

Planning & Collaboration GRAPHIC ORGANIZER

This graphic organizer is designed to be used during an average PLC which typically take place during a planning period or before school. The minutes that are in parenthesis next to each step are a suggested amount of time to spend on that step.

STEP #1: RELATIONSHIPS (3 minutes)

Norms: Promptness Be prepared Show respect Be present Be positive Assume positive intent	Guiding Questions: What do we expect students to learn? How will we know what students are learning? How will we respond to students who are not learning?	Possible Roles: Facilitator/Timekeeper Recorder/Notetaker
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Note. This step is to get you started, you do not need to document anything for this step, simply spend some time getting to know your teammate(s) and establishing your norms, this is normal procedure for Professional Learning Communities.

STEP #2: OBSERVATION OF STUDENT DATA (30 minutes)

Answer the questions below for ELA, Math and Science. Write questions that arise as you analyze your data in the 'question box' below.

- 1) Which Content area had the greatest growth?

On average, math demonstrated the greatest growth across the four classes. However, when examining each class individually, T1, T3, and T4 demonstrated the greatest growth in math, while T2 demonstrated the greatest growth in science.

- 2) Which Content area had the smallest growth?

On average, ELA demonstrated the least growth across the four classes. This trend was also observed when examining each class individually.

- 3) Look at the SPED population - what are some patterns, categories or trends that are emerging?

Out of the eight students identified as receiving special education services in the data set, six demonstrated growth in science across the four classrooms, while the performance of two students declined. Although most students showed growth in science, only three met or exceeded the science standard. Of the remaining students, four were approaching the standard and one fell far below the standard. These findings suggest that the instructional strategies being implemented are supporting student learning. With continued targeted instruction, the students who are approaching the standard may be able to reach grade-level expectations.

Out of the eight students, five demonstrated growth in ELA, while the performance of three students declined. Although several students showed growth, only one student demonstrated proficiency, while the remaining seven students were minimally proficient. ELA emerged as the greatest area of need for the SPED population, which is consistent with the overarching educational needs of the data set. Although the current

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interventions appear to be supporting student growth, additional targeted instruction and supports are needed to help students reach proficiency.

Math demonstrated the greatest overall growth, with seven of the eight students showing improvement across the four classrooms. Although most students demonstrated growth, none of the students' reached proficiency, with five being minimally proficient and three being partially proficient. These findings suggest that although current instructional practices are promoting student growth, additional targeted interventions are needed to help students progress from growth to grade-level proficiency.

6) Brainstorm at least three possible root causes of student performance.

The trends identified in the data suggest several possible root causes that may be impacting student achievement. First, most students demonstrated challenges in ELA. This suggests that students may have gaps in foundational literacy skills that could be affecting their ability to be successful in other content areas. Difficulties with reading comprehension, understanding academic vocabulary, following written directions, and activating relevant background knowledge may make it more challenging for students to access grade-level content in science, math, and ELA.

Another possible root cause for student performance could be that the assessments being given are reading-intensive. If students are already struggling with reading, assessments that require heavy reading comprehension skills, academic vocabulary, and the ability to understand written directions can influence the accuracy of their test scores and may lead to a misrepresentation of their actual abilities and skills.

The data may also suggest that there were not enough formative assessments implemented to appropriately adjust instruction to meet student needs. Although most students demonstrated growth, many did not reach proficiency. This may indicate that teachers did not have enough ongoing assessment data to identify specific learning gaps and adjust instruction accordingly. As a result, accommodations, modifications, and instructional supports may not have been sufficiently individualized or targeted to address each student's specific areas of need.

Note. There are four questions that are not numbered sequentially. This is on purpose, questions were eliminated that have to do with identifying specific standards, you do not have access to that information with this data set.

Step 3 Question Box (5 minutes)

What do you need help with?

- Considering that most students demonstrated growth in science, what instructional strategies and interventions were the most effective? How frequently were formative assessments used, and how did you use that data to adjust instruction?
- What enrichment opportunities or differentiated activities did you provide to ensure students who met or exceeded grade-level expectations remained engaged and continued to demonstrate growth?
- Do you have additional assessment data that identifies the specific ELA skills (e.g., comprehension, vocabulary, fluency, or decoding) that students struggled with the most so instruction can be better targeted?

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- Although many students demonstrated growth in math, proficiency remained low. Which foundational math skills did you identify as the greatest areas of need, and what instructional strategies or interventions were most effective?
- Which accommodations, modifications, and instructional supports were most effective for the SPED students? Were there specific supports that appeared to contribute to the stronger growth observed in science compared to ELA and math?

Note. This step is for the questions that you would ask the fourth-grade teachers who had these children the previous year. Such as: What interventions were provided for students who grew from MP on the pre-assessment to P on the post assessment?

STEP #4: LEAVING WITH A TASK (10 minutes)

Fill in the blank: Some students are going to struggle with English Language Arts

These fourth graders are your incoming fifth graders for the new school year. What can I do as a teacher to ensure all students reach proficiency? What will you continue? What needs to stop? What needs to be adjusted?

SUCCESSSES	CHALLENGES
SOLUTIONS	NEXT STEPS

Successes – Students exhibited great growth in math. Class T3 exhibited the greatest growth in science. The special education population demonstrated growth in math, and more than half the special education population demonstrated growth in English Language Arts despite remaining below proficiency.

Challenges – Students struggled with English Language Arts across the board; it was by far the area where the students had the least growth. While there was growth by the special education population, these students were still at most only minimally and partially proficient in math. Each class also lacked proper growth in English Language Arts, making it the greatest area of instructional need.

Solutions – More assessments will need to take place to address the reasons for lack of progress in English Language Arts. Formative examinations should be given more frequently to monitor student progress and adjust instruction based on students' needs. Targeted interventions such as small group instruction and differentiation

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of content can help support specific areas of need. Utilizing multiple methods of assessment will allow students to demonstrate their understanding.

Next Steps – The next steps for this class will be to continue monitoring progress through the proposed solutions which includes ongoing formative assessments, analyzing data and adjusting instruction based on student performance. English Language Arts will take the bulk of the observations since it was the least well performing area by the students. With that being said, observations should still be made in other areas to ensure there is no regression.

Note. Focus on the students as you fill out the boxes on Successes, Challenges, Solutions, Next Steps and your target goal. This area really is what you have taken away from the data analysis.

STEP #5: CLOSING (12 minutes)

Look at your Next Steps and Target Goal boxes. Make sure that you can answer the following questions:

How will your principal know that your action plan is being implemented?

Please list your Target Goal and Objectives on this sheet before you submit it.

Note. This is the final information for your principal – remember the scenario, the fifth-grade team working with these incoming students

- The principal will know that the action plan is implemented based on a growth in test scores over the following year. This will have to be achieved through more formative examinations that allow all of the educators to properly evaluate how the students are receiving the teaching methods. An emphasis should be made to discover the root cause of why the students have struggled with English Language Arts. The main target goals of the following year will be to address why the students have struggled in English Language Arts and to improve their scores.

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Your Name/Grade Level/Content

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