



McCaffrey Middle School
Math Meeting
Oct. 28, 2024

Objectives:

1. Defining Team
2. Understanding PLC objectives
3. Creating Norms

Activities

1. Team Activity
 - a. [Teamwork motivational video](#)
2. PLC training/refresher
 - a. PLC Developmental Level and Asset Mapping
3. SWAP Analysis from the last assessment

Time	Activity	Facilitator / Product	Comment(s)
8:30	Introductions; Objectives; Motivation	Principal Castillo	
9:00	PLC Infrastructure: <ul style="list-style-type: none">● Questions and Assets● Mind the Gap...	Math Faculty	PLC Asset Mapping and Resource Gap Analysis / Recommendations
10:30	Break	All	
10:45	SWAP Analysis	Principal Castillo	Review Student Work
11:30	Professional learning plan and PLC system	Math Faculty	Review of existing planning and collaboration structures for ongoing learning and development
12:15	Reflective Quadrants	Principal Castillo	Identifying what worked well and what the next steps should be

PLC Developmental Level and Asset Mapping

1. *What are students to know and be able to do?*
2. *What's the best way for them to learn?*
3. *How will we know they've learned?*
4. *What will be done when they don't learn as we'd hoped?*
5. *How can we extend learning for students who've mastered the content?*

Identify artifacts and systems for each question

Develop a master calendar for the process (weekly/monthly, quarterly leading to an annual rhythm.

PLC Question	Tool(s) Available	Context and Cadence	Comments
What are students to know and be able to do?			
What's the best way for them to learn?			
How will we know they've learned?			
What will be done when they don't learn as we'd hoped?			
How can we extend learning for students who've mastered the content?			

ARLP's Reflective Quadrants:

<p>I. What's here that you expected or anticipated? Didn't expect or anticipate?</p>	<p>II. Given these (quadrant I findings), what feelings did you experience? What questions do you have?</p>
<p>III. Do the results you've identified in Quadrant I represent a pattern or trend? How would you feel if the pattern continued?</p>	<p>IV. Given your learning, what will you and your colleagues start, stop, and/or keep doing?</p>

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ARLP's 4-Step PDSA Protocol for Change Idea Testing

Instructions: ***Fill-in the unshaded areas of the table***

Change Idea Title:		
What is the Change Idea being Tested? <i>(If we do, say, make, or create X, the anticipated change(s) are Y...)</i>		
What is the Aim of the Change Idea?		
What is/are the Driver(s)?	Driver 1:	
	Driver 2:	
	Driver 3:	
What is/are the Actions to be taken for each Driver?	<i>Actions for Driver 1:</i>	
	<i>Actions for Driver 2:</i>	
	<i>Actions for Driver 3:</i>	
Change Idea Tester(s)	1. <i>Name</i>	
	2. <i>Name</i>	
	3. <i>Name</i>	
	4. <i>Name</i>	
Change Idea Test (CIT) Dates <i>(i.e., from when to when...?)</i>	CIT Test Beginning Date:	
	CIT Test Ending Date:	

PLAN

Instructions: *Fill-in the unshaded areas of the table*

Questions:

What questions do you have about what will happen with each action of your change idea? What do you want to learn?

Predictions:

What do you predict will happen for each question?

Data:

What data will you collect to test your predictions?

Data Collection:

Describe how you will collect your data

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DO

After the test period, briefly describe what happened during the test, any surprises, how you felt as you gathered data relevant to your questions and predictions.

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STUDY

What were the results?

Were your predictions accurate? What do the data indicate about your predictions?

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Based on this experience, what have you learned?

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ACT

Given your experience and findings, what practices will you start? Stop? Keep doing?

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