Benignus Elementary
PLC MOY Survey - February 2016

Shared Mission: *It is evident that learning for all is our core purpose.*	N	Pre-Initiating	Initiating	Implementing	Developing	Sustaining	Mean
	53	0.0%	1.9%	17.0%	18.9%	62.3%	4.42
Pre-Kindergarten	1	0.0%	0.0%	100.0%	0.0%	0.0%	3.00
Kindergarten	7	0.0%	0.0%	14.3%	28.6%	57.1%	4.43
First Grade	5	0.0%	0.0%	0.0%	40.0%	60.0%	4.60
Second Grade	6	0.0%	0.0%	0.0%	0.0%	100.0%	5.00
Third Grade	8	0.0%	0.0%	37.5%	25.0%	37.5%	4.00
Fourth Grade	7	0.0%	0.0%	14.3%	14.3%	71.4%	4.57
Fifth Grade	6	0.0%	0.0%	0.0%	16.7%	83.3%	4.83
Other	8	0.0%	0.0%	25.0%	25.0%	50.0%	4.25
Special Education	5	0.0%	20.0%	20.0%	0.0%	60.0%	4.00
Missing	0	-	-	-	-	-	-

Shared Vision: *We have a shared understanding of and commitment to the school we are attempting to create.*	N	Pre-Initiating	Initiating	Implementing	Developing	Sustaining	Mean
	53	0.0%	5.7%	15.1%	20.8%	58.5%	4.32
Pre-Kindergarten	1	0.0%	0.0%	100.0%	0.0%	0.0%	3.00
Kindergarten	7	0.0%	0.0%	14.3%	28.6%	57.1%	4.43
First Grade	5	0.0%	0.0%	0.0%	0.0%	100.0%	5.00
Second Grade	6	0.0%	0.0%	16.7%	0.0%	83.3%	4.67
Third Grade	8	0.0%	12.5%	37.5%	12.5%	37.5%	3.75
Fourth Grade	7	0.0%	0.0%	14.3%	14.3%	71.4%	4.57
Fifth Grade	6	0.0%	0.0%	0.0%	50.0%	50.0%	4.50
Other	8	0.0%	25.0%	0.0%	50.0%	25.0%	3.75
Special Education	5	0.0%	0.0%	20.0%	0.0%	80.0%	4.60
Missing	0	-	-	-	-	-	-

Collective Commitments: *We have made commitments to each other regarding how we must behave in order to achieve our shared vision.*	N	Pre-Initiating	Initiating	Implementing	Developing	Sustaining	Mean
	53	1.9%	1.9%	17.0%	22.6%	56.6%	4.30
Pre-Kindergarten	1	0.0%	0.0%	100.0%	0.0%	0.0%	3.00
Kindergarten	7	0.0%	0.0%	14.3%	28.6%	57.1%	4.43
First Grade	5	0.0%	0.0%	40.0%	20.0%	40.0%	4.00
Second Grade	6	0.0%	0.0%	0.0%	0.0%	100.0%	5.00
Third Grade	8	0.0%	0.0%	37.5%	37.5%	25.0%	3.88
Fourth Grade	7	0.0%	0.0%	14.3%	14.3%	71.4%	4.57
Fifth Grade	6	0.0%	0.0%	0.0%	33.3%	66.7%	4.67
Other	8	12.5%	0.0%	0.0%	37.5%	50.0%	4.13
Special Education	5	0.0%	20.0%	20.0%	0.0%	60.0%	4.00
Missing	0	-	-	-	-	-	-

Benignus Elementary
PLC MOY Survey - February 2016

Common School Goals: *We have articulated our long-term priorities, short-term targets, and timelines for achieving those targets.*	N	Pre-Initiating	Initiating	Implementing	Developing	Sustaining	Mean
	52	0.0%	5.8%	17.3%	19.2%	57.7%	4.29
Pre-Kindergarten	1	0.0%	0.0%	100.0%	0.0%	0.0%	3.00
Kindergarten	7	0.0%	0.0%	14.3%	14.3%	71.4%	4.57
First Grade	5	0.0%	0.0%	20.0%	20.0%	60.0%	4.40
Second Grade	6	0.0%	0.0%	0.0%	0.0%	100.0%	5.00
Third Grade	7	0.0%	14.3%	42.9%	28.6%	14.3%	3.43
Fourth Grade	7	0.0%	0.0%	14.3%	0.0%	85.7%	4.71
Fifth Grade	6	0.0%	0.0%	0.0%	66.7%	33.3%	4.33
Other	8	0.0%	12.5%	12.5%	25.0%	50.0%	4.13
Special Education	5	0.0%	20.0%	20.0%	0.0%	60.0%	4.00
Missing	0	-	-	-	-	-	-

