

[common plan 2014-15](#)

-- received via e mail 12-5-13 History Common Planning Schedule:

MONDAY	Grade level data driven dialogue or task deconstruction presentations	***May take only one day
TUESDAY	Grade level data driven dialogue or task deconstruction presentations	
WEDNESDAY	Grade level planning and planning with co-teacher *Lesson plans *CFAs *Student Centered Activities *Writing Strategy	***This planning time may be adjusted to meet the current needs of your students
THURSDAY	Grade level planning and planning with co-teacher *Lesson plans *CFAs *Student Centered Activities *Writing Strategy *Common Core aligned lessons	***This planning time may be adjusted to meet the current needs of your students
FRIDAY	BEST PRACTICES or your “Lesson of the Week!”	the subject we break down data for monday will share a best practice at the end of the week so if monday we break down global 10 then friday global 10 will share a best practice s

[Hess cognitive](#) rigor matrix from CW Brandy at school 79 , History Dept staff development

	DANISA	GONZALEZ	ADAMS	MACDONALD	MARCINIAK	MCTIGUE	NIGRO	SLATER	VACANTI
	222	103	307	211	300	163	409	212	161
HR/1	PREP	STUDY HALL STH10-21 A, C, E STH10-22 B, D, F	AP US HIST. & GOV US03P-2	GLOBAL STUDIES & GEO GS02R-1	AP US HIST. & GOV US03P-6	PART. IN GOVT PG04G-1	SEM. IN GLOBAL HIST. & GEO SG02G-1 A, C, E SG02G-2 B, D, F	GLOBAL STUDIES & GEO GS02R-2	ECONOMICS EC04G-1 Q 1, 2 EC04G-5 Q 3, 4
2	GLOBAL/GEOGRAP HY GS02R-13	PREP	PREP	PREP	AP US HIST. & GOV US03P-7	AP US GOVT & POLITICS GP04P-1	GLOBAL STUDIES 9 GS01G-6	GLOBAL STUDIES & GEO GS02R-6	PREP
3	GLOBAL STUDIES 9 GS01G-7	GLOBAL STUDIES 9 GS01G-2	AP US HIST. & GOV US03P-1	GLOBAL STUDIES & GEO GS02R-3	PREP	PART. IN GOVT PG04G-3	STUDY HALL	PREP	ECONOMICS EC04G-2 Q 1, 2 EC04G-6 Q 3, 4
4/5	GLOBAL STUDIES 9 GS01G-1	GLOBAL STUDIES 9 GS01G-3	A LUNCH	GLOBAL STUDIES & GEO GS02R-5	AP US HIST. & GOV US03P-10	A LUNCH	A LUNCH	GLOBAL STUDIES & GEO GS02R-12	A LUNCH
5/6	B LUNCH	B LUNCH	STUDY HALL STH09-9 A, C, E STH09-10 B, D, F	B LUNCH		PART. IN GOVT PG04G-2 PG04G-6	GLOBAL STUDIES 9 GS01G-8		ECONOMICS EC04G-3 Q 1-3 EC04G-7 Q 3, 4
6/7					AP US HIST. & GOV US03P-8			GLOBAL STUDIES & GEO GS02R-7	
7/8	GLOBAL/GEOGRAP HY GS02R-10	GLOBAL STUDIES 9 GS01G-4	AP US HIST. & GOV US03P-3	GLOBAL STUDIES & GEO GS02R-4	C LUNCH	STUDY HALL STH12-67	PREP	C LUNCH	CAFÉ DUTY A, C, E BTF DUTY B, D, F
9	STUDY HALL STH10-35 A, C, E STH10-36 B, D, F	GLOBAL STUDIES 9 GS01G-9	AP US HIST. & GOV US03P-4	CIRRICULUM LEAD TEACHER	AP US HIST. & GOV US03P-9	PART. IN GOVT PG04G-4 PG04G-8	GLOBAL STUDIES 9 GS01G-5	GLOBAL STUDIES & GEO GS02R-9	ECONOMICS EC04G-4 Q 1, 2 EC04G-8 Q 3, 4
10	COMMON PLANNING	COMMON PLANNING	COMMON PLANNING	COMMON PLANNING	COMMON PLANNING	COMMON PLANNING	COMMON PLANNING	COMMON PLANNING	COMMON PLANNING
11	GLOBAL STUDIES 9 GS01G-10	SEM. IN GLOBAL HIS. & GEO SG02G-3 A, C, E SG02G-4 B, D, F	AP US HIST. & GOV US03P-5	GLOBAL STUDIES & GEO GS02R-11	STUDY HALL STH11-59 Q 1, 2 STH11-60 Q 3, 4	PREP	GLOBAL STUDIES 9 GS01G-11	STUDENT ADVISORY	GLOBAL STUDIES & GEO GS02R-8

2013-2014 common plan table

4-5 examples of CFA student work that are High, Mid Level , and Low Level performing, that has not been graded, the student name will be covered or concealed , and a copy of the original assignment

week #_____ start date CFA ---- SUBJECT--- Master COPY ---

[common plan month calendar](#)

Monday -break down cfa data by subject area

Tuesday-break down cfa data by subject area

Wednesday-plan with subject area teams lessons share work

Thursday- -plan with subject area teams lessons share work

Friday- share best practices or -plan with subject area teams lessons share work

weekly Rotation of data breakdown -global 10, economics, USHG , PIG , African American History , Global 9

Anastasia-3/17
Camp-2/24
Danisa-2/3
gonzalez-
Hughes-2/10
Macdonlad-
Marciniak-
McTigue-

nigro-
reddington-3/10
Slater-2/21
Vacanti-

CFA ---- SUBJECT--- Master COPY ---

skills-->	content	bullets	vocab	
prediction	g	g	g	
student a				
student b				
student c				

g- green y- yellow r- red

observations

student a - understands all concepts
students not good with vocabulary
students were OK at breaking down bullets
students not good with vocabulary

Possible Cause

lack of study time at home , poor background knowledge, learning disabilities, lack of enthusiasm, poor writing skills, may not see school as 'important,' personal problems, absenteeism, students come from low-income backgrounds, no textbooks to take home, ESL students, no sleep/tired, poor vocabulary retention

Possible reteach strategies

castle learning
tutoring after school
task analysis
visual vocab
test corrections for extra credit with parent signature
google images visual representation
graphic organizers
mini re - teach lessons
projects of choice/differentiation
Activotes for reviewing test
groupwork -think/pair/share

week #_38___ start date CFA ---- SUBJECT--- Master COPY ---

[common plan month calendar](#)

6-9 Monday -break down cfa data by subject area CAMP REGENTS REVIEW

6-10 Tuesday-break down cfa data by subject area

6-11 Wednesday-plan with subject area teams lessons share work

6-12 Thursday- -plan with subject area teams lessons share work

6-13 Friday- share best practices or -plan with subject area teams lessons share work CAMP DOCUMENT DATA BREAKDOWN

weekly Rotation of data breakdown -global 10, economics, USHG , PIG , African American History , Global 9

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 projects of choice/differentiation
 Activotes for reviewing test
 groupwork -think/pair/share

week #_37_____ start date CFA ---- SUBJECT--- Master COPY ---

[common plan month calendar](#)

6-2 Monday -break down cfa data by subject area dANISA REGENTS REVIEW DATA ON 2014 JANUARY

6-3 Tuesday-TESTING NO MEETING

6-4 Wednesday-plan with subject area teams lessons share work

6-5 Thursday- -plan with subject area teams lessons share work

6-6 Friday- share best practices or -plan with subject area teams lessons share work DANISA DIVISION AND PEER TEAM REVIEW OF ESSAY

weekly Rotation of data breakdown -global 10, economics, USHG , PIG , African American History , Global 9

CFA ---- SUBJECT--- Master COPY ---

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prediction	g	g	g	
student a				
student b				
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tutoring after school

task analysis

visual vocab

test corrections for extra credit with parent signature

google images visual representation

graphic organizers

mini re - teach lessons

projects of choice/differentiation

Activotes for reviewing test

groupwork -think/pair/share

week # 35 start date CFA ---- SUBJECT--- Master COPY ---

[common plan month calendar](#)

5-19 Monday -break down cfa data by subject area

5-20 Tuesday-break down cfa data by subject area meeting with the state Gregg Sporanza, Jose Floress, Ebony Bullock in room 126 with the State and district review. district support for instructional practice , infinite campus , SLO LMA training , how have we been supported by Staff and administration visits classroom and common plan classroom visits how can they help us teach feedback . Illuminate social emotional aspect of teaching kids and how they can help us-- social worker and psychologist can help, improve parent involvement with students senior reviews , they have access to grades real time infinite campus , Say YES program, fill out the financial aid applications, attendance has increased to 88%, ESL

students get help from say YES program, We need more document cameras or ELMO
 APPR- change the focus to SLO LMA artifacts from actual student instruction in the classroom. 60% observation, 20%, artifacts 20%, the district test has no correlation with the regents, the pre data comes from a state exam and post data comes from a district test and there is no correlation between each exams in ELA. Each subject has different pre tests and Post Tests ex Global 10 we made our own pre test my post test will be global 10 regents.

