



**Simons Middle School
PLC Planning Period Protocol**



Teacher(s): Singler, Wagner

Date: 9-30-16

PLAN

What do we want them to learn?

Multiplying & Dividing Rational Numbers

CCSS.MATH.CONTENT.7.NS.A.2

Apply and **extend** previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

CCSS.MATH.CONTENT.7.NS.A.2.A

Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

CCSS.MATH.CONTENT.7.NS.A.2.B

Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.

CCSS.MATH.CONTENT.7.NS.A.2.C

Apply properties of operations as strategies to multiply and divide rational numbers.

CCSS.MATH.CONTENT.7.NS.A.2.D

Convert a rational number to a decimal using long division; **know** that the decimal form of a rational number terminates in 0s or eventually repeats.

- Project the **common assessment** and share the **test question(s)** that address the level of rigor of each standard assessed.

DO

- Demonstrate one **high yield instructional strategy** used to engage students in their learning.

Quiz-Quiz-Trade

STUDY

How will we know when they have learned it?

Name ↓	1 <small>tent 7 NS.A.2.a</small>	2 <small>tent 7 NS.A.2.a</small>	3 <small>tent 7 NS.A.2.b</small>	4 <small>tent 7 NS.A.2.a</small>	5 <small>tent 7 NS.A.2.b</small>	6 <small>tent 7 NS.A.2.c</small>	7 <small>tent 7 NS.A.2.c</small>	8 <small>tent 7 NS.A.2.a</small>	9 <small>tent 7 NS.A.2.b</small>	10 <small>tent 7 NS.A.2.a</small>	11 <small>tent 7 NS.A.2.a</small>	12 <small>tent 7 NS.A.2.a</small>	13 <small>tent 7 NS.A.2.a</small>
Singler 1st (7 Math)	100%	100%	100%	94%	88%	94%	94%	94%	88%	100%	88%	100%	94%
Singler 2nd (7 Math)	100%	86%	93%	93%	71%	100%	86%	93%	71%	86%	79%	93%	79%
Singler 3rd (7 Math)	95%	100%	86%	95%	86%	95%	90%	95%	86%	100%	100%	76%	86%
Singler 5th (7 Math)	100%	96%	85%	89%	67%	96%	96%	100%	96%	96%	85%	89%	93%
Wagner 1st (7 Math)	100%	92%	92%	100%	85%	92%	54%	92%	85%	100%	85%	69%	85%
Wagner 2nd (7 Math)	100%	100%	91%	95%	77%	91%	82%	86%	77%	100%	86%	91%	86%
Wagner 3rd (7 Math)	89%	84%	95%	89%	79%	89%	68%	84%	79%	84%	68%	74%	84%
Wagner 5th (7 Math)	95%	86%	95%	95%	86%	100%	95%	95%	86%	95%	82%	91%	95%



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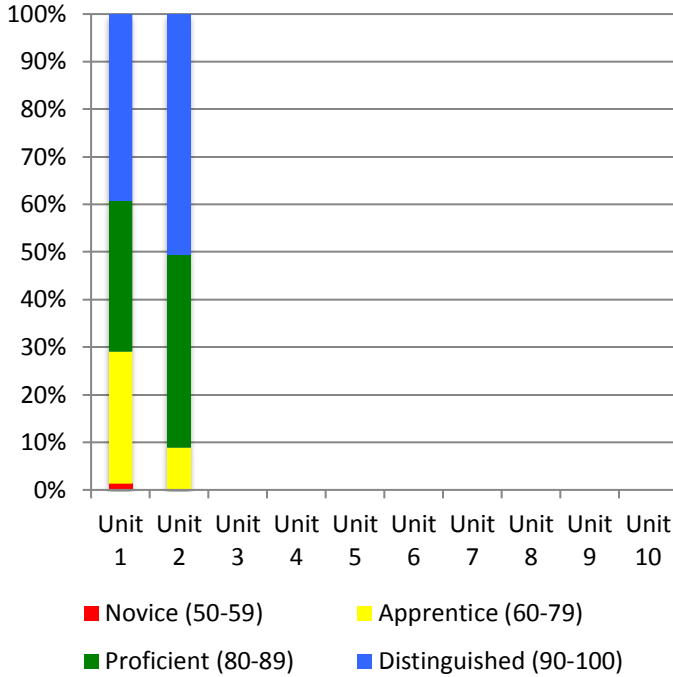
Name ↓	14	15	16	17	18	19	20	21	22	23	24	25	26
	Item 7.NS.A.2.a	Item 7.NS.A.2.d	Item 7.NS.A.2.d	Item 7.NS.A.2.d	Item 7.NS.A.2.b	Item 7.NS.A.2.a	Item 7.NS.A.2.c	Item 7.NS.A.2.c	Item 7.NS.A.2.d	Item 7.NS.A.2.b	Item 7.NS.A.2.d	Item 7.NS.A.2.b	Item 7.NS.A.2
Singler 1st (7 Math)	76%	100%	94%	100%	100%	59%	76%	100%	100%	100%	100%	97%	79%
Singler 2nd (7 Math)	79%	93%	86%	86%	79%	57%	57%	93%	93%	93%	100%	100%	96%
Singler 3rd (7 Math)	81%	95%	100%	100%	100%	81%	81%	100%	95%	95%	95%	95%	93%
Singler 5th (7 Math)	96%	96%	85%	89%	96%	81%	74%	96%	93%	96%	100%	85%	91%
Wagner 1st (7 Math)	31%	92%	85%	85%	92%	38%	38%	92%	85%	85%	100%	85%	73%
Wagner 2nd (7 Math)	95%	100%	95%	91%	95%	68%	86%	95%	95%	95%	82%	93%	84%
Wagner 3rd (7 Math)	68%	95%	79%	84%	89%	47%	74%	95%	89%	89%	89%	87%	87%
Wagner 5th (7 Math)	73%	100%	77%	77%	100%	50%	64%	86%	82%	86%	82%	89%	84%