Effective Communication: *The school has established a clear purpose and priorities that have been effectively communicated. Systems are in place to ensure action steps aligned with the purpose and priorities are implemented and monitored.*	N	Pre-Initiating	Initiating	Implementing	Developing	Sustaining	Mean
	52	0.0%	5.8%	11.5%	23.1%	59.6%	4.37
Pre-Kindergarten	1	0.0%	0.0%	100.0%	0.0%	0.0%	3.00
Kindergarten	6	0.0%	0.0%	0.0%	33.3%	66.7%	4.67
First Grade	5	0.0%	0.0%	0.0%	20.0%	80.0%	4.80
Second Grade	6	0.0%	0.0%	0.0%	16.7%	83.3%	4.83
Third Grade	8	0.0%	12.5%	25.0%	25.0%	37.5%	3.88
Fourth Grade	7	0.0%	0.0%	14.3%	14.3%	71.4%	4.57
Fifth Grade	6	0.0%	0.0%	0.0%	50.0%	50.0%	4.50
Other	8	0.0%	12.5%	12.5%	25.0%	50.0%	4.13
Special Education	5	0.0%	20.0%	20.0%	0.0%	60.0%	4.00
Missing	0	-	-	-	-	-	-

Benignus Elementary
PLC MOY Survey - February 2016

Effective Communication: *The leaders in the school communicate purpose and priorities through modeling, allocation of resources, what they celebrate, and what they are willing to confront.*	N	Pre-Initiating	Initiating	Implementing	Developing	Sustaining	Mean
	53	0.0%	3.8%	22.6%	20.8%	52.8%	4.23
Pre-Kindergarten	1	0.0%	0.0%	100.0%	0.0%	0.0%	3.00
Kindergarten	7	0.0%	0.0%	14.3%	28.6%	57.1%	4.43
First Grade	5	0.0%	0.0%	20.0%	20.0%	60.0%	4.40
Second Grade	6	0.0%	0.0%	0.0%	0.0%	100.0%	5.00
Third Grade	8	0.0%	12.5%	25.0%	37.5%	25.0%	3.75
Fourth Grade	7	0.0%	0.0%	14.3%	28.6%	57.1%	4.43
Fifth Grade	6	0.0%	0.0%	50.0%	16.7%	33.3%	3.83
Other	8	0.0%	0.0%	25.0%	25.0%	50.0%	4.25
Special Education	5	0.0%	20.0%	20.0%	0.0%	60.0%	4.00
Missing	0	-	-	-	-	-	-

Learning as Our Fundamental Purpose - Part I: *We work with colleagues on our team to build shared knowledge regarding state, provincial, and/or national standards; district curriculum guides; trends in student achievement; and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.*	N	Pre-Initiating	Initiating	Implementing	Developing	Sustaining	Mean
	53	0.0%	1.9%	18.9%	20.8%	58.5%	4.36
Pre-Kindergarten	1	0.0%	0.0%	100.0%	0.0%	0.0%	3.00
Kindergarten	7	0.0%	0.0%	28.6%	14.3%	57.1%	4.29
First Grade	5	0.0%	0.0%	0.0%	20.0%	80.0%	4.80
Second Grade	6	0.0%	0.0%	0.0%	0.0%	100.0%	5.00
Third Grade	8	0.0%	0.0%	37.5%	25.0%	37.5%	4.00
Fourth Grade	7	0.0%	0.0%	14.3%	0.0%	85.7%	4.71
Fifth Grade	6	0.0%	0.0%	0.0%	66.7%	33.3%	4.33
Other	8	0.0%	12.5%	12.5%	37.5%	37.5%	4.00
Special Education	5	0.0%	0.0%	40.0%	0.0%	60.0%	4.20
Missing	0	-	-	-	-	-	-