School - Common core in English is adequate and the ela 1 level curriculum has changed 3 times this school year, how has the curriculum has changed and the mistakes on state documents do not match up and there are mistakes in the new curriculum and they want time to change what they teach, the Lines in the shakespeare plays do not line up with the Questions from the district. Need of time and space to work with the new ever changing curriculum

Math the modules were not released until the 3 week of school year and have no time to prepare for it. Must re teach the basic vocabulary and get the students up to grade level so it will slow up the pace of the modules

CFA data deconstruction teacher created CFA and break down the Data, and use the regents for the CFA or module how we modify the curriculum. how to use the digital camera and Illuminated with the ELMO we need more support and cameras we need time to work with the illuminate program.

how to share and scan all the data for the entire subject. for a break down to do data on the fly and we will print the tests and use the scanners instant feedback. 6 document cameras in the building to share we need more cameras and printers slugged answer keys, use small slips for student feedback,

ACTION PLAN FOLLOW THROUGH FOR RETEACH ACTIVITIES - Regents Classes and the time to teach and review is a matter that needs to be addressed for action plans to be implemented. how to fit in district CFA in when you have not been taught the material and there is no reteaching built into the district pace guide no time to re teach Math Pace Guide has no re teach for topics. Summer Loss and need time to re teach and review. Math pace guide is based on double period and they have single period this year. Double periods of Algebra every day next year. class size is a problem and class balancing of students.

scep- attendance Rigor common core regents improvement we were asked to make recommendations to it and talk about it common plan and the recommendations.

parent communication - teachers communicate as feel needed, progress report and report cards and call home Open House in the Fall and Parent teacher Conference is improving. No training on how to be involved with students in poverty. numbers in infinite campus phone numbers do not work and phone is disconnected. parent portal usage needs to increase

Social emotional support for students- we have a social worker and psychologist to help students out. confidentiality with students

5-21 Wednesday-plan with subject area teams lessons share work break down data on the rrt 44 101 1-14

1. -

	student a	student b	student c
1 Nile	g	r	g
2 river civilization	g	r	g
3 Africa geography	g	g	r
4 India	g	r	g

5 code Hammurabi	r	g	g
6 confucius	g	g	g
7 5 pillars , 8 path	g	g	g
8 RC church role	g	g	r
9 byzantine orthodox	r	r	r
10 mansa Musa Mali	g	g	r
11 renaissance	g	r	r
12 the prince	g	r	r
13 conquistadors	g	g	g
14 encomienda	r	r	g
15			

5-22 Thursday- -plan with subject area teams lessons share work---share best practices or -plan with subject area teams lessons share work Keith Hughes- New literacies in the social studies classrooms.

<http://www.educanon.com/>

5-23 Friday- No School

weekly Rotation of data breakdown -global 10, economics, USHG , PIG , African American History , Global 9

Anastasia-3/17
Camp-2/24
Danisa-2/3
gonzalez-
Hughes-2/10
Macdonlad-
Marciniak-
McTigue-
nigro-
reddington-3/10
Slater-2/21
Vacanti-

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prediction	g	g	g	
student a				

student b				
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Possible reteach strategies

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 tutoring after school
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 visual vocab
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 graphic organizers
 mini re - teach lessons
 projects of choice/differentiation
 Activotes for reviewing test
 groupwork -think/pair/share

4-5 examples of CFA student work that are High, Mid Level , and Low Level performing, that has not been graded, the student name will be covered or concealed , and a copy of the original assignment

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week #__34__ start date CFA ---- SUBJECT--- Master COPY ---

[common plan month calendar](#)

5-12 Monday -break down cfa data by subject area Gonzales

Q 1-20

- 1. QUESTION IN POORLY WRITTEN ISLAM**
- 2. Feudalism- small leaders**
- 3. Warlords of China Japan - weak central GOVT.**
- 4. Results of Crusades- trade increased**
- 5. the Church is in charge of everything Pope power**
- 6. Cultural diffusion in Africa is Cultural Diffusion**
- 7. Monotheism- Islam Christianity Judaism**
- 8. Ghana Mali Economy based on trade**
- 9. Feudal Manor is based on agriculture**

10. Trade increase results in the growth of towns and city

5-13 Tuesday-break down cfa data by subject area

5-14 Wednesday-plan with subject area teams lessons share work

Mrs Ferrero will speak the artifacts and expectations of the dept. state visit TUE WED need notes and collecting work of students and evidence of their work , and assessments and lesson plans , teacher meeting 130-230 I will meet with the visitors and they will bring a portfolio of their work to show as work examples be ready to provide examples of work to prove evidence of teaching and student learning, make a good narrative for each artifact write the narrative using the highly effective rubric speak to each point of the rubric ex present in the grade level team as collaboration

5-15 Thursday- -plan with subject area teams lessons share work

5-16 Friday- share best practices or -plan with subject area teams lessons share work Gonzales

weekly Rotation of data breakdown -global 10, economics, USHG , PIG , African American History , Global 9

Anastasia-3/17
Camp-2/24
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gonzalez-
Hughes-2/10
Macdonlad-
Marciniak-
McTigue-
nigro-
reddington-3/10
Slater-2/21
Vacanti-

CFA ---- SUBJECT--- Master COPY ---

skills-->	content	bullets	vocab	
prediction	g	g	g	
student a	r	g	r	
student b	r	g	g	
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projects of choice/differentiation
Activotes for reviewing test
groupwork -think/pair/share

4-5 examples of CFA student work that are High, Mid Level , and Low Level performing, that has not been graded, the student name will be covered or concealed , and a copy of the original assignment

week # __33__ start date CFA ---- SUBJECT--- Master COPY ---

[common plan month calendar](#)

5-5-14 Monday -break down cfa data by subject area- Nigro will break down the Illuminati projectors and grade system and how to incorporate it into regents review

5-6-14 Tuesday-1/2 day

5-7-14 Wednesday-superintendent's conference day

5-8-14 Thursday- -plan with subject area teams lessons share work in room 211 reviewed the 2014 framework and pace guide that we got on 5-7-14 superintendents day

5-9-14 Friday- share best practices or -plan with subject area teams lessons share work

weekly Rotation of data breakdown -global 10, economics, USHG , PIG , African American History , Global 9

Anastasia-3/17
Camp-2/24
Danisa-2/3
gonzalez-
Hughes-2/10
Macdonlad-
Marciniak-
McTigue-
nigro-
reddington-3/10
Slater-2/21
Vacanti-

CFA ---- SUBJECT--- Master COPY ---

skills-->	content	bullets	vocab	
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prediction	g	g	g	
student a	g	g	g	
student b	g	r	r	
student c	r	r	r	

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week #__32__ start date CFA ---- SUBJECT--- Master COPY ---

[common plan month calendar](#)

4-28-14 Monday - M Vacanti presented his best practice - Remind101 mass text alert for you classes, and the parents it is free and group texts they can't reply back and do not have your number this is great for test and regents test dates and study guides www.remind101.com you have 140 characters to use and you can send attachments to students and you can schedule a reminder to auto send your student

4-29-14 Tuesday- team plan with subject area

4-30-14 Wednesday-plan with subject area teams lessons share work , will review scep plan and e mail administration a list of our recommendations to help improve History Regents , CLT meeting per 2 with Administration - prep

we asked to have our PGS training completed ASAP

cut and paste from cepp

additional information

what we want to see for next year

what we want to try for next year- edumodo , text alert ,

ex 2.2,3.4 the improvements we want to see

STATE VISIT ---

- lesson plan for the visit on 5-20 and 5-21,

5 day schedule we rotate through, use of data, DDI process, Data breakdown , reflect on our findings and how to improve out teaching, analyze material and get feedback , Steps to follow on student data, Best practices are shared, and common plan time is used to drive instruction ,

5-1-14Thursday- -plan with subject area teams lessons share work

Friday- share best practices or -plan with subject area teams lessons share work Anastasia

weekly Rotation of data breakdown -global 10, economics, USHG , PIG , African American History , Global 9

Anastasia-3/17
Camp-2/24
Danisa-2/3
gonzalez-
Hughes-2/10
Macdonlad-
Marciniak-
McTigue-
nigro-
reddington-3/10
Slater-2/21
Vacanti-

CFA ---- SUBJECT--- Master COPY ---

skills-->	content	bullets	vocab	
prediction	g	g	g	
student a	r	r	g	
student b	g	g	r	
student c	g	g	g	

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groupwork -think/pair/share

week # __31_ start date CFA ---- SUBJECT--- Master COPY ---

[common plan month calendar](#)

4-21 Monday no school

4-22 Tuesday-illuminate presentation

4-23 Wednesday-prep for 4-9 distric best practice presentation

4-24 Thursday-hand out USHG and Global regents review books

4-25 Friday-prep for 4-9 distric best practice presentation Mike Vacanti Meeting with Mrs Ferrero so he asked for a postponement

Summer Vacation

week # __30_ start date CFA ---- SUBJECT--- Master COPY ---

[common plan month calendar](#)

4-24 Monday -prep for 4-9 distric best practice presentation

Tuesday-illuminate presentation

Wednesday-prep for 4-9 distric best practice presentation

Thursday- -prep for 4-9 distric best practice presentation

Friday-prep for 4-9 distric best practice presentation

week # __29_ start date CFA ---- SUBJECT--- Master COPY ---

[common plan month calendar](#)

4-24 Monday -prep for 4-9 distric best practice presentation

4-25 Tuesday-illuminate presentation

4-26 Wednesday-prep for 4-9 distric best practice presentation

4-27 Thursday- -prep for 4-9 distric best practice presentation

4-28 Friday-prep for 4-9 distric best practice presentation

week # __28__ start date CFA ---- SUBJECT--- Master COPY ---

[common plan month calendar](#)

4-24 Monday -prep for 4-9 distric best practice presentation

4-25 Tuesday-illuminate presentation

4-26 Wednesday-prep for 4-9 distric best practice presentation

4-27 Thursday- -prep for 4-9 distric best practice presentation

4-28 Friday-prep for 4-9 distric best practice presentation

week # __27__ start date CFA ---- SUBJECT--- Master COPY ---

[common plan month calendar](#)

3/17 Monday -break down cfa data by subject area , Stacy asked for a postponement of her data presentation she had a meeting with a special education student.

3-18 Tuesday-break down cfa data by subject area- Stacy A was absent from work today

3-19 Wednesday-plan with subject area teams lessons share work Stacy presented her best practice today - website creation, and how to use the Internet to post you lesson plans and assignments and Regents Review. ms. anastasia Ms. Anastasia shared her best practices today by showing how to create a website using wix.com. Her website www.msanastasia.wix.com/305 was an example of a website created using the program. She showed us how to join, pick a template, and how easy it is to change information quickly. She also shared a best practice called an “interactive notebook” displaying different types of activities after learning content material in order to synthesize the material and differentiate for all students.

