
PLC FRAMEWORK

Establishing Fleming County Schools as a Kentucky “District of Distinction”

FCS: FLEMING COUNTY SCHOOLS
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FRAMEWORK OVERVIEW

In education circles, the term *learning community* has become commonplace. It is being used to mean any number of things, such as extending classroom practice into the community; bringing community personnel into the school to enhance the curriculum and learning tasks for students; or engaging students, teachers, and administrators simultaneously in learning - to suggest just a few.

Astuto and colleagues (1993) label the *professional community of learners as the process in* which the teachers in a school and its administrators continuously seek and share learning and then act on what they learn. The goal of their actions is to enhance their effectiveness as professionals so that students benefit. This arrangement has also been termed *communities of continuous inquiry and improvement*.

As an organizational arrangement, the professional learning community is seen as a powerful staff development approach and a potent strategy for school change and improvement. Thus, persons at all levels of the educational system concerned about school improvement - state department personnel, intermediate service agency staff, district and campus administrators, teacher leaders, key parents and local school community members - should find this framework valuable.

This collection of information provides the district a framework to operate PLCs effectively in departments, schools and district-wide.

● **PLC FRAMEWORK – CONTINUOUS IMPROVEMENT**

The FCS PLC Framework will be updated regularly. Once implemented the district will convene a committee made up of district representatives, principals and teachers. The framework will be updated based on a continuous improvement cycle.
● DEFINING A PROFESSIONAL LEARNING COMMUNITY

Professional Learning Communities (PLCs) shift the focus of school reform from restructuring to reculturing (Louis, 2006). A PLC is an ongoing process used to establish a school wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts. Generally, PLCs are composed of teachers, although administrators and support staff routinely participate (Bolam, McMahon, Stoll, Thomas, & Wallace, 2005; Huffman, 2000). In some schools, PLCs are extended to community members and students, as appropriate (Stoll, Bolam, McMahon, Wallace, & Thomas, 2006; Stoll & Louis, 2007). Through participation in PLCs, teachers enhance their leadership capacity while they work as members of ongoing, high-performing, collaborative teams that focus on improving student learning (Rentfro, 2007).

Furthermore, professional learning communities are a group of teachers, administrators, staff members who meet regularly, formally or informally, as a team:

- To study data,
- To analyze current levels of achievement,
- To set achievement goals,
- To identify essential and valued student learning,
- To develop common formative and summative assessments,
- To share strategies, and
- To research best practices.

The expectation is that this collaborative effort will produce ongoing improvement in student achievement.

● CHARACTERISTICS OF PROFESSIONAL LEARNING COMMUNITIES

A PLC is not a model, per se; rather, it is an approach or process. Most PLC definitions assume a set of characteristics that reflect the nature of a true PLC. An understanding of these characteristics provides educators with a shared lens through which to examine their own PLCs. They also can provide an infrastructure for shaping practice and assessing progress. A brief description of some of the most commonly cited characteristics follow:

Shared values and vision (Bolam et al., 2005; DuFour, 2004; Feger & Arruda, 2008; Hord, 1997; Kruse, Louis, & Bryk, 1994). Teachers and administrators share a vision focused on student learning and a commitment to improvement (Reichstetter, 2006). The vision is used as a context for decision making about instructional practice and collaborative learning efforts. The vision statement should result in a collective responsibility for and an unwavering focus on student learning (Leo & Cowen, 2000; Louis & Kruse, 1995; Stoll et al., 2006).
• **Collaborative culture** (Bolam et al., 2005; Feger & Arruda, 2008; Kruse, Louis, & Bryk, 1994). PLCs are based on the premise that through collaboration, professionals achieve more than they could alone (DuFour & Eaker, 1998). Teachers benefit from the resources that each brings to the PLC (Newman, 1994). Collaboration provides a mechanism for sharing responsibility for student learning and a means to work together toward a common purpose (Reichstetter, 2006; Stoll et al., 2006). Collaboration (e.g., opportunities for teachers to engage in ongoing collegial opportunities where they talk about teaching, receive frequent feedback on teaching, design classes together, teach each other, etc.) has been found in successful schools and is missing in unsuccessful schools (Little, 1989, 2003).

• **Focus on examining outcomes to improve student learning** (DuFour, 2004; Feger & Arruda, 2008; Kruse, Louis, & Bryk, 1994; Louis, 2006). PLCs promote results-oriented thinking that is focused on continuous improvement and student learning (Reichstetter, 2006). The focus goes beyond a team getting together to look at data. In PLCs, teachers respond to data that require mutual accountability and changing classroom practices. Data help motivate teachers to see what is happening and what they need to do collectively (White & McIntosh, 2007).

• **Supportive and shared leadership** (Feger & Arruda, 2008; Hord, 1997; Kruse, Louis, & Bryk, 1994; Louis & Kruse, 1995; Mitchell & Sackney, 2006). PLCs often are viewed as a foundation for developing teacher leaders (Caine & Caine, 2000). Administrators are committed to sharing decision making with teachers and providing opportunities for them to serve as leaders (Hargreaves & Fink, 2006; McREL, 2003). Leadership is shared and distributed among formal and informal leaders (Phillips, 2003; Reichstetter, 2006). The purposes and goals of a PLC grow from among the participants, based on their values, beliefs, and individual and shared experiences (Thompson, Gregg, & Niska, 2004). Teacher leadership capacity sustains PLCs. Sharing power and authority with teachers through decision making and shared leadership increases leadership capacity and builds a belief in the school’s collective ability to affect student teaching (Olivier & Hipp, 2006).

