

FMS PLC Action Plan Worksheet

Instructions: complete this form when the PLC has given the common assessment, graded it, and is ready to discuss the Essential Tracking spreadsheet results

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| PLC Members: Sam Albers, Amy Elliott, Brandi Stevens | Grade & Subject: 6 th grade / S.S. |
| Unit of Study: Geography (Unit 1) | Date: 9-10-15 |
| What is the essential? <i>Circle 1: What do we want students to know and be able to do?</i> | SSG GLE 2.1 analyze political, physical, climate, & land use maps |
| What is the intervention plan for those who have not demonstrated proficiency on the common assessment? List strategies & action steps - include who is responsible <i>Circle 3: What will we do if they don't learn it?</i> | Step 1: Pull the students into Ac lab who are not proficient & work in small groups to review & apply T.O.V.A.L.S. (elements of a map) to analyze political, physical, climate, & land use maps. |
| | Step 2 (if more steps, write on back or separate pages) If a class is highly impacted, pull students in a group working on map skill & other interventions |
| If the intervention is taking place during class, what is the extension plan for those who already know it? <i>Circle 4: What will we do if they already know it?</i> | The extension plan is having students create population density & economic/natural resource maps. |
| Timeline | <i>What is the time period that the interventions will occur?</i> Before the Map Skills Summative (Sept. 25 th) |
| Common assessment will be re-given on what date(s)? <i>Circle 2: How will they and we know when they have learned it?</i> | September 25 th |
| From the data chart, what changes should teachers make to their instruction? <i>This is the "Learning" of a Professional Learning Community</i> | → Use bell work to practice map skills → Pull small groups → Pull students in for ac lab * Data was skewed because of missing students. |