AchieveMetrics

TEACHER PLANNING SHEET · PLC PLANNING DAY

☐ Starting ☐ Continuing a cycle

Course _____ Teacher _____ Date _____

OUR GOAL Close prerequisite gaps and show proficiency on current-course standards, measured with comparable tasks and the same criteria.

CONTINUING A CYCLE

QUESTION AND PREDICTION	RESULT FOR THE SAME STUDENTS	TEAM DECISION: CONTINUE, ADAPT, CHANGE

1 Eighth-grade pattern — 15 MIN

A signal to investigate, not a diagnosis.

PATTERN, NAMED AS A PREREQUISITE SKILL	STUDENTS WHOSE WORK WE WILL PULL

2 Current work and criteria — 20 MIN

Independent work only.

STUDENTS CAN ___ BUT DON'T YET ___	SUBSKILLS THEY NEED FLUENCY IN

CRITERION 1 (IN STUDENT WORDS)	CRITERION 2	CRITERION 3	CRITERION 4

3 Co-planned lesson — 45 MIN, PROTECTED

The team chooses the change.

LESSON AND COURSE STANDARD	APPROACH WE WILL TRY (OUR CHOICE)	WHERE THE TARGETED SUPPORT HAPPENS, AND FOR WHOM

4 Check and reassessment — 25 MIN

Same target, same criteria, new problem.

FIRST INDEPENDENT CHECK	COMPARABLE REASSESSMENT TASK	LATER NEW-CONTEXT CHECK

Prediction: of our ____ students who start below Proficient, ____ will reach Proficient on the reassessment.

5 Follow-through dates — 15 MIN

Set all four before you leave.

FIRST INDEPENDENT CHECK	RETEACH WINDOW (SAME UNIT)	INDEPENDENT REASSESSMENT	LATER CHECK, NEW CONTEXT

NEXT PLC	TRACKER OWNER AND DUE DATE	WHERE THE PREREQUISITE RETURNS IN LATER LESSONS

AFTER THE FIRST CHECK Group students by the specific error or reasoning gap, reteach within the unit, then reassess with a fresh problem and the same criteria. **BRING TO THE NEXT PLC** two examples of improvement and two persistent gaps from the same students, the tracker, and a note of anyone missing follow-up work.