• **Shared personal practice** (Hord, 1997; Kruse, Louis, & Bryk, 1994; Thompson, Gregg, & Niska, 2004). A major focus of PLCs is on professional learning in which teachers work and learn together as they continually evaluate the effectiveness of their practices and the needs, interests, and skills of their students (McREL, 2003). Teachers share experiences, observe each other, and discuss teaching. Shared practice and collective inquiry help sustain improvement by strengthening connections among teachers, stimulating discussion about professional practice, and helping teachers build on one another’s expertise (McREL, 2003). Through continuous inquiry and reflective dialogue teachers discover solutions and address student needs (Hord, 1997; Stoll et al., 2006).

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**PLC ESSENTIAL QUESTIONS**

"Learn what?" and "How will we know?" are two of the most significant questions a PLC will consider. In fact, they are the questions that drive the work of collaborative teams. Other key questions teams must consider include "How will we respond when some students don’t learn?" and "What will we do for our learners who already know it?"

When looking at the first driving question "Learn what?", teams may also begin to ask "What content do we currently teach that we can eliminate because it is not essential?" and "What must our students know and be able to do as a result of this unit we are about to teach?"
What is it we want students to learn? *(Goals/Expectations)*

a. A PLC is characterized by the belief that the fundamental purpose of the school is student learning.

b. In a PLC, all staff members believe that all students can and will learn. They demonstrate high expectations for all students.

c. A PLC immerses teams of teachers in curriculum and professional development, building a shared knowledge about what students need to know and be able to do.

d. A PLC establishes, supports, and strengthens high-performing collaborative teams that work interdependently toward common student achievement goals.

e. A PLC supports teams as they clarify the essential outcomes that students need to learn for each unit of study.

f. In a PLC, collaborative teams meet regularly. They focus their time on discussing student performance and teaching strategies. They maximize their time together through the use of ground rules and norms.

g. In a PLC, all staff members feel that they have a responsibility to support school improvement and they feel involved in the decision-making processes of the school.

*Examples:* PBIS Expectations; Essential Vocabulary; Extended response with rubric; Self care skills; Communication skills – Verbal/Written; Technology Skills; Meet or Exceed in Standards; Rubrics;
Teacher Quarterly Goals; Interpersonal/Intrapersonal Skills; and Read, Write, Apply and Comprehend.

How will we know when each student has mastered the essential learning? (Assessment)

a. In a PLC, teams of teachers develop and use common formative and summative assessments to monitor student progress on essential outcomes. These assessments are aligned with local and state assessments.
b. Teachers have developed a common understanding about what characterizes student performance that is proficient and student performance that is not proficient.

Examples: Grades – No “Zeros”; Formative/Summative/Common Assessments; District Assessments/Benchmarks; Progress Reports; Report Cards; Pre/Post Assessments; Item analysis; Probes; ISAT Data; Graphs; Teacher Observations; Student reflections/journals; Unit/Weekly Test/Quizzes; Rubric/Checklist; Fluency Checks; Accelerated Reader Points; Student work/evaluations; and Class participation.

How will we respond when a student experiences difficulty in learning? (Intervention)

a. In a PLC, teachers use formative assessments and other sources of data to identify students who are in need of extra time and support.
b. In a PLC, if a student is having difficulty learning, there is a school-wide systemic response to provide extra time and support to that student. Intervention is not left to the individual teacher.
c. In a PLC, interventions are carefully matched to the individual needs of students.
d. In a PLC, there is a system in place to make sure that all interventions are frequently monitored and evaluated to determine if they are having a positive effect. Ineffective interventions are modified and discontinued.

Examples: Differentiated Instructions; Data Item Analysis; Blooms Taxonomy; Manipulatives Choice Boards; Immediate Feedback; Guided Reading; Co-Teaching; Target Specific Skills; Leveled Materials (below, on level, above); Graphic Organizers; Additional Time; Flexible Grouping; and Teacher shared strategies.

How will we deepen the learning for students who have already mastered essential knowledge and skills? (Acceleration)

a. A PLC provides all students with a rigorous and challenging academic program. Pre-assessment strategies are used to determine if students already know content. Advanced instruction and materials are then provided for these students.

Examples: Choice boards; Use leveled Readers; Free choice book reading for points; Centers – High level; My Vocabulary Words; United Streaming Skills; Separate Curriculum; Games; Take to Seat Centers; Use Vocabulary to Write Sentences; Accelerated Reader; Picture/Writing Journals; Enriched-Leveled Reader- Novels; Individual Projects; Peer Tutoring; and Reading Buddies.
● BENEFITS OF HAVING EFFECTIVE PLCs & CULTURAL SHIFTS

Effective professional learning communities can be a tremendous benefit to both teachers and students. For staff, the following results have been observed:

- a. Reduction of isolation of teachers.
- b. Increased commitment to the mission and goals of the school and increased vigor in working to strengthen the mission.
- c. Shared responsibility for the total development of students and collective responsibility for students’ success.
- d. Powerful learning that defines good teaching and classroom practice and that creates new knowledge and beliefs about teaching and learners.
- e. Increased meaning and understanding of the content that teachers teach and the roles they play in helping all students achieve expectations.
- f. Higher likelihood that teachers will be well informed, professionally renewed, and inspired to inspire students.
- g. More satisfaction, higher morale, and lower rates of absenteeism.
- h. Significant advances in adapting teaching to the students, accomplished more quickly than in traditional schools.
- i. Commitment to making significant and lasting changes and higher likelihood of undertaking fundamental systematic change.

