##### Missouri Department of Elementary and Secondary Education

##### School Improvement Initiatives





Missouri

Professional Learning Communities

Sustaining Exemplary PLC School Application



* Introduction
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**Missouri Professional Learning Communities  
Sustaining Exemplary School Application**

**Introduction**

Successful completion of this process will result in a school’s two-year designation as a Sustaining Exemplary PLC School. To be considered for this status, it is necessary for a school to complete and submit this application to the selection committee regarding implementation of the PLC practices, structures, and culture which have been sustained at the proficient and/or deep level since initial recognition. This application is to be used by those previously recognized as Exemplary PLC Schools at least two years earlier.

To receive this recognition, a school must:

1. Submit an email indicating intent to seek designation as a Sustaining Exemplary PLC School to the PLC Field Director, Dr. Rob Gordon ([gordonrl@missouri.edu)](about:blank) by **August 17, 2017.**
2. Complete a perceptual survey, the MO PLC Benchmark Assessment.
3. Demonstrate continued high academic achievement as determined by the school’s academic indicators on, but not limited to, the state Annual Performance Report.
4. Complete and submit an electronic copy (not a “scanned” version) of this application to the PLC Field Director by **October 27, 2017**. In order to make artifacts accessible, you may wish to save this document, as well as hyperlinked artifacts, in a folder via Google or Dropbox.

***This application is not intended to be completed by a single individual but rather by a collaborative group who have fully participated in the PLC school improvement process.*** Consider this application an opportunity to assess and reflect on your progress as a sustaining professional learning community, as well as an opportunity to identify meaningful steps to sustain the collective capacity of the staff in this powerful school improvement process.

**Part I: School Demographic Information**

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| Please fill in the requested information below | | |
| Official Name of District: School District of University City | | |
| Official Name of School: Julia Goldstein Early Childhood Education Center | | |
| School Mailing Address: | | |
| Telephone: | | **Website:** www. |
| RPDC Region: St. Louis | **When did you last receive formal training and support from MO PLC?**: 2017-18 | |
| Name of Principal: | | |
| Principal Email Address: | | |
| Name of Superintendent: | | |
| Superintendent Email Address: | | |
| Number of Students: | **Number of Staff**: | **% Free/Reduced**: |

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| In 150 to 250 words, share some general information describing your school. Where are you located, what are some specific dynamics about your school/district that impact your work with children. What is unique about your school? |
| Julia Goldstein Early Childhood Education Center is located in the School District of University City outside the city of St. Louis, Mo. Many of our students come from suburban families. We are in a campus established in the district in 1996. Preschool students ages three to five attend school located near the center of the district. PE, Art, Music, with a rolling library are provided in special classes for all students. All core subjects of Math, ELA, and Science/Social Studies are included at developmentally appropriate levels.  The work of becoming an exemplary professional learning community began 8 years ago with a close look at our programmatic and instructional practices. Through the lens of PLC they have seen a positive shift in the way teachers design learning opportunities for students. As a result of their collaborative work, teachers at Julia Goldstein have seen several years of steady performance for their students and expect continued growth as they continue to reflect, modify and monitor teaching and learning practices. Central to this growth has been the [**implementation of Reggio-Emilia inspired processes**](http://www.moplc.org/uploads/1/3/4/8/13486647/welcome_to_julia_goldstein.pdf)**.** |

**Part II: Documentation of Sustaining Evidence**

In the table provided below, consider the “Outcomes” and the “Related IR Indicators” to be reviewed for sustaining exemplary PLC status. Given the descriptions of outcome evidence and the examples of where and how evidence is recorded and shared, provide a brief narrative (150 to 250 words) documenting your sustained work within each outcomes category. Also, provide no more than 2 to 4 hyperlinks to additional evidence (examples, pictures, documents, data, etc.) lending support to your proficient/deep implementation in each of the areas below.