3-20 Thursday- I received a one word response from Mr. Brandy -YES- we are to present to the whole city our best practices on 4-9 and will now take common plan time to prepare for the event and make copies

-plan with subject area teams lessons share work

3-21 Friday- share best practices or -plan with subject area teams lessons share work

weekly Rotation of data breakdown -global 10, economics, USHG , PIG , African American History , Global 9

anastasia-3/17
meet with a
student , asked
for it to be
postponed

Camp-2/24

Danisa-2/3

gonzalez-

Hughes-2/10

Macdonlad-

Marciniak-

McTigue-

nigro-

reddington-3/10

Slater-2/21

Vacanti-

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3-10 to 3-14 week #_26_____ start date CFA ---- SUBJECT--- Master COPY ---

[common plan month calendar](#)

3-10 Monday -break down cfa data by subject area Reddington asked for postponement of data presentation she needed more time to make data

3-11 Tuesday-break down cfa data by subject area- Reddington asked for postponement of data presentation she needed more time to make data, she went to make copies she is all set for tomorrow data presentation

3-12 Wednesday-snow day no school

3-13 Thursday- Gail Reddington will break down data on the growth of christianity -plan with subject area teams lessons share work [click here](#) left room for question clarification, compare and contrast student work, who is ready for mainstream classrooms , have assessment to model the regents , step 2 is to have students work in essay form to prep them for the regents, bring out analytical skills of information

3-14 Friday- Gali R. share best practices or -plan with subject area teams lessons share work Joe M. let us know that Brandy wants this dept to present during 4-9-14

weekly Rotation of data breakdown -global 10, economics, USHG , PIG , African American History , Global 9

anastasia-3/3, Kibbler presented data breakdown , Joe Marciniack is postponed today as per adm Camp-2/24 Danisa-2/3 gonzalez- Hughes-2/10 Macdonlad- Marciniak- McTigue- nigro- reddington-3/10 Slater-2/21 Vacanti-
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CFA ---- SUBJECT--- Master COPY ---

skills-->	content	bullets	vocab	
prediction	g	g	g	
student a	r	r	r	
student b	g	r	g	
student c	g	g	g	

g- green y- yellow r- red

observations

the students were all working on addressing the vocab with the Quiz

Possible Cause

lack of study time at home , poor background knowledge, learning disabilities, lack of enthusiasm, poor writing skills, may not see school as 'important,' personal problems, absenteeism, students come from low-income backgrounds,

no textbooks to take home, ESL students, no sleep/tired, poor vocabulary retention

Possible reteach strategies

castle learning
tutoring after school
task analysis
visual vocab
test corrections for extra credit with parent signature
google images visual representation
graphic organizers
mini re - teach lessons
projects of choice/differentiation
Activotes for reviewing test
groupwork -think/pair/share

4-5 examples of CFA student work that are High, Mid Level , and Low Level performing, that has not been graded, the student name will be covered or concealed , and a copy of the original assignment

week #__25___ start date CFA ---- SUBJECT--- Master COPY ---

[common plan month calendar](#)

3-3-14 Monday -break down cfa data by subject area Marciniak is postponed as per administration, Mrs Kibbler will present , New timed attendance sheets, and the SLO process and how to complete them, New data system illuminate data reporting, the 25 week cfa now are to be Multiple choice and short answer, this is another change from previous information and will be every 5 weeks . Focus will be on data, and task deconstruction, [click here](#)

3-4-14 Tuesday-break down cfa data by subject area Mrs Kibbler will model the breakdown of a USHG 11 Midterm cfa , make a chart with prediction, Skill, Accuracy for the 8 mc questions ,

1. + fact/vocab accuracy of students 80% - 1/3 cause and effect were answered at mastery level

2. + recall 75% 3/8 questions were answered at mastery Level

make inferences

see photo for the chart on the whiteboard Kibbler did not finish her data breakdown will return tomorrow

[click here](#)

3-5-14 Wednesday-plan with subject area teams lessons share work

3-6-14 Thursday- -plan with subject area teams lessons share work

3-7-14 Friday- share best practices or -plan with subject area teams lessons share work

weekly Rotation of data breakdown -global 10, economics, USHG , PIG , African American History , Global 9

**anastasia-3/3,
Kibbler presented
data breakdown ,
Joe Marciniak is
postponed today
as per adm**

Camp-2/24

Danisa-2/3

gonzalez-

Hughes-2/10
Macdonlad-
Marciniak-
McTigue-
nigro-
reddington-3/10
Slater-2/21
Vacanti-

CFA ---- SUBJECT--- Master COPY ---

skills-->	content	bullets	vocab	
prediction	g	g	g	
student a	r	r	g	
student b	g	r	r	
student c	g	g	g	

g- green y- yellow r- red

observations

student a - understands all concepts

students not good with vocabulary

students were OK at breaking down bullets

students not good with vocabulary

Possible Cause

lack of study time at home , poor background knowledge, learning disabilities, lack of enthusiasm, poor writing skills, may not see school as 'important,' personal problems, absenteeism, students come from low-income backgrounds, no textbooks to take home, ESL students, no sleep/tired, poor vocabulary retention

Possible reteach strategies

castle learning

tutoring after school

task analysis

visual vocab

test corrections for extra credit with parent signature

google images visual representation

graphic organizers

mini re - teach lessons

projects of choice/differentiation

Activotes for reviewing test

groupwork -think/pair/share

4-5 examples of CFA student work that are High, Mid Level , and Low Level performing, that has not been graded, the student name will be covered or concealed , and a copy of the original assignment

week # 24 start date CFA ---- SUBJECT--- Master COPY ---

[common plan month calendar](#) [January Data Calendar](#)

2/24/14 Monday -break down cfa data by subject area Camp postpone Mr. Camp needed to make copies- the wireless connection did not work in room 155 so no laptops could be used or hooked up to the LCD projector [click here to view his data](#)

Tuesday-break down cfa data by subject area team planning Mr. Camp has a sub- to write IEP's so his data breakdown will be postponed to wednesday --[click here to view his data](#)

Wednesday-2-26-14- CLT meeting per 3 in Ferrero office, must break down data and CFA for every 5 weeks,pockets of teams that are always unprepared to break down data will be encouraged to do the DDI right a reteach modeling for every dept. focus on the analysis, need to see sue zukluski for for PDS training,USHG will present a CFA monday3-3-14 to Friday USHG - Friday for administration, admin will make a sign in sheet for each day . of student work break down cfa data by subject area Camp plan with subject area teams lessons share work [click here to view his data](#) 3 assistant principals set new goals during the meeting per 10 there is no wireless internet in room 155 so notes were written , camp presented his data on his regents CFA and how he uses the data for re teach

I received this by email on 2-27-13 Thursday- -Reminders:

- Turn key training on DDI, to refresh the data process for each department will take place on 3/3/14 and 3/4/14 during common planning
- New department data needs to be placed on the walls of the common planning room as we start the 3rd quarter
- We would like a tally of the number of times that each grade/subject level has presented in CPT
- Submit your March CPT Calendars by 2/28/14
- We will send the official sign in sheet for CPT by Friday 2/28/14

break down cfa data by subject area Camp plan with subject area teams lessons share work [click here to view his data](#)

wireless connection did not work in room 155 so no laptops could be used or hooked up to the LCD projector

Friday- share best practices or -plan with subject area teams lessons share work camp wireless connection did not work in room 155 so no laptops could be used or hooked up to the LCD projector , Camp will share his best practices and will focus on how to get the students to answer the bullets on the thematic essay to get the most points .

weekly Rotation of data breakdown -global 10, economics, USHG , PIG , African American History , Global 9

Anastasia-3/3
3-17 postponed by admin on 2-26
Camp-2/24
Danisa-2/3, 4-7

Gonzalez-3-24
Hughes-2/10,
Macdonlad-
Marciniak- 3-3
moved by admin
on 2-26
McTigue-
Nigro-3-31
Reddington-3/10
Slater-2/21 4/28
Vacanti- 4-22

CFA ---- SUBJECT--- Master COPY ---

skills-->	content	bullets	vocab	
prediction	g	g	g	
student a	r	r	r	
student b	r	r	g	
student c	r	g	g	

g- green y- yellow r- red

observations

student a - understands all concepts
students not good with vocabulary
students were OK at breaking down bullets
students not good with vocabulary

Possible Cause

lack of study time at home , poor background knowledge, learning disabilities, lack of enthusiasm, poor writing skills, may not see school as 'important,' personal problems, absenteeism, students come from low-income backgrounds, no textbooks to take home, ESL students, no sleep/tired, poor vocabulary retention

Possible reteach strategies

castle learning
tutoring after school
task analysis
visual vocab
test corrections for extra credit with parent signature
google images visual representation
graphic organizers
mini re - teach lessons
projects of choice/differentiation
Activotes for reviewing test
groupwork -think/pair/share

4-5 examples of CFA student work that are High, Mid Level , and Low Level performing, that has not been

graded, the student name will be covered or concealed , and a copy of the original assignment

week #__23__ start date CFA ---- SUBJECT--- Master COPY ---

[common plan month calendar](#) [January Data Calendar](#)

2-10 -Monday -break down cfa data by subject area- Hughes is absent, Allman told me per 3 she will stop by to tell us SMART goals are due this friday2-14--14 Molly arrived at 1:55 asked us to do a survey Molly took the tally results from the survey and has the results on paper , that was put in mailboxes first period, and she asked for exact % on all the goals for SMART goals

2-11 Tuesday- SUM up the professional, development survey break down cfa data by subject area Hughes breakdown data, how to rate the Essay and have students understand the process, the poor mans rubric, length, 2-3 p is a 2, 4 is a 3, 4 heavy is a 4, tasks, vocabulary used open and close , must cover all steps thematic essay on industrialization , must post the task in the essay

2-12 Wednesday-plan with subject area teams lessons share work

2-13 Thursday- -plan with subject area teams lessons share work

2-14 Friday- share best practices or -plan with subject area teams lessons share work Hughes, he asked to postpone his best practice demonstration, share best practice teachers worked on smart goals to e mail administration

weekly Rotation of data breakdown -global 10, economics, USHG , PIG , African American History , Global 9

anastasia-3/3
Camp-2/24
Danisa-2/3
gonzalez-
Hughes-2/10
absent
Macdonlad-
Marciniak-
McTigue-
nigro-
reddington-3/10
Slater-2/21
Vacanti-

CFA ---- SUBJECT--- Master COPY --- hughes essay rating [click here](#) for example of essay

skills-->	content	bullets	vocab	
prediction	g	g	g	
student a	g	g	g	
student b	g	r	g	
student c	r	r	r	

g- green y- yellow r- red

observations

student a - understands all concepts

students not good with vocabulary

students were OK at breaking down bullets

students not good with vocabulary

Possible Cause

lack of study time at home , poor background knowledge, learning disabilities, lack of enthusiasm, poor writing skills, may not see school as 'important,' personal problems, absenteeism, students come from low-income backgrounds, no textbooks to take home, ESL students, no sleep/tired, poor vocabulary retention