Benignus Elementary
PLC MOY Survey - February 2016

Learning as Our Fundamental Purpose - Part I: *We work with colleagues on our team to clarify the criteria by which we will judge the quality of student work, and we practice applying those criteria until we can do so consistently.*	N	Pre-Initiating	Initiating	Implementing	Developing	Sustaining	Mean
	52	1.9%	3.8%	17.3%	11.5%	65.4%	4.35
Pre-Kindergarten	1	0.0%	0.0%	100.0%	0.0%	0.0%	3.00
Kindergarten	7	0.0%	14.3%	14.3%	14.3%	57.1%	4.14
First Grade	5	0.0%	0.0%	0.0%	0.0%	100.0%	5.00
Second Grade	6	0.0%	0.0%	0.0%	0.0%	100.0%	5.00
Third Grade	8	0.0%	0.0%	37.5%	25.0%	37.5%	4.00
Fourth Grade	7	0.0%	0.0%	14.3%	0.0%	85.7%	4.71
Fifth Grade	6	0.0%	0.0%	0.0%	16.7%	83.3%	4.83
Other	7	14.3%	0.0%	28.6%	28.6%	28.6%	3.57
Special Education	5	0.0%	20.0%	20.0%	0.0%	60.0%	4.00
Missing	0	-	-	-	-	-	-

Learning as Our Fundamental Purpose - Part I: *We monitor the learning of each student's attainment of all essential outcomes on a timely basis through a series of frequent, team-developed common formative assessments that are aligned with highstakes assessments students will be required to take.*	N	Pre-Initiating	Initiating	Implementing	Developing	Sustaining	Mean
	52	0.0%	3.8%	13.5%	11.5%	71.2%	4.50
Pre-Kindergarten	1	0.0%	0.0%	100.0%	0.0%	0.0%	3.00
Kindergarten	6	0.0%	16.7%	0.0%	16.7%	66.7%	4.33
First Grade	5	0.0%	0.0%	0.0%	0.0%	100.0%	5.00
Second Grade	6	0.0%	0.0%	0.0%	0.0%	100.0%	5.00
Third Grade	8	0.0%	0.0%	37.5%	12.5%	50.0%	4.13
Fourth Grade	7	0.0%	0.0%	14.3%	0.0%	85.7%	4.71
Fifth Grade	6	0.0%	0.0%	0.0%	16.7%	83.3%	4.83
Other	8	0.0%	0.0%	12.5%	37.5%	50.0%	4.38
Special Education	5	0.0%	20.0%	20.0%	0.0%	60.0%	4.00
Missing	0	-	-	-	-	-	-

Benignus Elementary
PLC MOY Survey - February 2016

Learning as Our Fundamental Purpose - Part II: *We provide a system of interventions that guarantees each student will receive additional time and support for learning if he or she experiences initial difficulty. Students who are proficient have access to enriched and extended learning opportunities.*	N	Pre-Initiating	Initiating	Implementing	Developing	Sustaining	Mean
	53	0.0%	5.7%	15.1%	22.6%	56.6%	4.30
Pre-Kindergarten	1	0.0%	0.0%	100.0%	0.0%	0.0%	3.00
Kindergarten	7	0.0%	14.3%	14.3%	14.3%	57.1%	4.14
First Grade	5	0.0%	0.0%	0.0%	40.0%	60.0%	4.60
Second Grade	6	0.0%	0.0%	0.0%	0.0%	100.0%	5.00
Third Grade	8	0.0%	0.0%	50.0%	12.5%	37.5%	3.88
Fourth Grade	7	0.0%	0.0%	14.3%	28.6%	57.1%	4.43
Fifth Grade	6	0.0%	0.0%	0.0%	66.7%	33.3%	4.33
Other	8	0.0%	12.5%	0.0%	25.0%	62.5%	4.38
Special Education	5	0.0%	20.0%	20.0%	0.0%	60.0%	4.00
Missing	0	-	-	-	-	-	-

