



**Simons Middle School
PLC Planning Period Protocol**



Teacher(s): Combs and Williamson

Date: 10-11-16

PLAN

What do we want them to learn?

Unit 1: Energy of Objects in Motion

MS-PS3-1. Construct and Interpret graphical displays of data to describe the relationship of kinetic energy to the mass of an object and to the speed of an object. (Clarification Statement: Emphasis is on descriptive relationships between kinetic energy and mass separately from kinetic energy and speed. Examples could include a bicycle at different speeds, rolling different sizes of rocks downhill, and getting hit by a wiffle ball versus a tennis ball.)

SEP, DCI, CCC

SEP

Analyzing and Interpreting Data

Analyzing data in 6–8 builds on K–5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.

Construct and interpret graphical displays of data to identify linear and nonlinear relationships.

DCI

PS3.A: Definitions of Energy:

Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed.

CCC

Scale, Proportion, and Quantity

- Proportional relationships (e.g. speed as the ratio of distance traveled to time taken) among different types of quantities provide information about the magnitude of properties and processes.

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.

Combs

- Team Planning

Williamson

- Storyboarding

STUDY



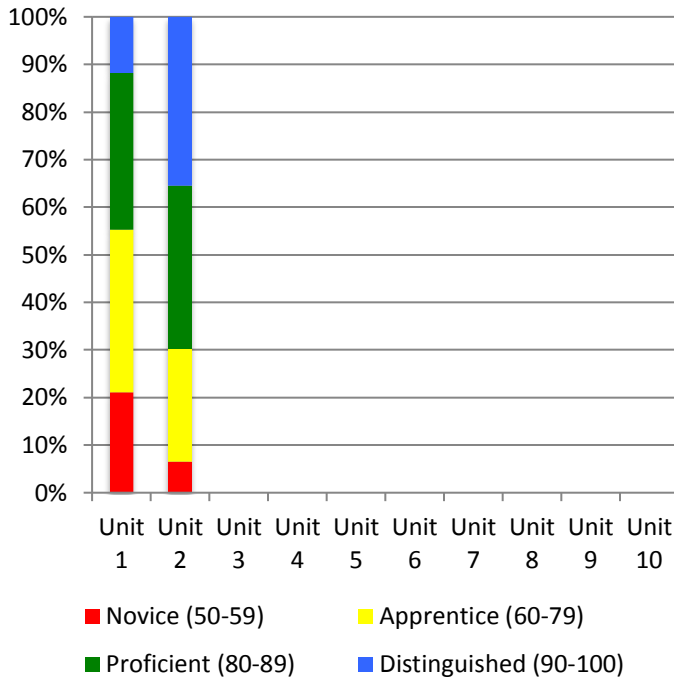
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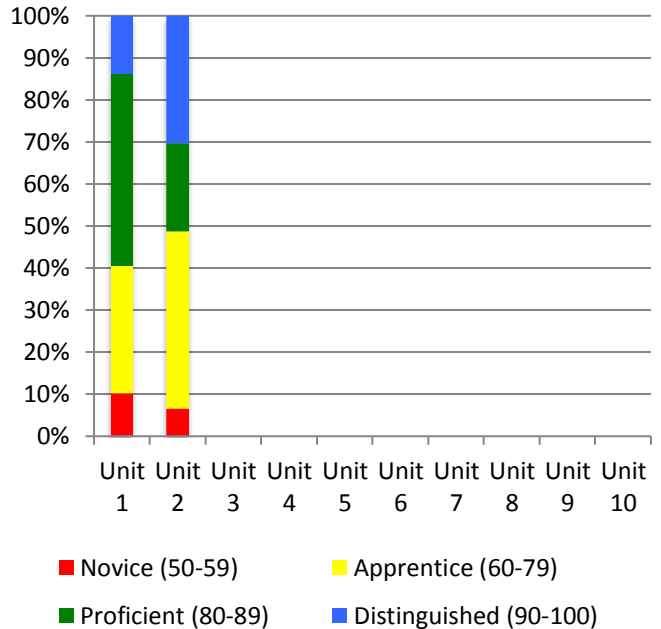
How will we know when they have learned it?

Overall % of Proficient/Distinguished – 51%

Combs' Assessment Results



Williamson's Assessment Results



Share Student Voice: Process Analysis (+ / Δ) with students

**Combs
Plus**

- Group work/hands-on
- Graphing Practice
- Building Roller Coaster
- Experiments
- Drawings
- Working in Library/Hallway

Delta

- Not every group member contributed
- Off Task Behavior
- More Homework/Notes

**Williamson
Plus**

- Gave all material needed to do test correctly
- Group work
- Way I explain material
- Like the videos

Delta

- Slow Down
- More Homework
- Reduce the amount of side conversation
- More PPT presentations for note-taking

61% of students are Proficient/Distinguished.

33% of Students are Apprentice.

6% of Students are Novice.



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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.
The only reason students did not master the skills was they did not turn in the assignment.
- Standard Analysis** - How and when will you reteach and reassess these standards/skills that were less than 80% class wide?

Combs

No reattaching was necessary. However, we still need to work on CER.

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.

Combs

No students had mastered this skill ahead of expected date.

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

Combs

[Redacted]

Williamson

[Redacted]

Teacher Self-Reflection on Instructional Unit

PLUS	DELTA
<p>Strengths PDSA:</p> <p>Combs</p> <ul style="list-style-type: none"> • Students enjoyed the roller coaster. • Graphing improved as we went through the unit. <p>Williamson</p> <ul style="list-style-type: none"> • Students enjoy the bell work and videos. • Students enjoy working in groups and completing labs. 	<p>Areas of Growth PDSA:</p> <p>Combs</p> <ul style="list-style-type: none"> • Develop a peer review for group work. <p>Williamson</p> <ul style="list-style-type: none"> • Students are struggling following directions and answering all parts of questions. • Labeling diagrams • Student Focus and Following Directions

Issue Bin:

Combs-Students do not have a good grasp of number sense. They do not understand decimals so determining a scale for graphing is difficult. I need more electrical outlets and some extension cords.