



The error/need we have identified as our top priority is: \_\_\_\_\_  
(Be sure to ask: *Will this help the student support core instruction?*)

**Step 4: Select Common Instructional Strategies (5 minutes):** What will we do? Based on the prioritized need from Step #3, consider which effective strategies your team agrees to use to respond to that need.

*Note: Scaffolded tools such as graphic organizers **support** learning. Strategies such as close reading **improve** learning.*

*Do selected strategies support core instruction?*

*Do interventions focus on the same skills being taught in core?*

*Can we move on to a new standard or do we need to go back and launch another core approach?*

*Do we need to go deeper with the standard? What is the task level?*

*Incorporate sound instruction (e.g. writing to learn, writing to demonstrate/four-square*

*Include vocabulary (Freyer model as a word study)*

**Step 7: Reflect, Monitor & Evaluate the Process (5 minutes):**

Notes for Next Year/ Reflection

*Do we need to change or improve the CFA?*

*Do we need to schedule time to observe how selected strategies are being implemented?*

*Did we meet our meeting objectives?*

- *Set a timeline*
- *Draft the next PLC agenda*

**Step 5: Determine Results Indicators (15 minutes):** How will we use this strategy? What will it look like/sound like if we do the selected strategy well? Consider how you will increase rigor, decrease scaffolds and follow gradual release as students progress with the strategy selected.

What will the teachers do? (How will we instruct students using the strategy?)

*Did we all stay on track with our team instructional agreements?*

*Set common instructional agreements (math block, etc., what we agree to use)*

*Should we schedule time to observe each other instruct?*

*Design an anchor chart showing modeled, guided, collaborative, independent practices.*

What will the students do? (Other than just listening...)

*Which instructional supports will all students have access to? (Precision partners, student discourse, performance tasks)*

What will we see in student work if the strategy is working? (Use this question to generate your Progress Monitor and record the date you agree to give it by.)

*How will we progress monitor? (exit tickets, student discourse, quizzes, restating learning)*

*Which intervention(s) will be used that are aligned to core instruction? (close reading, My Favorite No)*

**Step 6: Create a Theory of Action (<5 minutes):**

If we \_\_\_\_\_ then \_\_\_\_\_ of our students will be able to \_\_\_\_\_.

- *You should be focusing on a specific group of students. For example: If we use gradual release when teaching close reading then 80% of our students in the "FTG" and "Approaching" groups will be able to demonstrate the ability to summarize.*
- *How was the percentage of growth determined?*