For students, the results include:

- a. Decreased dropout rate and fewer classes “skipped”.
- b. Lower rates of absenteeism.
- c. Increased learning that is distributed more equitably in the smaller high schools.
- d. Greater academic gains in math, science, history, and reading than in traditional schools.
- e. Smaller achievement gaps between students from different backgrounds

Reference
### Cultural Shifts in a Professional Learning Community

#### A Shift in Fundamental Purpose

- **From a focus on teaching** ... to a focus on learning
- **From emphasis on what was taught** ... to a fixation on what students learned
- **From coverage of content** ... to demonstration of proficiency
- **From providing individual teachers with curriculum documents such as state standards and curriculum guides** ... to engaging collaborative teams in building shared knowledge regarding essential curriculum

#### A Shift in Use of Assessments

- **From infrequent summative assessments** ... to frequent common formative assessments
- **From assessments to determine which students failed to learn by the deadline** ... to assessments to identify students who need additional time and support
- **From assessments used to reward and punish students** ... to assessments used to inform and motivate students
- **From assessing many things infrequently** ... to assessing a few things frequently
- **From individual teacher assessments** ... to assessments developed jointly by collaborative teams
- **From each teacher determining the criteria to be used in assessing student work** ... to collaborative teams clarifying the criteria and ensuring consistency among team members when assessing student work
- **From an over-reliance on one kind of assessment** ... to balanced assessments
- **From focusing on average scores** ... to monitoring each student’s proficiency in every essential skill

#### A Shift in the Response When Students Don’t Learn

- **From individual teachers determining the appropriate response** ... to a systematic response that ensures support for every student
- **From fixed time and support for learning** ... to time and support for learning as variables
- **From remediation** ... to intervention
- **From invitational support outside of the school day** ... to directed (that is, required) support occurring during the school day
- **From one opportunity to demonstrate learning** ... to multiple opportunities to demonstrate learning

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Information contained within this framework comes from multiple sources.
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<thead>
<tr>
<th>A Shift in the Work of Teachers</th>
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<tbody>
<tr>
<td>From isolation...</td>
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<tr>
<td>From each teacher clarifying what students must learn...</td>
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<td>From each teacher assigning priority to different learning standards...</td>
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<td>From each teacher determining the pacing of the curriculum...</td>
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<tr>
<td>From individual teachers attempting to discover ways to improve results...</td>
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<td>From privatization of practice...</td>
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<td>From decisions made on the basis of individual preferences...</td>
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<td>From “collaboration lite” on matters unrelated to student achievement...</td>
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<td>From an assumption that these are “my kids, those are your kids”...</td>
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<tr>
<th>A Shift in Focus</th>
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<tr>
<td>From an external focus on issues outside of the school...</td>
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<tr>
<td>From a focus on inputs...</td>
</tr>
<tr>
<td>From goals related to completion of project and activities...</td>
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<tr>
<td>From teachers gathering data from their individually constructed tests in order to assign grades...</td>
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### A Shift in School Culture

<table>
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<tr>
<th>From independence ...</th>
<th>to interdependence</th>
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<tr>
<td>From a language of complaint ...</td>
<td>to a language of commitment</td>
</tr>
<tr>
<td>From long-term strategic planning ...</td>
<td>to planning for short-term wins</td>
</tr>
<tr>
<td>From infrequent generic recognition ...</td>
<td>to frequent specific recognition and a culture of celebration that creates many winners</td>
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### A Shift in Professional Development

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<th>From external training (workshops and courses) ...</th>
<th>to job-embedded learning</th>
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<td>From the expectation that learning occurs infrequently [on the few days devoted to professional development] ...</td>
<td>to an expectation that learning is ongoing and occurs as part of routine work practice</td>
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<td>From presentations to entire faculties ...</td>
<td>to team-based action research</td>
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<td>From learning by listening ...</td>
<td>to learning by doing</td>
</tr>
<tr>
<td>From learning individually through courses and workshops ...</td>
<td>to learning collectively by working together</td>
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<td>From assessing impact on the basis of teacher satisfaction (“did you like it?”) ...</td>
<td>to assessing impact on the basis of evidence of improved student learning</td>
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<tr>
<td>From short-term exposure to multiple concepts and practices ...</td>
<td>to sustained commitment to limited focused initiatives</td>
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● **PLC Model**

Model for improving student achievement through collaborative professional development.

- **CONFIDENTIALITY**

Confidentiality is key to an effective Professional Learning Community. It is critical that each professional learning community is a safe environment for each team member. Most people will share if they feel safe in their environment. If you have a team member who leaves the meeting and discusses student data, a particular team member, or that member’s data, it may cause the team to shut down. As professionals, we share student data all the time for educational purposes. FERPA regulations guide our ability to share that information; it is important to maintain professional transparency while preserving the privacy of students and teachers.

- **FCS PLC EXPECTATIONS**

  1. PLC teams will meet formally at least twice a month. Teams are highly encouraged to meet more. Informal PLCs meetings, understandably, will meet more often.
2. PLC teams will be guided by SMART goals (Strategic, Measurable, Attainable, Results-Oriented, Time-Bound) and action plans based on student needs as defined by data analysis. The PLC goals should be aligned to the individual school’s Improvement Plan.

3. SMART Goals, teacher learning goals and action plans will be reviewed by the principal and central office administration. (PLC Goals Action Plan Worksheet will be used to organize information).

4. PLC Work will focus on improving the teaching and learning process. Teachers are encouraged to do so by reflecting on the teaching and learning in their individual classrooms.

5. PLC teams will report progress made each month to the school principal and also include in the School Improvement Plan.

6. Determine a Facilitator for your group each year, quarter or semester.

7. Establish norms for your PLC.

8. Set meeting dates and locations.

9. Submit PLC Planning and Reporting to your school principal.

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### FCS – DISTRICT-WIDE PLC IMPLEMENTATION

**Year 1**: Fleming County Schools will develop a systematic implementation plan for a districtwide PLC and identify issues and obstacles that the district and individual schools must overcome.

*Beginning Phase:* Team members will develop a report that documents the work the district has already done to become a PLC that includes a recommended plan of action.

*PLC Foundation:* Create an overarching PLC vision. Meet with team members to communicate the PLC process. As a team, develop a shared mission, vision, collective commitments, and goals. Build a sustainable infrastructure and communication process.

