

## Islamic Studies PLC Cycle Worksheet

**Meeting #1:** Identify and isolate the opportunity or “gap” between what is wanted and the current situation.

PLC Cycle Format	Suggestions	Course of Actions
5 min. - The presenting question: What are the student learning issues we are struggling with the most?	<ul style="list-style-type: none"> <li>• Learning issues should be evidence based (i.e. ISST, Diagnostic Score, or grade book data)</li> <li>• Create data and performance measures for learning issues not covered in stats (i.e. Internalizing and implementation, manners, behavior and social skills)</li> </ul>	<ul style="list-style-type: none"> <li>• IS Middle School: ISST Score</li> <li>• Implementation of Islamic Manners and behavior (measured performance according to CGC and VIA Character Strengths report)</li> </ul>
10 min. - Brainstorm responses.		
5 min. - Identify top three <b>priorities by multi-voting.</b>	<p><b>MS:</b> (1) Internalizing and implementation, manners, behavior and social skills. (2) Inability to write and express oneself on paper. (Literacy skills are very weak). Handwriting, organization, and communication skills. (3) A need to develop stronger student-to-student collaboration towards study and success. (4)</p> <p><b>Upper Elementary:</b> (1) Develop more ways to assess students. (2) Integrate new students into IS course. (3) Lack of practice and internalization.</p> <p><b>Elementary:</b> (1) Struggle with new students (Background knowledge is weak). (2) Students developmental behavior (i.e. learning ability).</p>	<p><b>Top three Priority Areas:</b></p> <p><b>(1)</b> Struggle with new students (Background knowledge is weak).</p> <p><b>(2)</b> Lack of internalizing and practicing Islamic principles of worship and mannerisms.</p> <p><b>(3)</b> According to ISST results MS scored the lowest in Islamic History (57.6)</p>
10 min. - What more do we need to know? How can we find out?	Research and infuse learning with real life experiences (i.e. Service learning, project learning, research field trips, etc). We need to develop methods to measure, assess, and evaluate practical worship, character, manners and behavior. KIPP schools have a more in-depth system to measure, assess, and evaluate character and behavior. (See website: <a href="http://www.kipp.org">http://www.kipp.org</a> )	

<p><b>Between meetings, gather student data and information on priority areas.</b></p>	<ul style="list-style-type: none"> <li>• Analyze ISST report.</li> <li>• Develop wudhu and salat observation checksheet (gather data on percentage of students demonstrating correct performance.</li> <li>• Implement Character Growth Card (CGC) to create data and measure character and behavior (Positive Psychology).</li> </ul>	<p>ISST Performance Scores:</p> <ul style="list-style-type: none"> <li>• 2 - 8<sup>th</sup> National/School Average</li> <li>• 2-8<sup>th</sup> School Avg. and subject Categories</li> <li>• MS diagnostic test 2015-16</li> </ul>
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**Meeting #2:** Identify SMART Goals for priority area(s).

PLC Cycle Format	Suggestions	Course of Actions
<p>10 min.- Present graphs of student performance in areas of concern. (Focus on skill areas or proficiency/performance levels.)</p>	<p>Create ISST graph for 2015-16 Identify areas of proficiency and performance level related to <b>priority area</b>. Create conduct graph (Is conduct and academics related?) How do we systemically measure conduct?</p>	<p>ISST Performance Scores:</p> <ul style="list-style-type: none"> <li>• 6- 8<sup>th</sup> National/School Average</li> <li>• 6-8<sup>th</sup> School Avg. and subject Categories <ul style="list-style-type: none"> <li>- Aqidah, Fiqh 74</li> <li>- Qur’anic Studies 63</li> <li>- Sirah and Hadeeth 66.3</li> <li>- Islamic History 57.6</li> </ul> </li> <li>• MS diagnostic test 2015-16</li> </ul>
<p>10 min.- Brainstorm results-oriented goal(s) for priority area(s).</p>	<p>What are the goals for priority areas?</p> <ul style="list-style-type: none"> <li>• Struggle with new students (Background knowledge is weak).</li> <li>• Lack of internalizing and practicing Islamic principles of worship and mannerisms.</li> <li>• According to ISST results MS scored the lowest in Islamic History (57.6)</li> </ul>	<p><b>ORIENTED GOALS FOR PRIORITY AREAS</b></p>

<p>5 min - Select 1 results-oriented goal for each priority area.</p>		<p>Select one oriented goal</p>
<p>10 min. - Make the results-oriented goal SMART: Individuals write indicators, measures, and targets for 1 goal. (Consider indicators by skill/competence/performance expectations aligned to standards; consider both standardized and classroom-based measures; consider student data when writing targets.)</p>	<p>Write:</p> <ul style="list-style-type: none"> <li>• Indicators of proficiency</li> <li>• Measures taken</li> <li>• Target performance: 5% increase on bar graph by mid-year?</li> <li>• Get ISST standards for oriented goal.</li> </ul>	
<p>5 min. - Share SMART goals round robin one at a time.</p>		
<p>15 min. - Group selects "best of" indicators, measures, and targets to write group SMART goal.</p>		
<p>10 min - What do we need to know to affect student learning for this SMART goal?</p>		
<p><b>Between meetings do literature, research, or best practice review.</b></p>		

## SMART PROCESS WORKSHEET

### **Specific:**

- Who: Who is involved?
- What: What do I want to accomplish?
- Where: Identify a location.
- When: Establish a time frame.
- Which: Identify requirements and constraints.
- Why: Specific reasons, purpose or benefits of accomplishing the goal.

Take Orientated goal through SMART process:

### **Measurable:**

To determine if your goal is measurable, ask questions such as.....How much? How many? How will I know when it is accomplished?

### **Attainable:**

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps.

<p><b>Realistic:</b></p> <p>To be realistic, a goal must represent an objective toward which you are both <i>willing</i> and <i>able</i> to work.</p>	
<p><b>Time-bound:</b></p> <p>If you don't set a time, the commitment is too vague. It tends not to happen because you feel you can start at any time. Without a time limit, there's no urgency to start taking action now.</p>	
<p><b>Write group SMART goal</b></p>	