Possible reteach strategies

castle learning

tutoring after school

task analysis

visual vocab

test corrections for extra credit with parent signature

google images visual representation

graphic organizers

mini re - teach lessons

projects of choice/differentiation
Activotes for reviewing test
groupwork -think/pair/share

4-5 examples of student work that are High, Mid Level , and Low Level performing, that has not been graded, the student name will be covered or concealed , and a copy of the original assignment

week # 22 start date CFA ---- SUBJECT--- global and African American History Mr. Danisa ---
[common plan month calendar](#) [January Data Calendar](#)

2/3 Monday -break down cfa data by subject area Mr. Danisa ----team leader absent

2/4 Tuesday-break down cfa data by subject area Mr. Danisa-- needed more time to make copies he returned with 8 minutes left with some copies made the copier ran out of paper , all teachers are given the smart goals worksheet and told to email to administration asap

SMART Goals Worksheet received 2-4-14

Goals for	Activities/Actions	Expected	Resource	Timeline
-----------	--------------------	----------	----------	----------

Elements (Specific)	(Achievable)	Outcomes and Evidence of Completion (Measurable)	Needed (Realistic)	(Time-bound)
make students pass regents	review old tests and look for major topics	review student results and breakdown data	Regents review flash cards	asap
review of global 9 multiple choice	review old tests and look for major topics	review student results and breakdown data	regents review bound test books from Mr Brandy or students will buy their own	asap
review of global 10 multiple choice	review old tests and look for major topics	review student results and breakdown data	alphabetical study guide of important terms 4 pages	asap
review of thematic essay topics global 9	review old tests and look for major topics	review student results and breakdown data	word association study guide 12 pages	asap
review of thematic essay topics global 9	review old tests and look for major topics	review student results and breakdown data	all links are posted to electronic version of above study guides if they dont get a paper copy	asap

2/5 Wednesday-plan with subject area teams lessons share work

link to [danisa student work](#) postponed the history dept met in watsons office and touched up the bubble sheets before they were delivered to bocces

2/6 Thursday- -plan with subject area teams lessons share work- Mr. Danisa break down the thematic essay data

2/7 Friday- share best practices or -plan with subject area teams lessons share work Mr. DANISA

-break down cfa data by subject area Mr. Danisa, asked for a postponement due to the fact he need to print out grades for the 3 qt

weekly Rotation of data breakdown -global 10, economics, USHG , PIG , African American History , Global 9
share best practice

anastasia-3/3
Camp-2/24
Danisa-2/3
gonzalez-
Hughes-2/10
Macdonlad-
Marciniak-
McTigue-
nigro-
reddington-3/10
Slater-2/21
Vacanti-

CFA ---- SUBJECT--- global 10 J. Danisa ---thematic essay collapse of govt

skills-->	content	bullets	vocab	
prediction	Louis 16 french revolution / czar Nick 2- communist revolution	historical circumstances, political, social, economic change	absolute monarch, russo japanese war , 3 estates. karl marx, low wages,	
student a	g	g	g	
student b	r	g	r	
student c	g	r	g	

g- green y- yellow r- red

observations

student a - understands all concepts

students not good with vocabulary

students were OK at breaking down bullets

students not good with vocabulary

Use of guided notes on all parts of essay , intro body bullets, conclusion, and use graphic organizer , how to address the tasks

Possible Cause

lack of study time at home , poor background knowledge, learning disabilities, lack of enthusiasm, poor writing skills, may not see school as 'important,' personal problems, absenteeism, students come from low-income backgrounds, no textbooks to take home, ESL students, no sleep/tired, poor vocabulary retention

Possible reteach strategies

dots or die --- students must include dots in the essay ,

circle the important words in the essay from the task, ex **change historical circumstances**

5 topic sentence and answer all the documents write the main points in as topic , re write the dots as topic statement .

castle learning
tutoring after school
task analysis
visual vocab
test corrections for extra credit with parent signature
google images visual representation
graphic organizers
mini re - teach lessons
projects of choice/differentiation
Activotes for reviewing test
groupwork -think/pair/share

4-5 examples of student work that are High, Mid Level , and Low Level performing, that has not been graded, the student name will be covered or concealed , and a copy of the original assignment

**week 21 regents testing week only meet on friday 1-27-14 friday
monday - thursday was regents week
1-31-14 friday team plan with subject areas**

1-31-14 meeting period 2 with team leaders
set department SMART goals for June exams
set goals to get kids to pass
mid year data presentations focus on student pass fail rates for second semester
post the school mission statement in every classroom
have AIS teachers copy the regents bubble sheets to go over mistakes with all students who failed the january regents

socratic seminar process
the observers are looking for 15 minute teacher talk / 15 minute student talk in class observation

make february cfa month calendar
make a cfa binder by subject areas and the data underneath
observe best practices on every friday- for your evaluation

things to work on
set smart goals -
look at january regents data and how each student is doing in your class who needs more support example learning disability
look at your own personal data as a teacher by class who is passing and failing
50, 65, 70, 80, 90, 100.
what to focus on is it essay, MC, DBQ, or T or DBQ essay
copy january bubble sheets to show kids what they did wrong and where to focus on study points
show them how they performed on the test, example human rights, or geography make review worksheet
AIS - focus , after school help see English teacher Mrs. Critoph/Nowak room 220 she will focus on thematic essay
Attendance- issues and the trouble students who are below 65%
Juniors are failing the highest amount of classes .
give students authentic assignments, let them be creative , have students tell me what they think about a event in history ex. what do you think about the holocaust why ?
power in numbers have more encourage students to return to school teachers assistant principals

4-5 examples of student work that are High, Mid Level , and Low Level performing, that has not been graded, the student name will be covered or concealed , and a copy of the original assignment

week # 20 start date CFA ---- SUBJECT--- Master COPY ---

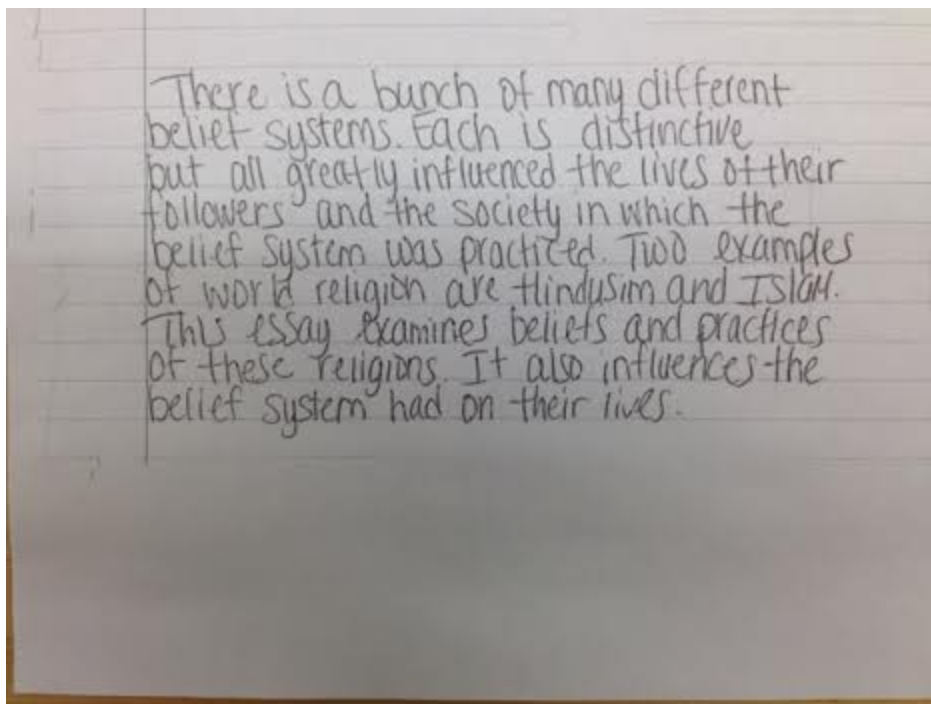
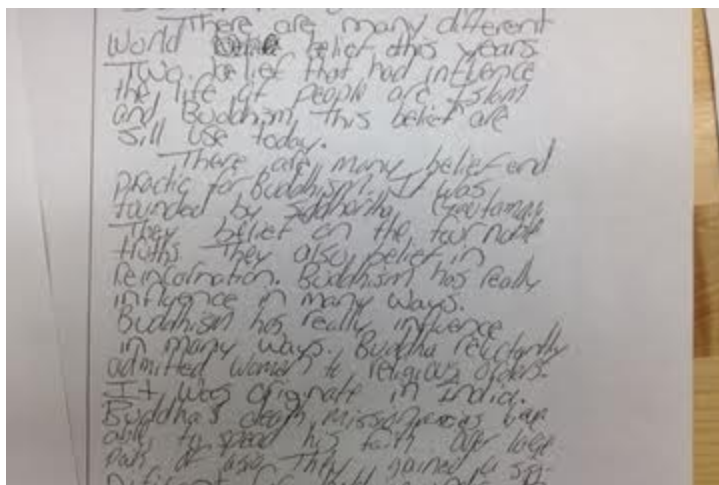
[common plan month calendar](#)

1-20-14 Monday -MLK day no school

1-21-14 Tuesday-break down cfa data by subject area Slater Global 10

1-22-14 Wednesday-M. Ferrero ---Illuminate online assessment, record of who took the online tests,

-----breakdown cfa data by subject area plan with subject area, test protocol, - Slater teams lessons share work total of 5 examples of student work saved in gmail



1-23-14 Thursday- -plan with subject area teams lessons share work---

breakdown cfa data by subject area plan with subject area, test protocol, - Slater teams lessons share work
total of 5 examples of student work saved in gmail

1-24-14Friday- Mrs Watson had the team report to the Office to sort regents scan sheets for January Finals
POSTPONE THE PLANNED ACTIVITIES --share best practices - slater or -plan with subject area teams
lessons share work

Anastasia-3/3
Camp-2/24
Danisa-2/3
Gonzalez-done
Hughes-2/10
MacDonald-done
Marciniak-done
McTigue-done
Nigro-done
Reddington-3/10
Slater-1/21- done
Vacanti-done