*Overview of Phase Development:* Make sure that each team member understands their role throughout the process. It is recommended that each team member’s role is communicated in writing.

*Develop teams and Collaborative Culture:* It is important to build a collaborative culture that is committed to collective inquiry, action planning, and continuous improvement. Overarching goal: help all students achieve at high levels by working in teams, not in isolation.

**Year 2**: Focus on the four essential questions. Determine the specific needs of each school for year three.

*Working Phase:* Identify essential student outcomes. Ensure high levels of learning for all students. Focus on the four critical questions that will drive the district’s PLC. Create a districtwide blueprint for achieving our learning outcomes.
**District Curriculum Maps and Pacing Guides:** Work with team members to ensure understanding the importance of curriculum maps and pacing guides.

**School’s Emphasis:** Schedule team school site visits to share and collaborate to develop aligned essential outcomes with student-friendly learning targets. Teams will determine their own essential outcomes while aligning to district mapping and pacing.

**Assess Student Learning:** Develop a shared understanding of assessments, implement common formative assessments, analyze evidence of student learning, and use that evidence to learn from one another and respond to the individual needs of students. Collaborate as a districtwide team by developing assessments as a team, and effectively monitor student learning, collectively responding to results, and implement informed practice. Work to understand the importance of common formative assessments and how to design and use them effective.

**TIME FOR COLLABORATION: PLCs**

Several structural conditions must be met in order for a professional learning community to develop and grow within a school and school district. Finding time for collaboration is the obstacle that continues to prevent PLCs from becoming effective. Scheduling solutions that create time for PLCs are below:

A. Provide common preparation time – build the master schedule to provide common preparation periods for teachers. Each team might designate 1 day per week to engage in collaborative rather than individual planning.

B. Parallel Scheduling – schedule common prep time by assigning specialists (music, art, etc.) to provide lesson to students across an entire grade level at the same time each day. The team should designate 1 day per week to engage in collaborative planning.

C. Adjusted start and end time – gain collaborative time by starting the workday early or extending the work day one day each week to gain collaborative team time.

D. Shared Classes – combine students across 2 different grade levels or courses into 1 class for instruction. While one teacher or team instructs the students, the other team engages in collaborative work.

E. Group activities, events, and testing – teams of non teaching staff members coordinate activities that require supervision of students rather than instructional expertise while teachers engage in team collaboration.

F. Banking time – over a designated period of days, extend the instructional minutes beyond the required school day. After banking the designated number of minutes, end the instructional day early to allow for team collaboration.

G. In-service and faculty meeting time – schedule extended time for teams to work together on staff development days and during faculty meeting time.

H. Provide technology solutions – provide hardware/software that enable electronic communities to operate in an out of school.
Regardless of the professional learning community, district-wide, school-wide, department-wide, or grade-level, all professional learning communities in Fleming County Schools need to be committed to and engage in a process of continuous improvement wherein members collectively:

a. gather evidence of currently levels of student learning,

b. develop strategies and ideas to build on strengths and weaknesses in that learning,

c. implement those strategies and ideas,

d. analyze the impact of the changes to discover what was effective and what was not, and

e. apply new knowledge in the next cycle of continuous improvement.

The importance of data collection and analysis cannot be overstated in 21st Century classrooms and schools. Fleming County Schools has the expectation that all decisions are driven by data. It is critically important for teachers, administrators and staff members to analyze trends in student achievement data in district-wide, school-wide, departments, and course level PLC teams. Some possible data sources are: benchmarks, summative assessments, classroom level formative assessments, common student work, projects or performance evaluations, etc.)

Questions to discuss during data study:

1) Did your PLC achieve or make progress towards in SMART goal from last year?
2) Will your PLC continue your study from last year or will your PLC need a new-targeted area to student?
3) Can your PLC contribute to your building’s targeted areas?
4) How has student achievement changed over the last 2-3 years?
5) Are there specific strengths or needs of the different demographic groups?
6) Are there any curriculum issues that your PLC will benefit from studying this year?

Fleming County Schools views professional learning communities as a professional learning experience, where PLC team members grow professionally. The structure of PLC teams allows for the ownership of professional development for members. These reflections on professional development activities become the focus of the PLC meetings when looking at student work that is not on the agenda.

During your monthly PLC meeting, you may choose to share professional dialog regarding common assessment (formative, summative), student work, or you may determine to use building staff development resources to seek additional professional development to improve instruction in alignment
Suggestions for professional development include:

a. Peer observation/classroom visits (highly recommended)
b. Book, article students, professional video studies
c. Video sharing – peers demonstrating use of improved instruction
d. Professional workshops aligned with the PLC initiative
e. Study content related best practices
f. Lesson design study

FCS: CREATING CONDITIONS FOR SUCCESS

The FCS PLC Framework provides schools a road map to developing highly effective professional learning communities. Each school is expected to develop processes that are conducive to professional learning communities at each school. As schools develop professional learning communities, the district will require documentation of their professional learning communities.
FCS: PLC TEAM PROCESS

For each and every PLC, our faculty should follow the protocols below, based on the Continuous Classroom Improvement Cycle.

Administration Timeline (When & Frequency)

Who?

Why?

Goals?

Who is on point and level of involvement of staff?

How will we prepare for the PLC?

Before – During – After Procedures

How will we analyze the data?

How will we communicate our results to students?

