

# Weekly PLC Meeting Template

## Planning Meeting

### Prepare: Understand the Lesson

**Prework**

Review your unit plan and re-read the upcoming chapters/text that you will be covering next week. Come prepared with your annotated materials.

### Celebrate: Share one example of student learning or growth this week (5 min)

**Whip Around:**

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### Plan: Week At-A-Glance

Review your planning materials and identify the following:

- What's the learning goal for the lesson?
- Which part of the lesson is Coursemojo replacing?
- What's the Target Task for the activity and what do students need to know/understand to answer the question?
- Which driving questions are most critical in preparing students for the Target Task?
  - Include your pacing/timestamps

*Ex:*

- *Objective: Students will be able to explain how the author develops Percy's point of view toward Mr. Brunner in Chapter 2 of The Lightning Thief (RL.6.6) by analyzing specific textual evidence.*
- *Replaces Work Time B: "Why Ancient Greek Mythology Is Still Relevant Today"*
- *Target task: According to the author, why is Greek mythology still relevant today? Respond to this question in the form of a paragraph that includes a claim, evidence, and explanation.*
- *Priority Qs: #3 - Look at paragraphs 8-10. What is one key reason the author believes people should continue to study Greek myths? AND #4- In paragraph 10, the author states: "After all, a lot of these stories tell tales of how human follies, stupidity, and even hubris get people in trouble." What specific evidence does the author provide that these ancient lessons are still relevant to people today?*

*Pacing:*

- *Do Now (5 min)*
- *Work Time A: CR Anchor Chart (5 min)*
- *Work Time B: Coursemojo (30 min)*
- *Work Time C: Language Dive (15 min)*
- *Closing (5 min)*

Monday

Tuesday

Wednesday

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Thursday	
Friday	
<b>Identify: Student Needs and Modifications (10 min)</b>	
<p>Consider the small groups and modifications you need to take to ensure students in each of your periods are successful. If the class is co-facilitated, identify how each of you will work in concert to support students.</p> <ul style="list-style-type: none"> <li>• What, if any, specific pacing or activity modifications do you need to make during the activity?</li> <li>• What students should be identified for additional small group support?</li> </ul>	
<i>Ex:</i>	<p><b>Pacing/Prioritization:</b></p> <ul style="list-style-type: none"> <li>• Monday: Only spend 8 min on driving questions to ensure students have 4 minutes to work on their claim.</li> </ul> <p><b>Activity Modification:</b></p> <ul style="list-style-type: none"> <li>• Tuesday: Before students begin writing the target task, pause and model how to best respond to Mojo's feedback to increase the number of students able to incorporate feedback</li> <li>• Wednesday: Pause students after Q5 to do a show call on effective claims before releasing students to the Target Task</li> </ul> <p><b>Small Group Support:</b> Pull Percy, Anabeth, and Grover for a small group focused on building literal comp before releasing them to complete the priority questions for each activity</p>
Section 1	<ul style="list-style-type: none"> <li>• <b>Pacing/Prioritization:</b></li> <li>• <b>Activity Modification:</b></li> <li>• <b>Small Group Support:</b></li> </ul>
Section 2	<ul style="list-style-type: none"> <li>• <b>Pacing/Prioritization:</b></li> <li>• <b>Activity Modification:</b></li> <li>• <b>Small Group Support:</b></li> </ul>
Section 3	<ul style="list-style-type: none"> <li>• <b>Pacing/Prioritization:</b></li> <li>• <b>Activity Modification:</b></li> <li>• <b>Small Group Support:</b></li> </ul>
<b>Next Steps: Determine key next steps (include due dates, owners, and observation timeline)</b>	
5 min	

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Data Dive: What is the data from assigned activities telling you about student learning?	
Prework	<p><b>Reflect:</b> Review your Mojo Report data and activity insights ahead of time, and consider the following questions:</p> <ul style="list-style-type: none"> <li>• What trends do you see around individual student engagement?</li> <li>• What gaps in student comprehension are evident across activities?</li> <li>• What, if any, students have limited growth and why?</li> </ul>
Celebrate: Where did you see growth in academic data or student engagement this week?	
5 min	<p><b>Whip Around:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
Root Cause Analysis: Identify what students are struggling with and why	
15 min	<p><b>Analyze Student Work:</b> Run the student misconceptions and consider the following:</p> <ul style="list-style-type: none"> <li>• What gap do you notice between the strong student responses vs. the struggling student responses?                             <ul style="list-style-type: none"> <li>○ Is this a gap in literal understanding, an analysis gap, or a communication gap?</li> <li>○ What misunderstanding is evident in the responses and how is it impacting comprehension?</li> </ul> </li> </ul>
	<p><b>Name It:</b> What is the gap in student understanding and what do students need to do differently to get to full understanding?</p>
Action Planning: Determine how you will address the current gaps in data	
20 min	<p><b>Corrective Instruction Strategy:</b> Select the CI Strategy, then describe how you will address this gap next week in your ELA block or PL Block. Include opportunities for student practice and discourse.</p>
	<p>Direct Instruction / Modeling   Guided Discourse / Show Call</p>
	<p><b>Planning for Small Groups:</b> Who are the students of concern that you need to target for small groups or conferencing next week? Run the conferencing tool to identify who needs engagement support vs. who needs comprehension support. Do you want to update your strategic groupings to provide additional support?</p>
	<p><b>Looking Ahead:</b> How will you assess student learning? What upcoming activities are targeting similar skills? What target task do you want to prioritize for 100% completion?</p>
Next Steps: Determine key next steps (include due dates, owners, and observation timeline)	
5 min	