CFA ---- slater --- Regents essay ---

skills-->	content - belief systems	bullets -practices, lives of fowlers are impacted	vocab	strengths weakness
prediction	g	g	g	
student a	red	red	red	content
student b	green	red	green	vocab
student c	green	green	green	5 standards

g- green y- yellow r- red

observations

student

students not good with vocabulary

students were OK at breaking down bullets

students will do better if they use the acronyms for each religion

TEB +++ Intro theme examples bullets

TEW +++ conclusion theme example without statement

Body++++ focus on the bullets

students not good with vocabulary

students did not have notes but use acronyms for each religion

buddhism **BENN**=- Buddha Enlightenment noble truths Nirvana,

Hinduism **RICK** == = reincarnation, Indian, caste system , Karma **

Islam **DRAFT**= day prayer , ramadan Alms to the poor, Faith to allah, Travel to mecca

Possible Cause

lack of study time at home , poor background knowledge, learning disabilities, lack of enthusiasm, poor writing skills, may not see school as 'important,' personal problems, absenteeism, students come from low-income backgrounds, no textbooks to take home, ESL students, no sleep/tired, poor vocabulary retention

Possible reteach strategies

write the early or first essay with the students together show them the best examples

circle one to two word in the task and and make sure it appears in the essay also and is answered Examples

IMPACT , Historical Circumstances

circle words in the essay to help them cover all the bullets and main points from the question

castle learning

tutoring after school

task analysis

visual vocab

test corrections for extra credit with parent signature

google images visual representation

graphic organizers

mini re - teach lessons

projects of choice/differentiation

Activotes for reviewing test

groupwork -think/pair/share

4-5 examples of student work that are High, Mid Level , and Low Level performing, that has not been graded, the student name will be covered or concealed , and a copy of the original assignment

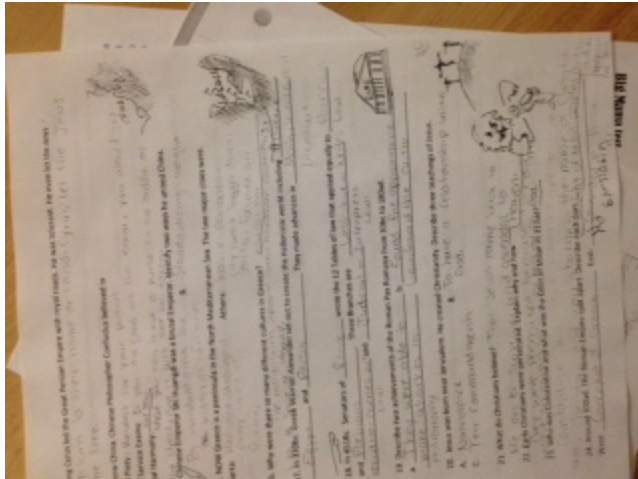
week #__19__ start date CFA ----Gonz global 9 regents topics -- Master COPY --

[common plan month calendar](#) [January Data Calendar](#)

1-13 Monday - break down cfa data by subject area- global 9 lead by Gonzales

[illegible][illegible]

ni



nigros essay picks for 1-14 regents belief system,

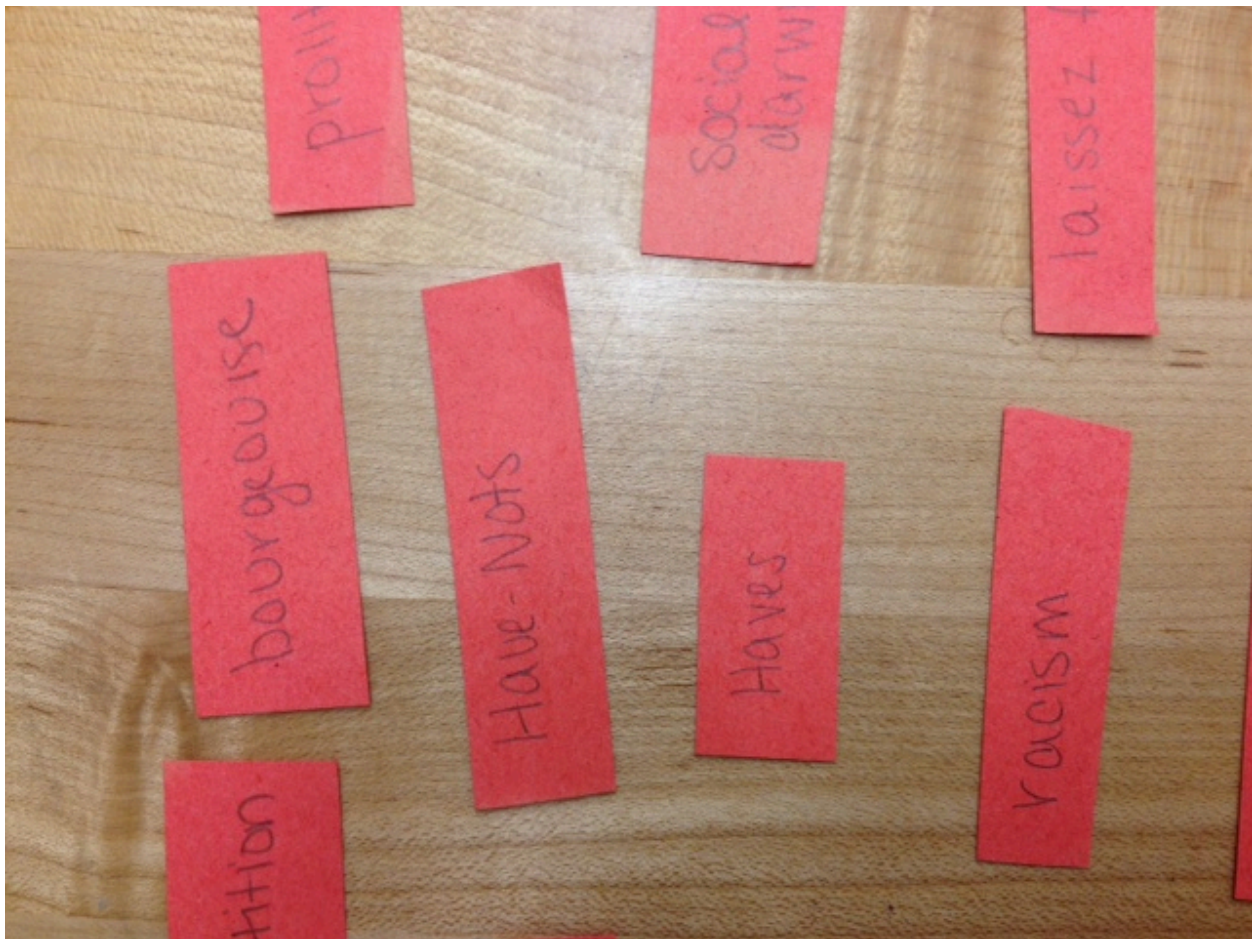
geography, nationalism

1-14 Tuesday-break down cfa data by subject area- global 9 lead by Gonzales- input data breakdown results

1-15 Wednesday-plan with subject area teams lessons share work

1-16 Thursday- -plan with subject area teams lessons share work

1-17 Friday- share best practices or -plan with subject area teams lessons share work- global 9 lead by Slater it is a regents Review game Gonzales asked to postpone his best practice to a later date



week #__18__ start date CFA ---- SUBJECT--- Master COPY ---

[common plan month calendar](#) [January Data Calendar](#)

1-6 Monday - break down postponed by L Gonzales

1-7 Tuesday-snow day

1-8 Wed snow day

1-9 Thursday- -plan with subject area teams lessons share work

1-10 Friday--plan with subject area teams lessons share work-- postpone global 9 due to snow day to next week

weekly Rotation of data breakdown -global 10, economics, USHG , PIG , African American History , Global 9

CFA ---- SUBJECT--- Master COPY ---

skills-->	content	bullets	vocab	
prediction	g	g	g	
student a	g	g	g	
student b	r	r	r	
student c	r	g	r	

g- green y- yellow r- red

observations

student a - understands all concepts

students not good with vocabulary

students were OK at breaking down bullets

students not good with vocabulary

Possible Cause

lack of study time at home , poor background knowledge, learning disabilities, lack of enthusiasm, poor writing skills, may not see school as 'important,' personal problems, absenteeism, students come from low-income backgrounds,

no textbooks to take home, ESL students, no sleep/tired, poor vocabulary retention

Possible reteach strategies

castle learning

tutoring after school

task analysis

visual vocab

test corrections for extra credit with parent signature

google images visual representation

graphic organizers

mini re - teach lessons

projects of choice/differentiation

Activotes for reviewing test

groupwork -think/pair/share

4-5 examples of student work that are High, Mid Level , and Low Level performing, that has not been graded, the student name will be covered or concealed , and a copy of the original assignment

4-5 examples of student work that are High, Mid Level , and Low Level performing, that has not been graded, the student name will be covered or concealed , and a copy of the original assignment

week # __17__ start date CFA ---- SUBJECT--- Master COPY ---

[common plan month calendar](#) [January Data Calendar](#)

Monday - vacation

Tuesday- vacation

Wednesday vacation

1-2-14 Thursday- -plan with subject area teams lessons share work

1-3-14 Friday- share best practices or -plan with subject area teams lessons share work best practice AAH - Danisa

weekly Rotation of data breakdown -global 10, economics, USHG , PIG , African American History , Global 9

CFA ---- SUBJECT--- Master COPY ---

skills-->	content	bullets	vocab	
prediction	g	g	g	
student a	r	r	r	
student b	g	g	g	
student c	r	r	g	

g- green y- yellow r- red

observations

student a - understands all concepts

students not good with vocabulary

students were OK at breaking down bullets

students not good with vocabulary

Possible Cause

lack of study time at home , poor background knowledge, learning disabilities, lack of enthusiasm, poor writing skills, may not see school as 'important,' personal problems, absenteeism, students come from low-income backgrounds,

no textbooks to take home, ESL students, no sleep/tired, poor vocabulary retention

Possible reteach strategies

castle learning

tutoring after school

task analysis

visual vocab

test corrections for extra credit with parent signature

google images visual representation

graphic organizers

mini re - teach lessons

projects of choice/differentiation

Activotes for reviewing test

groupwork -think/pair/share

4-5 examples of student work that are High, Mid Level , and Low Level performing, that has not been graded, the student name will be covered or concealed , and a copy of the original assignment

week #__16__ start date CFA ---- SUBJECT African American History --- Master COPY ---

[common plan month calendar](#) [January Data Calendar](#)

12-16 Monday -break down cfa data by subject area danisa absent slo lma due wed

12-17 Tuesday-break down cfa data by subject area danisa absent slo lma due wed

12-18 Wednesday-plan with subject area teams lessons share work danisa absent slo lma due wed