All participants will complete a plus/delta at the summation of each PLC to improve the PLC process and address areas of concern.
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<th>What?</th>
<th>PLC Protocol implementing the three week Plan, Do, Study, Act continuous improvement process</th>
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<tr>
<td>When?</td>
<td>PLCs are scheduled on Tuesday of each week during planning time.</td>
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<tr>
<td>Who?</td>
<td>All teachers with administrative support in all PLC meetings</td>
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</table>
| Why?                            | • Teachers participate in collaborative learning communities to improve instruction and student learning.  
  • Teachers systematically use the school’s instructional process to clearly inform students of learning expectations and standards of performance.  
  • Teachers participate in a continuous program of professional learning.  
  • Provides a layer of learning support services to meet the unique learning needs of students. |
| Goals?                          | • The PLC protocol is aligned to FC’s continuous classroom improvement PDSA process.  
  • The alignment of the classroom and PLC PDSA protocol provides teachers and administrators a seamless process to monitor and adjust curriculum, instruction, and assessment systematically in response to data from common assessments of student learning and examination of professional practice. |
| Who is on Point?                | The principal will schedule discussion leaders each week to share data and action plans from the Study/Act (data analysis) using the PLC checklist |
| Before Preparation              | • All teachers will complete the first and second week of the PLC protocol (Plan and Do) by collaboratively (formally/informally) developing the instructional unit. |
### Three Week PLC Protocol Checklist

**INSTRUCTIONAL UNIT DEVELOPMENT – CIITS**

Refer to Instructional Unit Checklist

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<th>WEEK 1. CLEAR DIRECTION</th>
<th>PLAN</th>
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<td></td>
<td><strong>Learning Targets – “I can statements” are for student consumption</strong></td>
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<td>1. The teacher creates daily “I can statements” in student-friendly language. The learning targets are tied to the appropriate standard (Setting and Communicating Clear Direction).</td>
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<td>2. The teacher develops (EPAS/ECC/KOSSA-like) <em>formative/summative</em> assessment items BEFORE the learning process begins.</td>
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<td><strong>Performance Based Assessments</strong></td>
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<td></td>
<td>1. The teacher develops performance-based assessment along with appropriate standards based rubric to guide students to proficiency BEFORE the learning process begins.</td>
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<tr>
<th>WEEK 2. ENGAGEMENT</th>
<th>DO</th>
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<td></td>
<td><strong>Instructional activities</strong></td>
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<td></td>
<td>1. <em>PLC level</em> - the teacher develops and lists possible key learning processes (<em>high-yield strategies, interventions, and supporting activities</em>). <em>Classroom level</em> - Teacher uses this list to engage students in identifying learning processes to ensure all students master the learning target for this lesson (Engagement).</td>
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<td></td>
<td>2. The teacher posts high-yield strategies, interventions, and supporting activities that teacher and students have agreed “to do” so everyone remembers their role in improving class learning results.</td>
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<td><strong>Higher Level Questioning</strong></td>
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<td></td>
<td>1. The teacher develops and lists at least two <em>higher level questions</em> for each instructional day in the unit.</td>
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<tr>
<td></td>
<td><strong>Vocabulary</strong></td>
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<td>2. The teacher identifies/lists the critical vocabulary for the unit of study.</td>
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</tbody>
</table>

All teachers will upload the instructional unit into CIITS. Teachers are to complete the first three tabs in CIITS for the instructional unit plan and attach the weekly class agenda for each five days of instruction to ensure all non-negotiable components are included within teacher’s instructional unit plan.
Teachers will complete the third week data analysis (Study/Act) portion of the PLC protocol.

### Sample Lesson Plan Format

#### Weekly Class Agenda

<table>
<thead>
<tr>
<th>Course</th>
<th>Date</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Period(s)</td>
<td>Length of Unit</td>
</tr>
</tbody>
</table>

#### Standard(s):

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Learning Targets</th>
<th>Activities</th>
<th>Extension/Re-teaching</th>
<th>Program Review (Refer to Checklist)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>I can:</td>
<td>Introduction:</td>
<td></td>
<td>PLCS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity 1:</td>
<td></td>
<td>A.M.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity 2:</td>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity 3:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Conclusion:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Conclusion:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### DATA ANALYSIS PROTOCOL - GradeCam/CIITS

<table>
<thead>
<tr>
<th>WEEK 3 Continuous Improvement</th>
<th>STUDY</th>
<th>Process Analysis – classroom level (ongoing)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. The teacher uses plus/delta to inform the learning process. What helped us learn? What got in the way of our learning?</td>
</tr>
<tr>
<td></td>
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<td>2. The teacher charts the results with students.</td>
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<td></td>
<td>ACT</td>
<td>Action Plan – classroom level</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Action Plan – PLC level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. The teacher develops a plan to re-teach and provide acceleration for identified students.</td>
</tr>
</tbody>
</table>

Information contained within this framework comes from multiple sources.
### Weekly Class Agenda

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<tbody>
<tr>
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</table>

### Standard(s):

**Day/Date** | **Learning Targets** | **Activities** | **Extension/Re-teaching** | **Program Review (Refer to Cheat Sheet)** |
<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>I can:</td>
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<tr>
<td></td>
<td></td>
<td>Conclusion:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PDSA Protocol: Plan Do Study Act

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDY</strong></td>
<td></td>
</tr>
<tr>
<td>Course Name (one sheet for each course):</td>
<td>Course Avg. of 3 week Common Assessment:</td>
</tr>
<tr>
<td>What do we want them to learn? Standards and learning targets found in unit plan. Do not recopy</td>
<td></td>
</tr>
<tr>
<td>How will we know when they have learned it? Course Performance Analysis</td>
<td>Test Item Analysis</td>
</tr>
<tr>
<td>______ # students below Proficient (80%)</td>
<td>Highlight questions with less than 80% answered correctly.</td>
</tr>
<tr>
<td>______ # students at or above Proficient (80%)</td>
<td>Evaluate the quality of the question to determine validity.</td>
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<td></td>
</tr>
<tr>
<td><strong>ACT</strong></td>
<td></td>
</tr>
<tr>
<td>Level 1 Student RTI Which of our students need additional time and support to master the standards/skills? (List each student and describe how we will provide that time and support.)</td>
<td>Standard Analysis Based on question analysis, what standards/skills will be retaught? (All items less than 80%)?</td>
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<tr>
<td></td>
<td>How and when will you reteach and reassess these standards/skills?</td>
</tr>
<tr>
<td>How will we respond when they haven’t learned it?</td>
<td></td>
</tr>
<tr>
<td>How will we respond when they have learned it?</td>
<td></td>
</tr>
<tr>
<td>Which of our students need acceleration time and support to ensure continuous growth? (List each student and describe how we will provide that time and support.)</td>
<td>How and when will you provide acceleration on these standards/skills?</td>
</tr>
</tbody>
</table>

Failure List
List students with a failing cumulative grade of 50% or below. Be prepared to share classroom level strategies employed to improve individual student success.

