Elementary School Focus on Learning Collaboration:

Grade Level: Grade 2

Purpose: The purpose of this collaborative exercise is to establish one Critical Learner Need (CLN) in a grade level and to develop an action plan to address that CLN. The CLN for a grade level might not apply to all students.

Steps:

1. **Dig into Student Data:** *What is the Critical Learner Need?* Reflect upon all relevant data collected over the assessment period to establish the CLN. Look for the 'story' behind the data to establish the CLN. Data can be quantitative or qualitative.
2. **Examine Instruction:** *What are we doing at the moment to address the CLN?* Reflect critically upon our practices in light of CLNs. Are our practices effective in addressing this CLN?
3. **Develop an Action Plan:** *What are we planning to do differently to address the CLN?* List the practices that we are going to introduce, refine, innovate, do more of, etc. to address the CLN.
4. **Plan to Assess, Act, and Assess:** *How will we know our Action Plan is working?* How and when will we assess progress?
    a. *How will we respond when some students do not learn?* List what we might do to further support students who are still struggling with the CLN? What are our next steps?
    b. *How will we respond when some students have already learned?* List what we might do to extend students who have resolved the CLN. What are our next steps?

Outcome: Please work with your grade level team to fill out the form below.

2022-2023 Grade 2

	CRITICAL LEARNER NEED(S)	**TEACHER PROBLEM(S) OF PRACTICE**		
	Dig Into Student Data *What is the Critical Learner Need (CLN)?*	**Examine Instruction** *What are we doing at the moment to address the CLN?*	**Develop an Action Plan** *What are we planning to do differently to address the CLN?*	**Plan to Assess, Act and Assess** *How will we know our Action Plan is working?* *How will we respond when some students do not learn?* *How will we respond when some students have already learned?*
Math				

	Students needs to be able to apply their skills to new and applicable situations. (real world problems)	Students are occasionally given challenge problems or scenarios, but it is not consistent.	There will be one day a week that is dedicated to “Rich Tasks” These tasks will require students to apply their math skills and knowledge to open-ended problems. These problems will teach students to think about large Math problems more methodically as well as the effectiveness of looking for, and using, patterns when solving problems.	Students will be able to solve the problems more efficiently. There will be evidence that they are using previously talked about strategies in their answers. These problems can be easily changed or adjusted to make them more challenging for those that need it. For those not learning, they can be given a similar problem to the previous weeks to give them another chance to use the necessary strategies again.
		Students don’t have enough opportunity for independent assemnts	Once a week a 3-10 questions Freckle assignment is added to their weekly rotations. From that result students will practice again, work on a previous skill, or do a Depth of Knowledge assignment (provided by Freckle)	Tracking their results on Freckle.
Reading				
	A number of students are reading well below grade level.	MAP scores and DRA	Students are already receiving learning support. So I am thinking of other things to be done. My plan is to allow more opportunity for students to develop their listening comprehension. Listening comprehension is very much tied to student’s ability to read and comprehend. Developing listening comprehension will benefit their reading. (*Shifting the Balance, Jan Burkins and Kari Yates*)	Monitor MAP and DRA scores. As well engagement with class lessons. Students will be given sentence starters to support their ability to share thoughts and ideas in partner or small group conversations. Students will be encouraged to expand their vocabulary, but all students will benefit from extra listening comprehension practice.
Writing				
	Punctuation. Students are missing a lot of punctuation in their published work.	Pre-assessments and published materials.	Patterns of Power. Teach it. At the moment I am doing very little lessons in regards to punctuation.	

Science				
	More understanding of the ISY learning cycle.	When making the Sand is Banned project, student were first introduced to it. In Q4 they are following the cycle in music as well as Q4 Science.	I want students to make more connections to how the learning cycle is applicable to other areas, and to highlight examples of it being used.	We will use Charlotte's Web as a resource to follow how the cycle is utilized to solve problems. We will follow the cycle along with Charlotte as she finds a way to save poor Wilbur.
Social Studies				
	Ask questions and seek answers to their questions	S.S. lessons are often guided by questions, but students are not given much opportunity to seek out the answers on their own.	Allow time, perhaps during reading rotations, to read books (most likely on Epic) that will allow them to find answers to the questions/topics they have shown an interest in.	Students will have found the answers to their questions. We will also see more evidence of them learning and exploring topics on their own, at the library or while at home. Students not learning will be given access to other resources (if available) or be allowed to work in partners. Maybe they also focus on just one question rather than a topic. Students who have already learned will be encouraged to move onto new questions or plan ways to pass their knowledge on to their peers.

This collaborative protocol is based upon the Data Wise Improvement Process and Richard DuFour's 4 Essential PLC Questions:

- What do we expect our students to learn?
- How will we know they are learning?
- How will we respond when they don't learn?
- How will we respond if they already know it?

Data Wise Improvement Process 'Koru'