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| **Evidence of Sustaining Exemplary PLC Status** | | | | |
| Outcome | | Related Implementation Rubric (IR) Indicator | | |
| **1** | **“Living” Your Mission a** | 1.A. | The school community regularly revisits and aligns all relevant decisions to the mission. Staff and students can articulate the mission. | |
| **“Living” Your Vision** | 1.B. | The school community regularly revisits the vision, including planning and documenting progress toward achieving the vision. All decisions are aligned to the vision. | |
| Description of Outcome Evidence | | | | Examples of where and how evidence is recorded and shared |
| Displays of mission and vision; Evidence that teachers are engaged in activities to more deeply understand the mission and vision (unwrapping); Teachers can articulate the mission and its meaning; Students can articulate the mission and it's meaning to them. Staff can share the vision of the school. | | | | Creative displays of mission in hallways and classrooms, websites, social media. Video of staff and/or students articulating living the mission. The vision is prominently available to staff in planning documents. |
| Narrative (150 to 250 words) | | | | Links to Evidence |
| At the Julia Goldstein Early Childhood Center the school mission is used throughout classes to remind everyone of the potential for excellence of our students. . It can be found in the many ways parents are involved in every aspect of school life. The mission and vision are posted in the building so parents and staff can readily see it everyday, and it is on the school webpage for others parents and local community members to view. The Julia Goldstein handbook is presented annually during orientation and available online for students, parents, and community members to view. The school’s vision and mission statements and goals are articulated and collaborated about with staff in daily interactions. | | | | * <https://www.ucityschools.org/domain/465> * <https://www.ucityschools.org/domain/453> * <https://www.ucityschools.org/Page/22> * <https://goo.gl/UPFtcS> * <https://goo.gl/p3xLkW> * <https://www.ucityschools.org/domain/445> * <https://goo.gl/eYdUjc> |
|  | | | | |
| Outcome | | Related Implementation Rubric (IR) Indicator | | |
| **2** | **Monitoring of Collective Commitments/Action Plans** | 1.C. | Staff members annually revisit collective commitments and values and are mutually accountable. | |
| Description of Outcome Evidence | | | | Examples of where and how evidence is recorded and shared |
| Describe what you have done to monitor the progress toward implementation of your collective commitments; Action plan with goals, timelines with regular revisits and monitoring, assessments, result indicators; Documentation of feedback given to teams on their implementation of collective commitments. | | | | Evidence in team notebooks, electronic shared drive, videoed interviews describing actions, etc. |
| Narrative (150 to 250 words) | | | | Links to Evidence |
| The Julia Goldstein staff, began our school year by creating individual professional growth plans which outline the commitments to meeting the mission and vision goals. These include addressing the needs of ALL students. Each child is different and unique which requires differentiated needs for their social, emotional, and intellectual growth. A growth standard was chosen by each staff member relating to either engagement of student performance.  Parents are welcomed monthly with the staff spending numerous hours before and after school to create a safe environment for our students and an open environment for families to be engaged in the learning process.   An open campus is a means for parent involvement that gives an opportunity to share and celebrate school success. Community partners including a local universities, hospitals, businesses, a recycling center and the public library also lend a hand to connect our commitment to our mission and vision..    Our teachers encourage our students’ curiosity, creativity and responsibility for their learning goals. They commit themselves to proving learning projects that bring out these qualities in the students.  The school to home partnership in our mission and vision is always in the forefront of our commitment. This is evident by the positive response we get from our families to event at the school. | | | | * <https://goo.gl/p3xLkW> * <https://goo.gl/L93UDQ> * <https://goo.gl/JseRSv> Teacher action plan for commitments. * <https://goo.gl/YfGt19> * <https://goo.gl/KFf6UK> Collective Commitments |
|  | | | | |
| Outcome | | Related Implementation Rubric (IR) Indicator | | |
| **3** | **Leadership Team Support** | 2.A. | The leadership team applies practices of shared leadership with delineation of roles, processes and responsibilities. The leadership team includes representation from collaborative teams. | |
| 2.D. | The leadership team progress monitors the work of collaborative teams, including team and school goals, as well as the use of team processes and team functioning. | |
| 2.E. | The leadership team regularly provides feedback to the collaborative teams through review of agendas and on all teaming practices to ensure fidelity of PLC implementation. | |
| Description of Outcome Evidence | | | | Examples of where and how evidence is recorded and shared |
| The leadership team has direct representation from all grade levels and/or subject area departments, as well as instructional ancillary staff. Leadership team members should share roles, and are intentional about monitoring the effective work of collaborative teams. | | | | Examples of communication with collaborative teams, rosters of leadership team members, and any tools or processes used to monitor the work of collaborative teams and where the leadership team has provided feedback on team productivity. |
| Narrative (150 to 250 words) | | | | Links to Evidence/Documents |
| The leadership team at Julia Goldstein Early Childhood Center strives to provide communication within the school. Since we have a small staff the representatives on the leadership team are from various areas of expertise. These include both general and special education, included on this team,is the principal that help facilitate the meetings. This team is a proactive problem solving team that comes together at least, monthly to provide solutions, new innovative ideas, and professional development opportunities to a  The focus of the team meetings are determined by the needs that surface for collaborative team meetings and project integration needs.. During the year, topics are addressed in an ongoing manner and are continually monitored through walkthrough data and communication between the collaborative teams and the leadership team..  This team works to ensure continuous connections to our mission and our everyday work.. | | | | <https://goo.gl/s5uP1E> -Peer Observation, Feedback sheet   * <https://goo.gl/s5uP1E> * <https://drive.google.com/open?id=0B4pCWTFvbmCSS0oyZk56MHAzd2M> * <https://goo.gl/3V28eZ> * <https://goo.gl/WkAr2c> staff mapping tool for feedback * <https://goo.gl/zkhsoM> teacher feedback tool |
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| Outcome | | Related Implementation Rubric (IR) Indicator | | |
| **4** | **Collaborative Team Focused Work** | 3.A. | Every member of the educational staff participates on a collaborative team specifically aligned with his/her role and teaching assignment. Both horizontal and vertical teaming is evident. | |
| 4.F. | The school uses a systemic recording and communication mechanism to maintain an accurate record of conversations and work completed through collectively agreed upon agendas/minutes which reflect the four corollary questions (what we want students to know and do, how do we know they are learning, what do we do when they aren’t learning, and what do we do when they do learn what is expected.) Records are accessible between teams. | |