- Discussion Leaders will present data using the **PLC checklist** and action steps to address standards not mastered along with strategies to provide immediate support (intervention/acceleration) for students based on data from the three week common assessment.
**PLC Weekly Planning Period Protocol**

**PDSA Checklist for Presenters**

<table>
<thead>
<tr>
<th>Materials: Projected or Handouts</th>
<th>DOCUMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Copy of Assessment</td>
<td>Projected or Handout</td>
</tr>
<tr>
<td>□ Copy of Completed Study/Act protocol</td>
<td>Study/Act completed</td>
</tr>
</tbody>
</table>
| □ Copy of Charts                | What is the data telling you?  
                                 | What is it not telling you?  
                                 | What are areas of celebration? |
|       □ Item Analysis            |               |
|       □ Longitudinal Data        |               |

**Presenter’s Expectations:**

**PLC LEAD**

**PLAN**

- □ Share the **standards** covered  
  - How is the pacing with your colleagues?  
  - How did you establish clear direction?

**DO**

- □ Share how it was taught  
  - Academic **strategies resources**  
  - Behavioral **strategies resources**  
  - Presenter shares high yield strategies employed to engage students.  
  - What strategies did you use to engage students in their learning? Data? How did you check for understanding of the learning targets?

**STUDY**

- □ Share the data from the **Study** protocol  
  - What safety nets did you provide your students to ensure they master the standard(s)? During the unit?

- □ Share take away from data analysis

**ACT**

- □ Share the next steps from the **ACT** protocol  
  - Presenter share RTI and acceleration strategies  
  - What safety nets are you providing your students after the assessments? Reflecting back on the unit, what if anything would you do differently? Share classroom level strategies employed to improve individual student success.

- □ RTI - strategies  
- □ Acceleration – strategies  
- □ Failures – List students with grade < 50%

---

**After Analysis**

- Teachers will provide immediate feedback to administration using the Plus/Delta tool to improve the PLC process and address concerns in improving student achievement.

**Communication Students**

- Teachers will share individual and classroom data to all students.
- Teachers will post and chart students’ progress toward classroom SMART goals.
Three Week PLC Protocol Checklist

### INSTRUCTIONAL UNIT DEVELOPMENT - CIITS

Refer to Instructional Unit Checklist

<table>
<thead>
<tr>
<th>PLAN</th>
<th>Learning Targets – “I can statements” are for student consumption</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. The Teacher creates daily “I can statements” in student-friendly language. The learning targets are tied to the appropriate standard <em>(Setting and Communicating Clear Direction)</em>.</td>
</tr>
<tr>
<td></td>
<td>2. The teacher develops (EPAS/EOC/KOSSA like) <em>formative/summative</em> assessment items <em>BEFORE</em> the learning process begins.</td>
</tr>
</tbody>
</table>

**Performance Based Assessments**

1. The teacher develops performance based assessment along with appropriate standards based rubric to guide students to proficiency *BEFORE* the learning process begins.

### WEEK 1 - CLEAR DIRECTION

#### DO

**Instructional activities**

1. **PLC level** - The teacher develops and lists possible key learning processes *(high-yield strategies, interventions, and supporting activities)*. **Classroom level** - Teacher uses this list to engage students in identifying learning processes to ensure all students master the learning target for this lesson *(Engagement)*.

2. The teacher posts high-yield strategies, interventions, and supporting activities that teacher and students have agreed “to do” so everyone remembers their role in improving class learning results.

**Higher Level Questioning**

1. The teacher develops and lists at least two *higher level questions* for each instructional day in the unit.

**Vocabulary**

2. The teacher identifies/lists the critical vocabulary for the unit of study.

### WEEK 2 - ENGAGEMENT

#### DO

**Instructional activities**

1. **PLC level** - The teacher develops and lists possible key learning processes *(high-yield strategies, interventions, and supporting activities)*. **Classroom level** - Teacher uses this list to engage students in identifying learning processes to ensure all students master the learning target for this lesson *(Engagement)*.

2. The teacher posts high-yield strategies, interventions, and supporting activities that teacher and students have agreed “to do” so everyone remembers their role in improving class learning results.

**Higher Level Questioning**

1. The teacher develops and lists at least two *higher level questions* for each instructional day in the unit.

**Vocabulary**

2. The teacher identifies/lists the critical vocabulary for the unit of study.

### DATA ANALYSIS PROTOCOL - GradeCam/CIITS

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</table>

**Data Analysis - PLC level - GradeCam/CIITS (Complete Data Analysis Protocol)**

1. The teacher/students analyze formative/summative results to inform learning processes.

### WEEK 3 - CONTINUOUS IMPROVEMENT

#### ACT

**Action Plan - Classroom level**

1. The teacher works with students to develop and implement an action plan for the next cycle of learning based on data.

**Action Plan - PLC level**

1. The teacher develops a plan to re-teach and provide acceleration for identified students.
**Weekly Class Agenda**

<table>
<thead>
<tr>
<th>Course:</th>
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<th>Unit Title:</th>
</tr>
</thead>
<tbody>
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<td>Length of Unit:</td>
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**Standard(s):**

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</tbody>
</table>

Please include **Literacy Strategy, Cooperative Learning Strategy and Formative Assessments.**
<table>
<thead>
<tr>
<th>Thursday</th>
<th>I can:</th>
<th>Introduction:</th>
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</tr>
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<tbody>
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<table>
<thead>
<tr>
<th>Friday</th>
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</table>
# Common Assessment Data Analysis/Action Plan Protocol for PLCs

## Study / Act

<table>
<thead>
<tr>
<th>Title of Unit:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td></td>
</tr>
</tbody>
</table>

## Study

<table>
<thead>
<tr>
<th>Course Name (one sheet for each course):</th>
<th>Course Avg. of 3 week Common Assessment:</th>
</tr>
</thead>
</table>

### What do we want them to learn?

Standards and learning targets found in unit plan. Do not recopy.