Building a Collaborative Culture Through High-Performing Teams: *We are organized into collaborative teams in which members work interdependently to achieve common goals that directly impact student achievement. Structures have been put in place to ensure:* *1. Collaboration is embedded in our routine work practice.* *2. We are provided with time to collaborate.* *3. We are clear on the critical questions that should drive our collaboration.* *4. Our collaborative work is monitored and supported.*	N	Pre-Initiating	Initiating	Implementing	Developing	Sustaining	Mean
	53	0.0%	3.8%	17.0%	24.5%	54.7%	4.30
Pre-Kindergarten	1	0.0%	0.0%	100.0%	0.0%	0.0%	3.00
Kindergarten	7	0.0%	14.3%	14.3%	0.0%	71.4%	4.29
First Grade	5	0.0%	0.0%	20.0%	0.0%	80.0%	4.60
Second Grade	6	0.0%	0.0%	0.0%	0.0%	100.0%	5.00
Third Grade	8	0.0%	0.0%	37.5%	25.0%	37.5%	4.00
Fourth Grade	7	0.0%	0.0%	14.3%	28.6%	57.1%	4.43
Fifth Grade	6	0.0%	0.0%	0.0%	33.3%	66.7%	4.67
Other	8	0.0%	0.0%	12.5%	50.0%	37.5%	4.25
Special Education	5	0.0%	20.0%	20.0%	60.0%	0.0%	3.40
Missing	0	-	-	-	-	-	-

Benignus Elementary
PLC MOY Survey - February 2016

Building a Collaborative Culture Through High-Performing Teams: *We have identified and honor the commitments we have made to the members of our collaborative teams in order to enhance the effectiveness of our team. These articulated collective commitments or norms have clarified expectations of how our team will operate, and we use them to address problems that may occur on the team.*	N	Pre-Initiating	Initiating	Implementing	Developing	Sustaining	Mean
	53	0.0%	1.9%	17.0%	20.8%	60.4%	4.40
Pre-Kindergarten	1	0.0%	0.0%	100.0%	0.0%	0.0%	3.00
Kindergarten	7	0.0%	14.3%	14.3%	14.3%	57.1%	4.14
First Grade	5	0.0%	0.0%	20.0%	20.0%	60.0%	4.40
Second Grade	6	0.0%	0.0%	0.0%	0.0%	100.0%	5.00
Third Grade	8	0.0%	0.0%	37.5%	25.0%	37.5%	4.00
Fourth Grade	7	0.0%	0.0%	14.3%	14.3%	71.4%	4.57
Fifth Grade	6	0.0%	0.0%	0.0%	33.3%	66.7%	4.67
Other	8	0.0%	0.0%	0.0%	50.0%	50.0%	4.50
Special Education	5	0.0%	0.0%	40.0%	0.0%	60.0%	4.20
Missing	0	-	-	-	-	-	-

Focusing on Results - Part I: *The members of each of our collaborative teams are working interdependently to achieve one or more SMART goals that align with our school goals. Each team has identified specific action steps members will take to achieve the goal and a process for monitoring progress toward the goal. The identification and pursuit of SMART goals by each collaborative team are critical elements of the school's continuous improvement process.*	N	Pre-Initiating	Initiating	Implementing	Developing	Sustaining	Mean
	53	9.4%	5.7%	18.9%	24.5%	41.5%	3.83
Pre-Kindergarten	1	0.0%	0.0%	100.0%	0.0%	0.0%	3.00
Kindergarten	7	14.3%	14.3%	14.3%	0.0%	57.1%	3.71
First Grade	5	0.0%	20.0%	20.0%	20.0%	40.0%	3.80
Second Grade	6	0.0%	0.0%	16.7%	16.7%	66.7%	4.50
Third Grade	8	0.0%	0.0%	37.5%	37.5%	25.0%	3.87
Fourth Grade	7	0.0%	0.0%	14.3%	28.6%	57.1%	4.43
Fifth Grade	6	0.0%	0.0%	16.7%	16.7%	66.7%	4.50
Other	8	12.5%	0.0%	0.0%	62.5%	25.0%	3.87
Special Education	5	60.0%	20.0%	20.0%	0.0%	0.0%	1.60
Missing	0	-	-	-	-	-	-