| Description of Outcome Evidence | | | | Examples of where and how evidence is recorded and shared |
| Samples of team agendas showing the 4 corollary questions are routinely addressed. | | | | Evidence in team notebooks, documents, and/or electronic shared drive of the work of collaborative data teams; also rosters of teams and team members. |
| Narrative (150 to 250 words) | | | | Links to Evidence |
| The staff at Julia Goldstein Early Childhood Center works collaboratively to ensure that our students are receiving the best education possible. We analyze data and review/revise curriculum by subject and where it is developmentally appropriate for our students.. We work collaboratively as a staff to ensure that our Missouri Early Learning Standards are being met and assessed at a level that promotes higher level thinking at our age appropriate level. We then look to plug holes and gaps based on essential learning outcomes at each level.  Teachers create individual learning projects using the Reggio-Inspired Approach to meeting objectives through student driven motivation.  Twice a month, we meet as a collaborative team with a consultant, and the principal to review our units, data and student achievement. We use this time to collaborate on ways to increase learning for all level of students.  While there are scheduled meetings for collaboration we use time throughout the day to meet and share ideas with each other. We know that together we can do so much more for our children than we could do alone. Through these conversation as well as feedback from learning walkthroughs we share best practices and improve on our instructional practices. | | | | * <https://goo.gl/anAspH> * <https://goo.gl/CZpGFD> * <https://goo.gl/pP6rpA> * <https://goo.gl/s5uP1E> * <https://goo.gl/X4YMjE-> Project planning chart * <https://goo.gl/jaP7Ho> * <https://goo.gl/6WNM6u> * <https://goo.gl/ZWWsaR> * <https://goo.gl/bAczY4> * <https://goo.gl/496AwM> * <https://goo.gl/4z4XwJ> |
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| Outcome | | Related Implementation Rubric (IR) Indicator | | |
| **5** | **Focus on Results from Data** | 3.D. | Teams regularly use an easily accessible format for collecting, recording and analyzing student work and data to drive instruction and identify students in need of additional assistance. Team results are shared and analyzed regularly within and across teams. | |
| Description of Outcome Evidence | | | | Examples of where and how evidence is recorded and shared |
| The work of collaborative data teams should focus upon data which informs the four corollary questions. Evidence should include data which is visually displayed or is shared through a common electronic system. | | | | Pictures of data displayed in hallways and classrooms; team notebooks; electronic shared drives; examples of data cycles, etc. |
| Narrative (150 to 250 words) | | | | Links to Evidence |
| One of the Julia Goldstein Early Childhood Center main focuses to drive our instruction is the use of data. We are a student-driven, evidence informed by data, academic learning center. Weare continuously monitoring student achievement to improve our instructional practices. We begin by looking at our units of study in collaborative teams. Plans are made that focus on student interest and the learning standards that have been identified for that unit. Students with learning needs are identified and given opportunities for extended relearning and small group support. Continual monitoring of student success and data driven decisions are evident through goal setting and celebrating accomplishments. | | | | * <https://goo.gl/eYdUjc> * <https://goo.gl/5DXNhq> * <https://goo.gl/jFkGLV> -Student work samples |
|  | | | | |
| Outcome | | Related Implementation Rubric (IR) Indicator | | |
| **6** | **Evidence of student involvement in their own assessment monitoring** | 5.D. | Teams have developed and applied strategies for engaging students in the assessment process. | |
| Description of Outcome Evidence | | | | Examples of where and how evidence is recorded and shared |
| Student portfolio examples; Student self-assessment examples; Team agenda and minutes; Students can articulate their self-monitoring and use key terminology. | | | | Evidence of implementation in this area might include clear and understandable learning targets, anchor/criteria charts, student self monitoring and reflection, students tracking and recording their own learning, students goal setting and monitoring their own action steps, student led conferences. |
| Narrative (300 words or less) | | | | Links to Evidence |
| At Julia Goldstein Early Childhood Center students are involved in their success monitoring. From student conferences to examining portfolios there is strong evidence that students are involved in their learning progress.  Students set goals with each portfolio assessment, striving to reach these goals continually. They work hard to achieve them, looking forward to celebrations along the ways. | | | | * <https://goo.gl/7Yhzpe> * <https://goo.gl/7Mti6a> * <https://goo.gl/2DQRCw> student involved conference * <https://goo.gl/YY9UdS> |
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| Outcome | | Related Implementation Rubric (IR) Indicator | | |
| **7** | **Establishment of Tiered Intervention Strategies** | 6.D. | The school implements the essential components of a Tier 2 intervention plan: identification of intentional non-learners and failed learners; targeted, timely and directive instruction and assessment; data-driven decisions based upon multiple sources; more frequent progress monitoring. | |
| 6.E. | The school implements the essential components of a Tier 3 intervention plan: multiple sources of data to identify root causes of failed learning; specific, more intensive support delivered by trained professionals; targeted assessments for timely progress monitoring. | |
| Description of Outcome Evidence | | | | Examples of where and how evidence is recorded and shared |
| A building wide commitment to providing timely interventions to students in need of additional assistance. Evidence of Tier II and Tier III interventions might include building schedules, RtI documents, progress monitoring documents, fidelity checks/check lists, etc. | | | | Data walls; visual displays of data, student portfolios/notebooks, Building RtI Implementation Plan, intervention data, etc. |
| Narrative (150 to 250 words) | | | | Links to Evidence |
| At Julia Goldstein Early Childhood Center we work to provide the foundations for student success by ensuring that each student is given a quality education to fit their individual needs as a learner. In order to promote success, we implement multiple interventions to provide individual learning opportunities for each student. By monitoring our students through data, we are able to target specific needs and place students in appropriate Tier of Intervention. Data portfolios, data charts, and data grids are ways that we highlight students who need additional support. We provide multiple Tier inventions such as Title 1 small groups and Individual Learning Plans. Our teacher assistants resource allows under-performing learners to receive small group instruction daily, where they work on specific skills.  Special education teachers are used to individualize learning for students who need additional assistance. A screen for the DIAL 4 is used as a universal tool to determine initial additional assistance needed. | | | | * <https://www.ucityschools.org/domain/445> * <https://goo.gl/4D3x2m> * <https://goo.gl/GGqj5A> * <https://goo.gl/To5Atc> * <https://goo.gl/7EUATU> |
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**Part III: Student Achievement Data Showing Sustained and/or Improved Performance Over Time**