### How will we know when they have learned it?

#### Course Performance Analysis

- ___ # students below Proficient (80%)
- ___ # students at or above Proficient (80%)

Look for discrepancies between classes.

#### Test Item Analysis

- Highlight questions with less than 80% answered correctly.
- Evaluate the quality of the question to determine validity.

## Act

### How will we respond when they haven't learned it?

#### Level I Student RTI

Which of our students need additional time and support to **master the standards/skills**? (List each student and describe how we will provide that time and support.)

#### Standard Analysis

Based on question analysis, what standards/skills will be retaught (All items less than 80%)?

How and when will you reteach and reassess these standards/skills?

### How will we respond when they have learned it?

Which of our students need acceleration time and support to **ensure continuous growth**? (List each student and describe how we will provide that time and support.)

How and when will you provide acceleration on these standards/skills?

### Failure List

List students with a failing cumulative grade of 59% or below. Be prepared to share classroom level strategies employed to improve individual student success.
Elements of Effective Classroom Learning Systems What do these systems look like in classrooms?

**Learning Targets**
- Set and communicate clear directions for the class, students, and their families.
  - The teacher has deconstructed standards into student friendly language that provides clear direction for what students will learn.
  - The teacher has created daily “I can statements” based on deconstructed standards.
  - The teacher is aware of the expectation of posting, reading, and referencing short-term learning targets prior to and during the lesson.

**Engagement** - Authentically engaged in frequent evaluation, improvement of classroom learning processes, and challenging instruction.
- Student – is actively engaged in the learning process
- Teacher – is actively engaged in instruction and monitoring of student’s progress

**Relevant Instruction**
- The teacher incorporates student experiences, interests and real-life situations in instruction.
- Student use of technology

**Rigorous Instruction**
- The teacher asks higher order questions.
- The teacher requires students to solve complex and real-world problems, making cross curricular connections.

**Bell-to-Bell Instruction**
- The teacher engages students upon entering class until end of class.
- The teacher formatively assesses the student’s understanding of the daily learning target.

**Assessment**
- Frequent and varied assessments directly aligned to learning targets.

**Effective Classroom Management**
- The teacher has developed and practiced clear and effective classroom procedures.
- The teacher has established and models an environment of high expectations and mutual respect for all students.

**Learning Targets**
- Clear learning targets are posted, communicated to students, and referred to throughout the learning cycle.
- Learning targets are standards based, measurable, and reflect what students will learn not what they will do.

**Engagement**
- Student – student involvement in the evaluation and improvement of learning processes, providing feedback, taking assessment, relevant questioning, classroom discussion, using technology, group work, etc.
- Teacher – Delivering instruction, monitoring students work, providing feedback, circulating, facilitating instruction (coaching).
- Chunking instructional activities into no more than fifteen minute segments.

**Relevant Instruction**
- Student use of technology, discussion of assessment and learning processes
- Connections are made to prior learning or interests
- Scaffolding and differentiation of content
- Real-world applications of content

**Rigorous Instruction**
- The teacher asks higher-order questions.
- Cross curricular connections (Ex. Science makes connections to the application of math)

**Bell-to-Bell Instruction**
- Bell ringer, entry/admit slip, journal writing, ACT-review, etc. (Students are not lined up at door for lunch or end of class)
- Exit slips to inform instruction

**Assessment**
- Daily use of formative assessments that are used to inform instruction
  - Pre-tests, diagnostic essays, Entry, Exit Slips, Thumbs Up, use of CPS, etc.
- Rubrics to guide students to mastery of content

**Effective Classroom Management**
- Procedures are in place for:
  - Entry and Exiting of class
  - Handling Materials
  - Group work
  - Transitions
  - Answering questions
## Professional Learning Community Agenda & Minutes

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
<th>Grade/Content/Course:</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

### Collegial Planning Activities (check all that apply)

**PLAN**

- What do we expect our kids to learn?
  - Instructional Unit Development
  - Creating 3 Week Common Assessments
  - Developing Student Friendly Learning Targets
  - Developing Formative Assessments
  - Project-based and Performance Rubrics
  - Other ________________________________

**DO**

- How will we teach it? (High Yield Instructional Strategies)
  - High Yield Instructional Strategies/Activities
  - Collecting and Sharing Instructional Resources
  - Other ________________________________

**STUDY**

- How will we know when they have learned it?
  - Three Week Common Assessment Analysis (CIITS/GradeCam)
  - Analyzing Student Work Samples
  - Plus/Delta
  - Other ________________________________

**ACT**

- How will we respond when they haven’t?
- How will we respond when they have?
  - Planning For Extended Time and Support
  - Identification of Watch List Kids
  - Differentiated Instruction
  - Independent Projects
  - Re-teaching and Intervention Strategies (RTI)
  - Accelerated Learning/Learning Contracts
  - Other ________________________________

### Team Members Present (Signatures)

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
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### Minutes/Notes:

- Curriculum Status Check (How is our pacing?)

