-type: none"> Using Daily Learning Target (DLT) construct a benchmark/common assessment that is congruent to the level of rigor of the standard and reflect the same type in the Daily Learning Targets (DLT). Ensure that assessments are K-Prep, QC, ACT Type: Timed, text dependent, and depth of knowledge (DOK) levels congruent to daily learning targets.
--	---

DO-Week 3

✓	DuFour Question 2: How will they learn it?
	<ul style="list-style-type: none"> Plan for high quality Tier I Instruction (e.g., differentiation, scaffolds, formative assessment) Identify and embed high yield strategy/strategies used by the teacher and students to support student engagement in their learning into the planning document. Ensure high level of engagement and scaffolds for before and during learning. Review and ensure instruction aligns with the intent of the standards

STUDY and ACT- Week 4

✓	DuFour Question 3: How will we know they know it?	
	<ul style="list-style-type: none"> Share Item Analysis of the Assessment 	<ul style="list-style-type: none"> Share mastery of each standard.
	<ul style="list-style-type: none"> Share student voice results or +/-Delta 	<ul style="list-style-type: none"> Develop and share teacher/grade next steps (See Question 4)
	<ul style="list-style-type: none"> PLC addresses the data questions together. (attachment) 	

✓	DuFour Question 4: What will we do if they do not learn it? Tier I Intervention	
	<ul style="list-style-type: none"> Plan how you will reteach the students who did not master the standard. Was it a skill or conceptual issue? 	<ul style="list-style-type: none"> How and when will you reteach, map, and reassess these standards if they are less than 80% proficiency?

✓	What will we do if they know it? Acceleration	
	<ul style="list-style-type: none"> Plan how you will provide accelerated learning for students who have mastered the standard to ensure continuous growth. 	<ul style="list-style-type: none"> How can compacting the curriculum empower the learner and move ahead with instruction?

Student Barriers to Learning

	<ul style="list-style-type: none"> Examine potential barriers for student success (social, emotional, behavioral...) Notice of concern letters Parent phone calls Student meetings Teacher +/-Delta Specific Personalized Intervention Plan
--	---