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| **School Annual Performance Report State Historical Data** | | | | | | | | |
| In the tables below, provide sources of student achievement data demonstrating improved and/or sustained academic performance over time. “Over time” is generally described in terms of the past three or four years during the time staff are directly involved in professional learning community work.   * For schools with grade 3-12 state assessment data, please fill in the requested APR data in table #1, PLUS three additional sources of positive academic data in table #2. * For schools who do NOT have state assessment data (preschools, K-2, alternative schools, etc.) disregard table #1, and provide five sources of positive academic achievement data which demonstrate performance over time.   For table #2, examples might be benchmark (common) assessments through the course of a year, universal screening results, examples of consistently effective data team cycles, etc. Show a summary of this data through graphs/charts/tables, etc. in the first cell of each data source, and then very briefly describe what this data is telling us in the second cell for each data source. | | | | | | | | |
| **TABLE #1** Please fill in the information requested | 2014 | | 2015 | | 2016 | | 2017 | |
| % Prof or Adv | MPI | % Prof or Adv | MPI | % Prof or Adv | MPI | % Prof or Adv | MPI |
| ELA Total |  |  |  |  |  |  |  |  |
| Math Total |  |  |  |  |  |  |  |  |
| ELA Subgroup |  |  |  |  |  |  |  |  |
| Math Subgroup |  |  |  |  |  |  |  |  |
| Please provide a brief explanation of your state assessment data in the cell below. | | | | | | | | |
| While there is not MAP data at this level we are able to show multiple data sources that indicate learning progress. The data displayed shows progress and measure of growth in academic areas. | | | | | | | | |