- Chair Follow Up: (Resources? Individual Assistance?)
PLC Weekly Planning Period Protocol

PDSA Checklist for Presenters

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<td>□ Item Analysis</td>
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</tr>
<tr>
<td>□ Longitudinal Data</td>
<td>What are areas of celebration?</td>
</tr>
</tbody>
</table>

Presenter’s Expectations:

**PLAN**
- □ Share the standards covered
  - Presenter briefly share the standards the unit covers
  - How is the pacing with your colleagues?
  - How did you establish clear direction?

**DO**
- □ Share how it was taught
  - Academic [strategies resources]
  - Behavioral [strategies resources]
  - Presenter shares high yield strategies employed to engage students.
  - What strategies did you use to engage students in their learning? Data? How did you check for understanding of the learning targets?

**STUDY**
- □ Share the data from the Study protocol
  - Presenter shares data from GradeCam or CIITS
  - What safety nets did you provide your students to ensure they master the standard(s)? During the unit?

**ACT**
- □ Share the next steps from the ACT protocol
  - □ RTI - strategies
  - □ Acceleration – strategies
  - □ Failures – List students with grade < 59%
  - Presenter share RTI and acceleration strategies
  - What safety nets are you providing your students after the assessments? Reflecting back on the unit, what if anything would you do differently? Share classroom level strategies employed to improve individual student success.
Data Analysis Steps

The various steps of the analysis of the data can be summarized as follows –
1. Collect and organize the data.
2. Break down the data for sub groups, which gives quantitative description.
3. Using statistical descriptions of data such as graphs may bring different aspects into view.
4. Examine the data as well as the patterns in the student work to help to improve the evaluation of the findings.
5. Different qualitative, non-statistical, and statistical methods can be used for obtaining additional findings but only as needed.
6. Summarize the findings. During this last step, revisit the data many times to verify, test, or confirm the themes and patterns you have identified.

PLC Tools for Data Analysis

- Data Organizer
- Analysis of Student Work
- Instructional Strategies Brainstorm Form
- Graphing Templates
PLC: GUIDELINES FOR SMARTe GOALS

SMARTe Goal Guidelines:
Determine which building SIP goal your PLC will support. Write a SMARTe goal for your PLC for 10-11 (see template). SMARTe goals should be attainable, yet a stretch from what is currently occurring. SMARTe goals should be driven by a data study of trends in student achievement. SMARTe goals must focus on measurable student achievement, and be aligned to a building SIP goal.

SMARTe goals help educators on improving student achievement. A SMARTe goal clarifies exactly what students should learn, the standard of learning expected, and the measures used to determine if students have achieved that standard.

A SMARTe goal is:
- **Strategic and Specific** – Linked to building SIP goals. Focuses on specific student learning. Answers the question – **Who** and **What**?

- **Measurable** – The success toward meeting the goals can be measured in student achievement. It answers the question – **How**?

- **Attainable** – Goal can be achieved in a specific amount of time, with increased teacher effectiveness. It should be a stretch from current achievement data. Now that Parkrose teachers have been creating and evaluating SMARTe goals, we are asking that teachers shift from identifying percentage gains to trend data. (See example for details).

- **Results Oriented / Relevant / Rigorous** – The goals are aligned with a building SIP goal, power standards, and focus on increased student achievement in one defined area.

- **Time Bound** – Goals have a clearly defined time-frame including a target date. It answers the question – **When**?

- **Everyone** - The goals touch every student and expect every student to show measurable growth in student learning.

SMARTe Goal Statement: Percentage of [student group] scoring proficient and higher in [content area] will increase from [current reality %] to [goal %] by the end of [month or quarter] as measured by [assessment tool] administered on [specific date – two consecutive day].

Example: Percentage of grade 6 students scoring proficient and higher in writing will increase from 13% to 58% by October 30 as measured by a teacher-created writing prompt assessment administered on October 30 or 31.

SMARTe Goal #: Percentage of ________________ scoring at proficiency or higher in ________________ will increase from ___% to ___% by the end of ____________ as measured by ________________ administered ________________.
Examples:

Not a SMARTe goal:

- Students will improve their writing skills in English 10.
  
  Does not identify a measurement or time frame. The “trend” is not measurable.

- Fifth grade students will improve mathematical modeling in algebraic relationships as measured by fifth grade common formative assessments.
  
  Does not identify time frame or the quantifiable numbers for improvement. What is the trend?

- As measured by the 8th grade common formative assessment for writing organization, 8th grade students will improve their organization by 50% during the 2009-2010 school year.
  
  Does not identify the trend data or proficiency level.

SMARTe goal:

- The percentage of English 9 students scoring a 3 or better on the state writing standards rubric will increase from 45% to 65% by the end of second term of the 2009-2010 school year.

- During the 2010-2011 school year, all 4th grade students will improve their math calculation skills as measured by at least a 1.0 year gain in state grade equivalent growth (RIT) from the 2008-09 to the 2009-10 OAKS math test.

- As measured by the “Six Analytical Writing Traits Writing Assessment,” all 7th students below the 3.0 writing standard in conventions will make continuous growth until they reach the 3.0 level during the 2009-2010 school year. All others will increase to at least 3.5 level or better.

- During the 2010-2011 school year, non-proficient (based on RIT scores) 10th grade students in the ELL subgroup group (as indicated by the eSIS 2008-09 state assessment report for PHS) will increase by 25% as measured by the OAKS math algebraic relationships subtest strand.

SMARTe Goal Example:

The percentage of time that we as teachers pre-teach vocabulary before units and lessons will increase from 50% to 90% by December 10th as measured by documentation in our planning books and a survey administrated on December 15th.
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<tr>
<th>#</th>
<th>Power Standard</th>
<th>Rationale</th>
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<td>Math, Number and Operations, Extend the Counting Sequence</td>
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<td>2</td>
<td>SAMPLE</td>
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