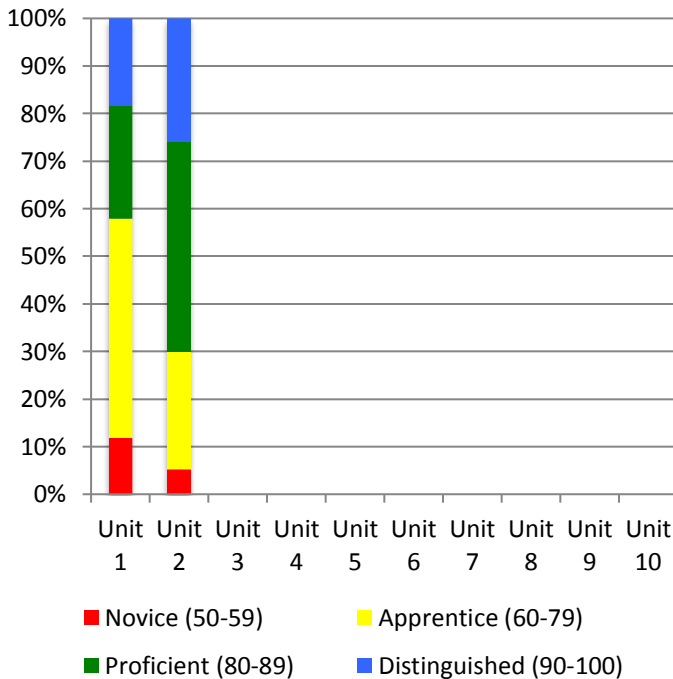
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Singler Assessment Results



Wagner Assessment Results



*Share Student Voice: Process Analysis (+ / Δ) with students
**Plus: Bell work corresponds to lessons, Activities (Kagan, Plickers, Kahoot),
 Brainbreaks, Homework practice, Anchor charts, Even/Odd Rule, Setting a
 Goal/Reward***

Delta: More Activities, Centers, More Kahoot, videos, more brainbreaks



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ACT

How will we respond when they have not demonstrated mastery?

Level I Student RTI - Describe how you retaught the standards to individual student who did not master the standards/skills.

Tutoring, Intervention

Standard Analysis - How and when will you reteach and reassess these standards/skills that were less than 80% class wide?

Spiral Reviews, Bellwork, Tutoring, Small group review

How will we respond when they have demonstrated mastery?

Describe how you will provide accelerated learning opportunities for students who have already mastered the standards/skills to ensure continuous growth.

Failure List

List students with a failing cumulative grade of 59% or below.

Parent phone calls to all students who currently have a failing grade and/or behavior concerns

Singler:

Wagner: [REDACTED]

Teacher Self-Reflection on Instructional Unit

PLUS

DELTA

Strengths PDSA:
Students more engaged
Students understand the data presented (format)

Areas of Growth PDSA:
Challenge advanced students

Issue Bin:

Simple Mistakes, Not Checking Work, Not READING Instructions, Not Paying Attention