



Mathematics Department PLC Update

Sharing how our PLC processes enhance student learning, strengthen instruction, and align with WUHS and district goals



Who We Are as a PLC

Our Team

Algebra 1

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Who We Are as a PLC

Our Guiding Norms

- **Start 5 minutes into the start of Course 8 Day 3**
- **No grading papers. Be on task**
- **Listen to everyone (everyone contributes, respect, open-minded)**
- **No student behavior but student learning**
- **Data Prepared**
- **Open previous year's Test comments from before beginning the next Unit**

Areas of Focus

- **Increasing Practice Completion**
- **Increasing Depth of Knowledge in problems**

Driving Questions

- **What do we expect students to learn?**
- **How do we know they will learn?**
- **How will we respond if they haven't learned?**
- **Administrative tasks/Next Meeting plans**

What do we expect students to learn?



Alignment Focus

ACT preparation standards

State requirements & benchmarks

Vertical Alignment with upcoming courses

**Post-secondary mathematics
expectations**



Essential Standards

11 units of comprehensive Algebra 1

Material

**Covering the “Big 3” Linear, Quadratic
and Exponential Functions**

**Emphasis on improving DOK
questions and levels of reasoning.**

How will we know if they have learned it?

Our Approach

- Daily Practice and Mastery Checks (formative)- Proficiency
- Common Assessments: 1 to 2 times per unit (Summative)
- Unit Tests (Summatives) - Point Scale System
- Retakes on Unit Tests are earned based on district policy

Data-Driven Results: Algebra Google Sheet Tracker

Data Collected Includes: Homework Completion (timeliness)
Mastery Check Proficiencies, Common Assessment Scores, Test Scores.

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How will we respond if they haven't learned it?

Intervention Structures



Lunch & Learn Sessions

Students with incomplete homework are scheduled in between Common Assessments

Targeted small-group instruction during lunch periods for students needing additional support

Proficiency Tracker/Skill Grouper Google Sheet

Delegate Skills to each team member and schedule students in each team member's lunch intervention session.

Full Lesson Reteach

When data indicates a significant underperformance on a particular lesson/skill for majority of students

Successes to Celebrate

Increased Practice Completion

Practice completion/ student accountability has lead to a sharp decrease in retakes

Increased Proficiency

Instructional practices and proactive intervention has lead to increased proficiency on

State Test Scores

Year over year improvements on PreACT for Algebra Students

Collaborative Culture

Weekly data meetings drive continuous instructional improvement

We're making measurable progress together