Benignus Elementary
PLC MOY Survey - February 2016

Focusing on Results - Part II: *Collaborative teams of teachers regard ongoing analysis of evidence of student learning as a critical element in the teaching and learning process.* *Teachers are provided with frequent and timely information regarding the achievement of their students. They use that information to:* *1. Respond to students who are experiencing difficulty.* *2. Enrich and extend the learning of students who are proficient.* *3. Inform and improve the individual and collective practice of members.* *4. Identify team professional development needs.* *5. Measure progress toward team goals.*	N	Pre-Initiating	Initiating	Implementing	Developing	Sustaining	Mean
	53	0.0%	3.8%	18.9%	24.5%	52.8%	4.26
Pre-Kindergarten	1	0.0%	0.0%	100.0%	0.0%	0.0%	3.00
Kindergarten	7	0.0%	14.3%	28.6%	0.0%	57.1%	4.00
First Grade	5	0.0%	0.0%	20.0%	40.0%	40.0%	4.20
Second Grade	6	0.0%	0.0%	0.0%	0.0%	100.0%	5.00
Third Grade	8	0.0%	0.0%	37.5%	37.5%	25.0%	3.87
Fourth Grade	7	0.0%	0.0%	14.3%	28.6%	57.1%	4.43
Fifth Grade	6	0.0%	0.0%	0.0%	33.3%	66.7%	4.67
Other	8	0.0%	0.0%	12.5%	50.0%	37.5%	4.25
Special Education	5	0.0%	20.0%	20.0%	0.0%	60.0%	4.00
Missing	0	-	-	-	-	-	-

Implementing a PLC Districtwide: *The district has demonstrated a sustained commitment to improving schools by developing the capacity of school personnel to function as a PLC. District leaders have been explicit about specific practices they expect to see in each school, have created processes to school principals in implementing those practices, and monitor the progress of implementation.*	N	Pre-Initiating	Initiating	Implementing	Developing	Sustaining	Mean
	52	1.9%	3.8%	19.2%	25.0%	50.0%	4.17
Pre-Kindergarten	1	0.0%	0.0%	100.0%	0.0%	0.0%	3.00
Kindergarten	7	14.3%	0.0%	28.6%	0.0%	57.1%	3.86
First Grade	5	0.0%	0.0%	0.0%	40.0%	60.0%	4.60
Second Grade	5	0.0%	0.0%	0.0%	40.0%	60.0%	4.60
Third Grade	8	0.0%	0.0%	37.5%	50.0%	12.5%	3.75
Fourth Grade	7	0.0%	0.0%	28.6%	0.0%	71.4%	4.43
Fifth Grade	6	0.0%	0.0%	0.0%	50.0%	50.0%	4.50
Other	8	0.0%	25.0%	0.0%	25.0%	50.0%	4.00
Special Education	5	0.0%	0.0%	40.0%	0.0%	60.0%	4.20
Missing	0	-	-	-	-	-	-

Benignus Elementary
PLC MOY Survey - February 2016

Responding to Conflict: *Members of the staff recognize that conflict is an essential and inevitable by-product of a successful substantive change effort. They have thoughtfully and purposefully created processes to help use conflict as a tool for learning together and improving the school.*	N	Pre-Initiating	Initiating	Implementing	Developing	Sustaining	Mean
	53	0.0%	5.7%	20.8%	17.0%	56.6%	4.25
Pre-Kindergarten	1	0.0%	0.0%	100.0%	0.0%	0.0%	3.00
Kindergarten	7	0.0%	28.6%	14.3%	0.0%	57.1%	3.86
First Grade	5	0.0%	0.0%	0.0%	20.0%	80.0%	4.80
Second Grade	6	0.0%	0.0%	0.0%	16.7%	83.3%	4.83
Third Grade	8	0.0%	0.0%	37.5%	25.0%	37.5%	4.00
Fourth Grade	7	0.0%	0.0%	14.3%	28.6%	57.1%	4.43
Fifth Grade	6	0.0%	0.0%	0.0%	16.7%	83.3%	4.83
Other	8	0.0%	0.0%	50.0%	25.0%	25.0%	3.75
Special Education	5	0.0%	20.0%	20.0%	0.0%	60.0%	4.00
Missing	0	-	-	-	-	-	-