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| **Additional Positive Student Academic Achievement Evidence** |
| **TABLE #2**  Please fill in the  Information requested |
| **Data Source #1 (graph/charts/tables/etc.)** |
| [**https://goo.gl/NFNTex**](https://goo.gl/NFNTex) |
| Brief explanation of data source #1 |
| Student are assessed as to Letter recognition, colors shapes and numbers. |
| **Data Source #2 (graph/charts/tables/etc.)** |
| <https://goo.gl/MMBkAY> |
| Brief explanation of data source #2 |
| Data to indicate when students can recognize letters. |
| **Data Source #3 (graph/charts/tables/etc.)** |
| <https://goo.gl/ZvDBL7>; <https://goo.gl/rm7Lxs>; <https://drive.google.com/open?id=1nP6SNf5x0VGqoY3uHkWMHv38KChEpjGaoR_vF6dbIow> |
| Brief explanation of data source #3 |
| Students through a portfolio have samples of work that are collected over the three years they are in the school. |
| **Data Source #4 (graph/charts/tables/etc.)** |
| <https://drive.google.com/open?id=0B_KawWz1b5x0aF9tRUlIMnVoVG9yX1JaNEhIM01sNEZVbHgw> |
| Brief explanation of data source #4 |
| ELO data recorder |
| **Data Source #5 (graph/charts/tables/etc.)** |
| <https://goo.gl/xRnsR5> ; <https://goo.gl/g6k7wx> <https://goo.gl/CZxTxJ> |
| Brief explanation of data source #5 |
| Folders to share books that are read by students; Attendance data; PBIS Data |

**Part IV: Summary and Supporting Documentation (Optional)**

In the box below, please include any additional information which you feel contributes to your evidence of sustained exemplary PLC status, and which may have not been addressed in Part II of this application. Please limit your narrative to 250 words or less.

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| Summary and Supporting Documentation |
| Action research by teachers is ongoing using the Reggio Emilia-Inspired Approach. Teachers reflect on their work and make adjustments based on their findings. In the last two years, we have been visted by educators from China and Kentucky to observe the progress that we have made in implementing the Reggio-Inspired apprpoach. We work conscientously to ensure that the effectiveness of the work we do is measurable and can be documented. The staff has a strong commitment to the goals of the school both in academic and social-emotional areas. Students at Julia Goldstein Early Childhood Education Center receive a great start on their educational journeys. |