12-19 Thursday- -plan with subject area teams lessons share work

12-20 Friday- share best practices or -plan with subject area teams lessons share work for Xmas assembly
cut the period short so meeting was only 10 minutes

weekly Rotation of data breakdown -global 10, economics, USHG , PIG , African American History , Global 9

CFA ---- SUBJECT--- Master COPY ---

skills-->	content	bullets	vocab	
prediction	g	g	g	
student a	r	r	r	
student b	g	g	g	
student c	r	g	g	

g- green y- yellow r- red

observations

student a - understands all concepts

students not good with vocabulary

students were OK at breaking down bullets

students not good with vocabulary

Possible Cause

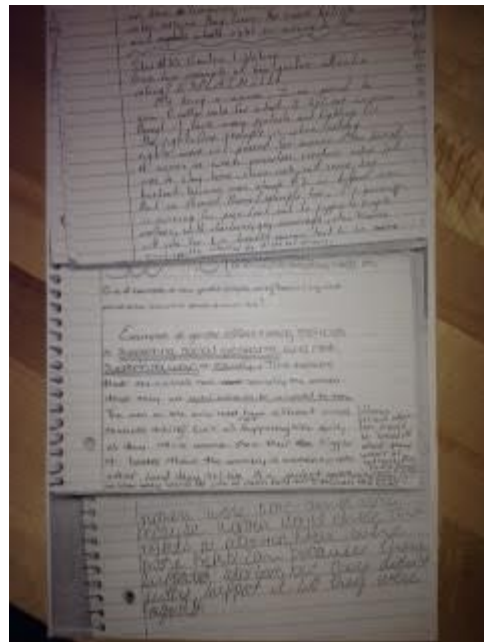
lack of study time at home , poor background knowledge, learning disabilities, lack of enthusiasm, poor writing skills,

may not see school as 'important,' personal problems, absenteeism, students come from low-income backgrounds, no textbooks to take home, ESL students, no sleep/tired, poor vocabulary retention

Possible reteach strategies

castle learning
tutoring after school
task analysis
visual vocab
test corrections for extra credit with parent signature
google images visual representation
graphic organizers
mini re - teach lessons
projects of choice/differentiation
Activotes for reviewing test
groupwork -think/pair/share

week #_15___ start date CFA --Participation in Government Mr McTigue ---

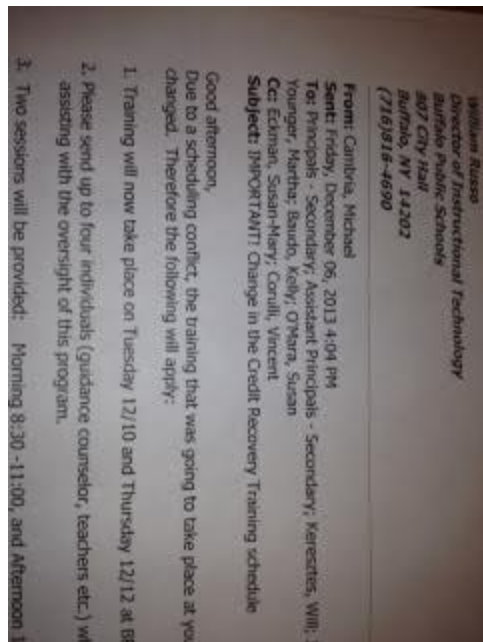


[common plan month calendar](#) [January Data Calendar](#)

12-9-13 Monday -break down cfa data by subject area

-

12-10 Tuesday-break down cfa data by subject area- report of CLT meeting with Guidance and credit recovery people and the basics of the new recovery system. Periods 1- 4/ in the Library with guidance



Mr Villarol told us at 8:59 the training will now be thursday at WNED 800 to 1100
Ima and slo are due 12-18-13

12-11 Wednesday-plan with subject area teams lessons share work

12-12 Thursday- -plan with subject area teams lessons share work

[teach for america](#), share peal.k12.com credit recovery program information from training session at WNED

12-13 Friday- Sick Day for McTigue so we will postpone share best practices or -plan with subject area teams lessons share work

weekly Rotation of data breakdown -global 10, economics, USHG , PIG , African American History , Global 9

CFA ---- SUBJECT --Participation in Government Master COPY ---Mr. McTigue

skills-->	process notes	cornell notes add info	give 2 examples in paragraph form	double underline-cornell notes, single underline is from your notes
prediction	g	g	g	g
student a	green	green	green	red
student b	green	green	red	green
student c	green	red	red	red

g- green y- yellow r- red

observations

student - understands all concepts except id required information

students not good with cornell note

students have a hard time synthesise information for final response

students were OK at breaking down bullets
students not good with vocabulary

Possible Cause

lack of study time at home , poor background knowledge, learning disabilities, lack of enthusiasm, poor writing skills, may not see school as 'important,' personal problems, absenteeism, students come from low-income backgrounds, no textbooks to take home, ESL students, no sleep/tired, poor vocabulary retention

poor auditory skills, difficulty with taking notes from verbal lecture at a collegiate pace

Possible reteach strategies

tutoring after school
task analysis
visual vocab
test corrections for extra credit with parent signature
google images visual representation
graphic organizers
mini re - teach lessons
projects of choice/differentiation
Activotes for reviewing test
groupwork -think/pair/share

week 14 12-2-13 to 12-6-13 USHG DATA focus

week # __14__ start date CFA ---- SUBJECT--- Master COPY ---

[common plan month calendar](#) [December month data plan](#) [January Data Calendar](#)

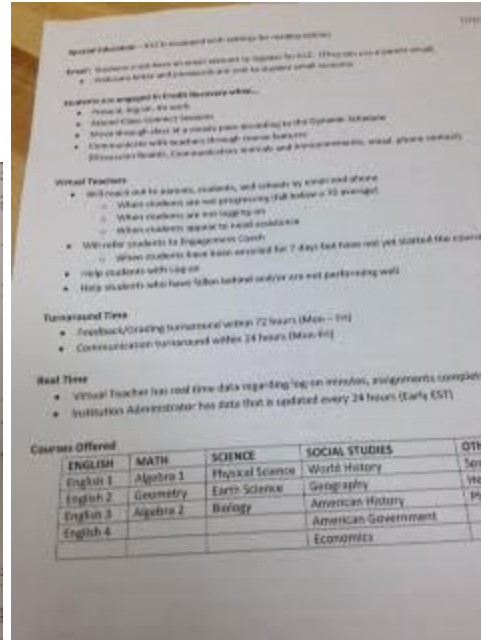
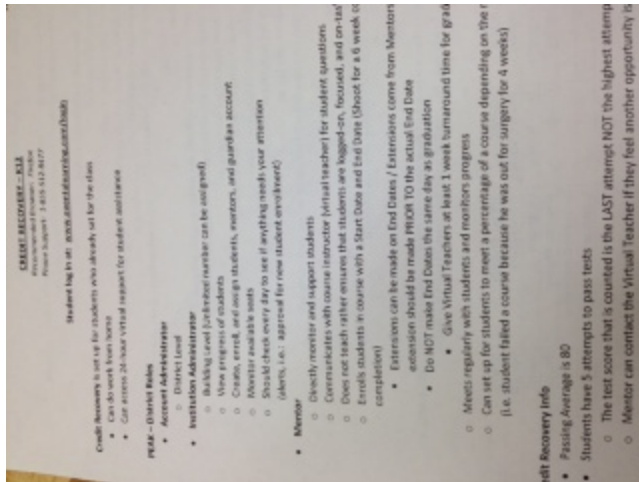
12-2-13 Monday - the USHG team will present the CFA for data breakdown and begin breakdown of cfa then teams will make CFA in subject area teams

12-3-13 Tuesday- the USHG team will present the CFA for data breakdown and begin breakdown of cfa then teams will make CFA in subject area teams

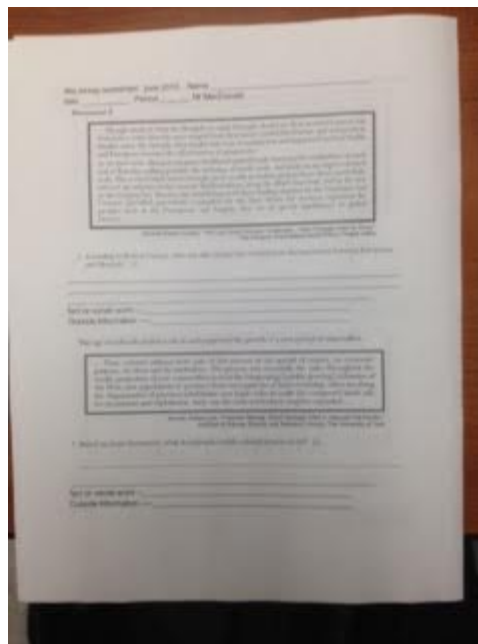
12-4-13 Wednesday- Mrs. Watson wants a list of names for January Regents e mailed to her asap, LMA are to be uploaded to PGS asap there is no known due date yet , Mrs Ferrero wants cfa every 5 weeks not every 2 weeks and every Friday share best practices , increase team planning time

12-5-13 Thursday- Upload your LMA and the lowest 50% in the chart common plan by team

12-6-13 Friday- Mrs Caruana Credit Recovery Presentation

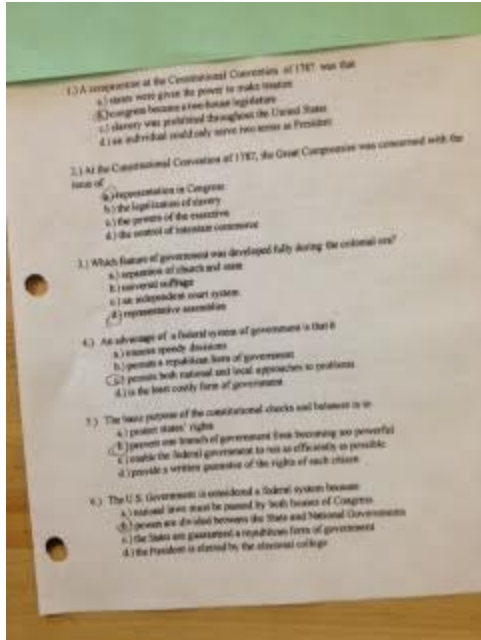


Guidance Geography Thematic Essay Mrs Kibbler(sick) will be here Friday to show us a ELA



method to breakdown Essays share best practice every friday , the subject area that presents the cfa and breakdown of data monday will that friday share an example of the best practice

weekly Rotation of data breakdown -global 10, economics, USHG , PIG , African American History , Global 9



CFA ---- USHG Marciciak --constitution Quiz ---

skills-->	content , knowledge	multiple choice elimination skills	vocab	analyzation
prediction	red below average	green -past skills	Red - new content	red- challenging
student a	red	red	red	red
student b	red	green	red	red
student c	green	green	green	green

g- green y- yellow r- red

observations

student a - lack of understanding of any concepts ,
 students not good with vocabulary
 multiple choice elimination skills not used correctly

Possible Cause

lack of study time at home , poor background knowledge, learning disabilities, lack of enthusiasm, p

school is not seen as important, ' personal problems, absenteeism, students come from low-income backgrounds, no textbooks to take home, ESL students, no sleep/tired, poor vocabulary retention

Possible reteach strategies

castle learning
 tutoring after school
 task analysis
 visual vocab
 test corrections for extra credit with parent signature
 google images visual representation

graphic organizers
 mini re - teach lessons
 projects of choice/differentiation
 Activotes for reviewing test
 groupwork -think/pair/share

week #__13__ start date

Monday -CFA ---- SUBJECT economics debt ratio

11/25/13 team leader is sick and the team will continue to break down data from our last meeting

Tuesday-CFA ---- SUBJECT economics debt ratio

Wednesday- CFA ---- SUBJECT economics debt ratio

Thursday- thanksgiving

Friday- thanksgiving

11-22-13 Friday - Start monday 11-25-13 team leader absent sick day ,

Tue 11-26-13, C. Brandy will let us know the new SLO due date via call to city hall (the date IS TBA)

December month data plan

CFA ---- SUBJECT economics debt ratio

	math	economic value	vocab asset, Liability	
prediction	RED	RED	STRONG	

student a	Green	RED overestimate	Green	
student b	RED	RED	GREEN	
student c	GREEN	GREEN	GREEN	

g- green y- yellow r- red

observations

how to calculate net worth , add up liabilities

math , economics value

student a -tend to overestimate value of items EX. USED I I phone

student b - example throw in 50 a month for gas bill to help parents out with bills

STUDENT c - has a good understanding and application of his Net Worth

Possible Cause

lack of study time at home , poor background knowledge, learning disabilities, lack of enthusiasm, poor writing skills, may not see school as 'important,' personal problems, absenteeism, students come from low-income backgrounds, no textbooks to take home, ESL students, no sleep/tired, poor vocabulary retention

Possible reteach strategies

tutoring after school

task analysis

visual vocab

test corrections for extra credit with parent signature

google images visual representation

graphic organizers

mini re - teach lessons

projects of choice/differentiation

Activotes for reviewing test

groupwork -think/pair/share

11-21-13 Thursday- Economics data on cfa -- team leader took a sick day FLU,

11-20-13 Wednesday- create CFA by dept print copies for common plan binder or Economics data on cfa data meeting with team leaders and administration -- no meeting per 10

grades and slo is your professional responsibility and will not be worked on during common planning

and I will take timed attendance every day with time arrived and time left and present and absent

make data calendar for each subject, global 10, economics, USHG , PIG , African American History , Global 9

make data breakdown calendar - who present , notes , topic, poster picture mrs Ferrero will make copies

give them to her and she will get copies

take timed attendance for people

need 5 samples of student work-

11-19-13 Tuesday- create CFA by dept print copies for common plan binder
castle learning set up for global 10 and
thematic essay instructions

g9 - cfa

ushg- cfa

11-18-13-monday create CFA by dept print copies for common plan binder
teachers still had to finish the grades for 400 deadline
global 10 thematic cfa

week # 12 start date 11-18

11-18-13-monday create CFA by dept print copies for common plan binder
Tuesday- create CFA by dept print copies for common plan binder
Wednesday- create CFA by dept print copies for common plan binder or Economics data on cfa
Thursday- Economics data on cfa
Friday- Economics data on cfa

11-15-friday input slo into PGS plan for USHG data breakdown w t hfri after thanksgiving break

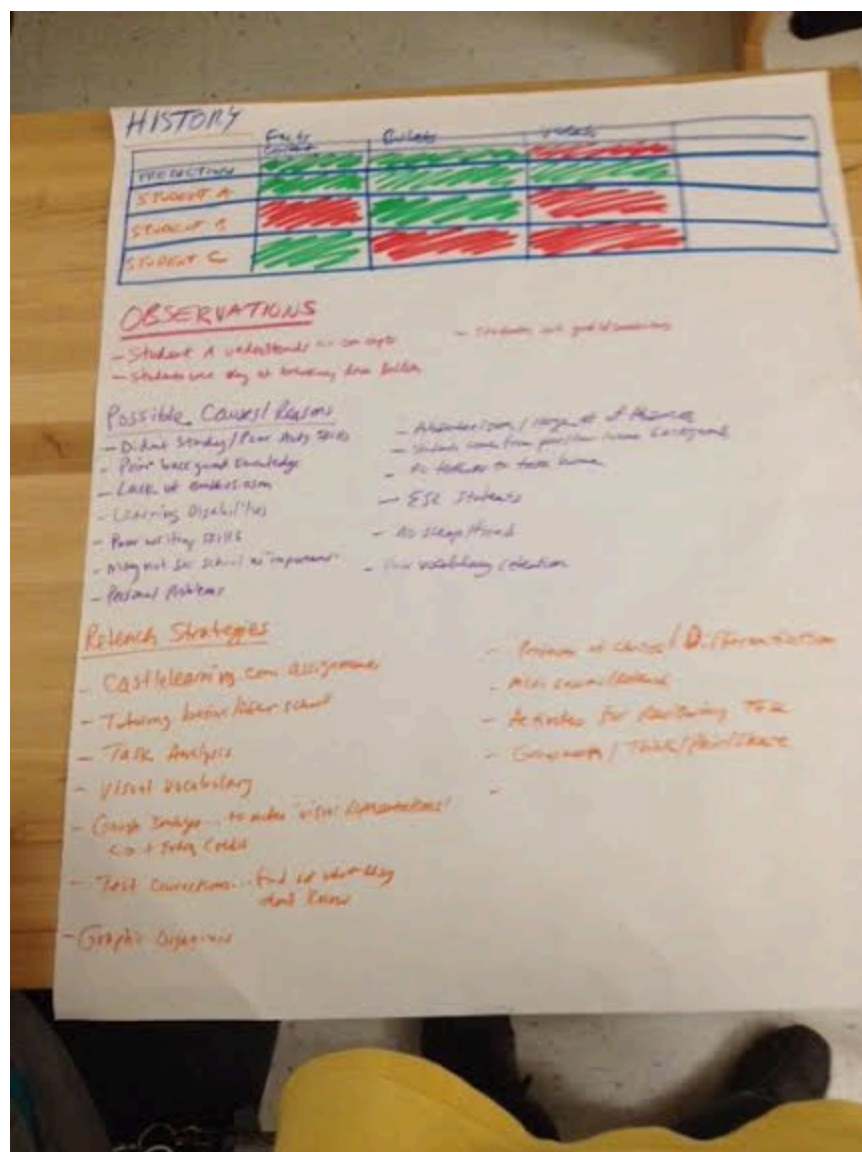
plan next common plan agenda week 12
m- create CFA by dept print copies for common plan binder
t- create CFA by dept print copies for common plan binder
w- Economics data on cfa
th- Economics data on cfa
f- next m,t,w- input slo into PGS plan for USHG data breakdown w t hfri

respond to E-mail request of administration
changes

1. The history department will strive to make students career and college ready .
 2. The history department will work cooperatively to implement a extremely rigorous curriculum
 - 3.The history department will encourage parent participation, and collaboration
 - 4.The history department will provide extra opportunities for student enrichment and growth
 - 5.The history department will incorporate differentiated instruction to meet the needs of all learners
- 6

Attached is the McKinley's new mission statement that we have adopted from the district. We would like to make some changes to personalize it to the culture and goals of McKinley High School. Please discuss this with your departments and make sure to submit your ideas. We will be printing the new and improved mission statement for all classrooms and sharing it with the students! Thank you for your help!

Mrs. Molly Forero
McKinley High School
Assistant Principal
(716) 816-4480



	content	bullets	vocab	
prediction	g	g	r	
student a	g	g	g	
student b	r	g	r	
student c	g	r	r	

observations

student a - understands all concepts

students not good with vocabulary

students were OK at breaking down bullets

students not good with vocabulary

Possible Cause

lack of study time at home , poor background knowledge, learning disabilities, lack of enthusiasm, poor writing skills, may not see school as 'important,' personal problems, absenteeism, students come from low-income backgrounds, no textbooks to take home, ESL students, no sleep/tired, poor vocabulary retention

Possible reteach strategies

castle learning
tutoring after school
task analysis
visual vocab
test corrections for extra credit with parent signature
google images visual representation
graphic organizers
mini re - teach lessons
projects of choice/differentiation
Activotes for reviewing test
groupwork -think/pair/share

week 10 cfa data breakdown

august 12 Theme: Technology

Task:

Some suggestions you might wish to consider include, gunpowder, printing press, steam engine, factory system.

You are not limited to these suggestions.

Guidelines:

Select two technological innovations and for each

- Describe the existing technology that was replaced by this new technological innovation and how this new innovation changed the existing technology
- Discuss the effects this new technological innovation has had on a society or the world

choice #1(_____)

1. _____

2. _____

choice#2 (_____)

1. _____

2. _____

data breakdown global 10 cfa week 10 - 11-14-13

teachers-MacDonald, Slater, Danisa, Anastasia

1. what skills will students need

2. teachers do the work
3. mini lesson main points
4. G-High performing
5. Y- mid performing
6. R- Low performing
7. Student Strengths
8. Student weakness
- 9 conclusion of student data based results

11-8-13 friday goal to make data posters for room 155 by subject area for the data guru visit friday

common planning 2013-2014

[global 9](#), [global 10](#), [ushg 11](#), [PIG](#)/ Economics

notes from meeting on 10-2-13 meeting per 2 with team leaders

- 1. make 5 week cfa**
- 2. make 2 week cfa -- 1 question written response, thematic essay, DBQ short response -- bring in their work**
- 3. data on the wall by subject area --trend**
4. my idea --make a full midterm to give to students regents style
- 5. print everything you make and put it in binder in the history closet**
- 6. type up data and reteach lesson and results for each teacher and subject what you will make**

notes from meeting 9-25-13 meeting per 9-11

data team

meet

copy of cfa for each team for each month one cfa and data breakdown

5 week, 1 month, and 2 week cfa

PIG team John McT, John Mac

USHG team- Joe M , Keith H , John McT

global 10 team -John Mac, Marcia N, J Danisia , Tim C, Mike V

global 9 team Joe S, Lenin G, Randy M, Mike V

report/posters

data breakdown

what we will do as a result of the data

how to address student deficiencies

what we need to re teach

make poster of the data post it on wall with subject area

regents data

[global 10 report](#) [ushg report](#)

[data report due 9-13-09](#)

[report](#)

[data slide show due 9-16-13](#)

11-7-13

DDI Task Deconstruction Process:

- 1. Assign roles to the team members and chose a norm for the group to focus on throughout the task**
- 2. Teacher presents a mini-lesson to the group**
 - *Group members should take notes**
- 3. Group members will attempt the activity or complete the problem on their own. This will offer a deeper understanding of the task.**
- 4. As a team break down the skills and concepts that are MOST important to the task**
 - *(Do not exceed 4 or 5 skills)**
- 5. Follow the 4 Phases of Task Deconstruction...**
 - A. Make Predictions – The group can disagree about the skill strength that students will display on the task (Red & Green markers will be used). The prediction process should take about 2-3 minutes**
 - B. Go Visual**
 - C. Make Observations- For example... 4 out of 5 students did not provide 3 pieces of textual evidence in their paragraph.**
 - ***DO NOT USE THE WORD “BECAUSE” in this phase**
 - D. Draw Inferences**
- 6. Share Re-Teaching Strategies**

10-30-13 Thursday data meeting per 9-11 in room 155

how to break down student work and find what to reteach based on student mistakes

10-9-13

Proposed SLO Data Calendar & Timeline

Tentative SLO Draft Submission Date: Friday October 18, 2013

Administrative Feedback: October 21-25

Tentative Final SLO Submission Date: Thursday October 31, 2013

Data Points: Teachers will include between 3-5 district required data points on their SLO roster

Post Tests: Regents Exams or District Post Assessment

Process for September – October:

At common planning meetings, use the SCEP and common formative assessment results to improve SLO and school processes. Use goal trajectory lines to determine if students are on track to meet their SLO goals.

- **Teacher Data Gathering**
- **Attendance**
- **Regents Exam History**
- **Report Cards**
- **ELA/Math scores grade 6-present**
- **SWD/ELL**

Communicate the agreed upon instructional monitoring process and timeline for setting SLO targets. Work collaboratively with your department to write SLO targets and collect baseline data.

Learning Content:

- **Data must align with the standards and performance indicators stated**
- **List the Course, NYS standards, Specific standards aligned to your course, specific performance indicators that will be a focus for the year based on data from 2013, and CCLS which are a priority for McKinley High School (writing and literacy strands)**

Instructional Time:

- **20 week ½ year course or 40 weeks full year course**

Evidence:

- **5 data points**
- **Additional baseline data that you would like to include if you feel as if it is an integral part of your decision making process for target setting (Use Edvantage or data warehouse)**
- **If data is missing you can contact administration and/or Ebony Bullock**

Baseline:

- A description (in words) that describes the data for individual students or groups of students based on criteria that you set
- This should be a lengthy section in which you describe what the data means and how it was used to determine growth targets for students
- Ex) The students with scores 50-75 means they can do: X,Y,Z
They cannot do: X, Y, Z
50% of my students are a benchmark meaning...
50% of my students are below benchmark meaning....

Targets:

- Need to be aligned to McKinley's SCEP
- There is no formula for setting targets

Suggestions for SLO Rationale:

- Explain how your targets help close achievement gaps
- Discuss how multiple data points will be used – Ex. Data Dashboard
- How will your students meet or exceed the targets?
- How will the teacher prepare students for future coursework?
- How will your students read/write at a more proficient level?

For More Information Regarding the SLO Process:

- BPS Website
- APPR tab
- www.engageNY.com website
- Watch SLO video 103 for target setting

10-3 -- meeting with mrs Ferrero

the SLO/Ima is due 10-31-13

the draft is due the 10-18-13 e mail in word

in base line you will describe how individual groups did ex 60-70% did this because artifacts due TBD

data points use infinite campus or

<https://dw.buffaloschools.org/K12IntelligencePortal/login/login.jsp>

elementary school score

put in info from our powerpoint the standards

look for data -staff resources -acuity same- password as e mail
try your old username and password

Social Studies 12 bilingual; ESL CT; Self contained; consultant teacher; Resource Room	Global 9	Global History and Geography 10 Regents	US History Regents	eonomi s & PIG	lective; AP; IB	Optional: teacher created assessment and projects; historical attendance; school specific data sources; grade 6-8 NYS LA, scores • Must use a total of 5 measure s
	required: grade 6-8 NYS LA	required: grade 7-8 NYS ELA Math assessment PS developed Global 9	required: grade 8 NYS LA & Math assessment PS developed Global 9	required: grade 8 NYS ELA Math assessment PS	required PS develop Global NYS	

			YS Global History and Geography Regents	Develop Global 9 YS Global History and Geography Regents YS US History & Government Regents YS US History & Government Regents PS Develop Econ & G	Global History and Geography Regents YS US History & Government Regents PS Develop Econ & G	
	<u>Where applicable teachers must so use the most recent previous year's:</u> NYSESLAT/ AB-R NYSAA EP BIP 04					

common planning 2013-2014

[global 9](#), [global 10](#), [ushg 11](#), [PIG](#)/ Economics

10-2-13 meeting per 2 with team leaders

1. make 5 week cfa
2. make 2 week cfa -- 1 question written response, thematic essay, DBQ
short response -- bring in their work
3. data on the wall by subject area --3 year trend
4. make a full midterm to give to students regents style
5. print everything you make and put it in binder in the history closet
6. type up data and reteach lesson and results for each teacher and subject
what you will make

9-25-13 meeting per 9-11

data team

meet 1 a month

copy of cfa for each team for each month one cfa and data breakdown

5 week, 1 month, and 2 week cfa

PIG team John McT, John Mac

USHG team- Joe M , Keith H , John McT

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make poster of the data post it on wall with subject area regents data

[global 10 report](#) [ushg report](#)

[data report due 9-13-09](#)

[report](#)

[data slide show due 9-16-13](#)

Work on SLO - [LMA](#) by teams

break up into teams [data](#)

<https://www.acuityathome.com/index.jsp>

common plan agenda share best practices with group
then work on

1. E-mail each to Mrs Ferrero asap-- 4 common core units,
cfa tests for every 5 weeks, data on cfa results and re-
teach lessons

2. create regents review lessons , print copies and share
with subject teams

3. break up into teams focus on student achievement

Economics team Mike V

PIG team John McT, John Mac

USHG team- Joe M , Keith H , John McT

global 10 team -John Mac, Marcia N, J Danisia , Tim C,

global 9 team Joe S, Lenin G, Mike V

Economics team Mike V

PIG team John McT, John Mac

USHG team- Joe M , Keith H , John McT

global 10 team -John Mac, Marcia N, J Danisia , Tim C,
Mike V

global 9 team Joe S, Lenin G, Randy M

***Make a typed essay rater sheet, print copies

example --- [essay rater sheet](#)

then eMail it to me so I can make a Master end of the year list to give to the main office, and guidance with the grades of every history regents test ****

Work on your web page for your classes

USHG team List - ,

Keith H , Joe M, John McT

global 10 team List -J Danisia

turned in list John Mac, Tim C, Marcia N, Joe M,

LMA artifacts information

- The other 20 points consisting of “Other Measures” will be based on the structured review of Teacher Artifacts.

-

- Definition as defined by the BTF in the APPR

“Artifact” means evidence of instruction provided by the teacher to the evaluator; it may include such things as student work, course outlines, lesson plans, teacher created materials, written feedback to students, written communication to parents, or any other resources used to facilitate student learning.

- Artifacts related to teacher practice or student learning can take the form of (but are not limited to):

- student assessment data,
- student work,
- lesson plans (with modification),
- teacher-made assessments,
- plans for addressing student absenteeism
- types of parent communication and reports on performance based on conferences and team meetings.
- Examples of relevant teacher practice could include but are not limited to:
- What evidence does the student work or teacher artifacts give about the

alignment of lessons to State learning standards?

- Is there evidence of a teacher's use of assessment data in designing lesson plans that address the needs of all students?
- Is there evidence of high quality feedback from the teacher to the students?
- Is there evidence that instruction is leading to student learning progress?

•

- The final day for teachers to submit their Artifacts is

May 31, 2013.

- Evaluators will use *Teacher Artifacts* as evidence to determine formative and summative evaluations of teachers as part of the 60 Points of Other Measures of Teacher Effectiveness.

•

- Artifacts must provide evidence for teacher effectiveness defined by NYSED Teaching Standards and rubrics.

•

- Artifacts should reflect a scope of evidence that is appropriate for rating under the Teacher Practice Rubric Standards I, II, VI, & VII. Teachers and evaluators will provide a rationale for what evidence of standards the artifact provides.

•

- Artifact documents go into a teacher's evaluation. Artifacts must be uploaded into the PGS system for rating and archiving.

Standard	Element and Indicator	Artifact
Standard I	I.3.A	☐ The teacher presents a document showing that he/she has modified

		instruction or adopted strategies to meet the needs of their students and teacher asserts he/she has discussed the importance of attendance and completion of assignments with their students.
Standard II	II.5.B	☐ Teacher documents that he/she has provided time for the student to achieve the learning goals and that adjustments are made if necessary.
Standard VI	VI.5.C	☐ Teacher documents that if necessary he/she reports student absenteeism, instances of child abuse, safety violations, bullying and other concerns to the appropriate personnel.

Standard VII	VII.2.A	☐ Teacher documents how he/she has had professional growth opportunities which shape and inform his/her choice of strategies designed to provide instruction to students with ongoing attendance issues. ☐
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9-25-13 meeting per 9-11

data team

meet 1 a month

copy of cfa for each team for each month one cfa and data breakdown

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