



Professional *LEARNING* Community

“It is the vision of Lincoln Elementary that each student will achieve grade level learning outcomes and demonstrate habits of a successful learner.”

“A Professional Learning Community is an **ongoing process** to which educators work **collaboratively in recurring cycles** of collective inquiry and action research to achieve better **results** for the students they serve.”

The BIG IDEAS/Pillars of a PLC

(.4) is the standard.....(.54) is socio-economic status

- 1. Ensuring that Students LEARN...(1.62) teacher expectations/belief students will learn**
 - Our core purpose is not to guarantee that students are taught, but that students learn. It is necessary for us believe that ALL students will learn at high levels. Student learning is our core purpose and we are willing to examine our practices in light of their impact on learning.
 - **High levels of learning** = Grade level or higher
 - *Just because we taught it, doesn't mean they learned it.....*
 - We are not providing student the opportunity to learn, we will guarantee that they will learn
- 2. Culture of Collaboration...(1.57) collective teacher efficacy**
 - In order to guarantee learning for ALL, we must collaborate on a frequent basis.
 - A high level of learning for ALL only comes through a collaborative and collective effort.
 - A shift in focus: We used to ask, “What are we expected to teach?” We will now ask, “What are students expected to learn?”
- 3. Focus on Results**
 - We assess our effectiveness on the basis of **results** rather than on our intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement.

Four Key Questions

- 1. What is it we expect our students to learn?**
 - Rigorous Learning Goals (.56)
 - Mastery Learning (.57)
 - Teacher Clarity (.75)
- 2. How will we know when they have learned it?**
 - Formative Assessment (.9)
 - NO INTERVENTION PROGRAM BEATS .9!
 - Self-Reported Grades (1.33)
- 3. How will we respond when they don't learn?**
 - RtI (1.07)
 - Corrective Feedback (.72)
- 4. How will we respond when they have learned it or already know it?**
 - Peer tutoring (.55)
 - Acceleration (.7), Enrichment (.4)

Team Learning Process (unit by unit)

1. Clarify essential learning (skills, knowledge, concepts, dispositions)
 - Learning outcomes, learning targets...
 - Learning intentions with success criteria
2. Develop **common** formative assessments to assess each essential learning (checkpoints)
 - THIS IS THE ESSENCE OF THE PLC PROCESS!
 - Can we agree on criteria by which we will judge quality work?
 - Can we apply those criteria consistently (inter-rater reliability)
 - Discuss proficiency levels that will mandate intervention
3. Establish a target or benchmark score that is rigorous to ensure success on high-stakes assessments
4. Analyze results of common formative assessments and summative assessments
5. Identify and implement improvement strategies

Collaborative meetings/Data Conversations (need to include)

- **Team norms** to manage emotions during crucial conversations (taking a cruise naked)
- A **protocol** to navigate the data with speed, focus and accuracy
- **Data**, already aggregated and organized by teacher, student and by target
- **Student work** to look deeply into types of errors for reteaching

Protocols to drive your conversations at your team level!

- Do conversations **impact your practice**?
 - Which area was my lowest and how can I improve in that area
 1. How can my colleagues help me?
 2. What are my strengths and how might I help my colleagues?
- Do conversations **result in better outcomes** than before?
- Do conversations **determine learning targets** for every unit?
 - Which targets from the assessment require more attention
- Do conversations determine who is in need of intervention?
 - students did not master which targets and why
- Do conversations determine who is in need of enrichment?

Mission - Why do we exist?

“It is the mission of the Alma Center-Humbird-Merrillan School District to have each student reach his or her full potential in a safe environment, through educational and growth activities which maximize knowledge, skills, and abilities.”

Shared Vision - What do we hope to become?

“It is the vision of Lincoln Elementary that each student will achieve grade level learning outcomes and demonstrate habits of a successful learner.”

Values - *What commitments must we make to create the school that will improve our ability to help our district reach its purpose?*

Collectively WE commit to be.....

1. Empathetic of students, staff, and community members.
2. Flexible to both daily and overarching changes.
3. Continue to deepen knowledgeable about content and best practices.
4. Dedicated to effective collaboration focused on student learning by being an active PLC member. All team members will be willing to accept feedback and seek out help.
5. Reflective to promote continuous improvement.
6. Respectful of time, ideas, and individuals.
7. Passionate about learning for ALL. All staff members have a collective responsibility for every student.
8. Focused on instruction driven by results.
9. Positive, honest, and authentic.
10. Inspiring to students, staff, and community to be the best.

Goals - *What goals will we use to monitor our progress? (updated yearly)*

- School Learning Outcomes for 2017-2018....

By May 2018, increase by **16%** over baseline the number of students at each grade (1-6) reading at or above end of the year benchmark instructional reading level, as measured by Fountas & Pinnell benchmark assessments.

- **2017-18 Baseline...64% to 80%.....16%**
- **16-17 End of the Year (74.3) to 17-18 (80%)....5.7%**
- **That is an increase of 5.7% over our end of the year for 2016-17.**

By May 2018, increase by **22%** over baseline the number of students in grades (1-6) that will be at or above benchmark as measured with the STAR Enterprise math test.

- **2017-18 Baseline...62% to 84%.....22%**
- **16-17 End of the Year (79.1) to 17-18 (84%).....5,9%**
- **That is an increase of 5.9% over our end of the year for 2016-17.**

What we are “tight” about in the PLC process.....

1. Work in collaborative teams and take collective responsibility for student learning rather than work in isolation.
2. Implement a guaranteed and viable curriculum, unit by unit.
3. Monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments.
4. Use the results of common assessments to:
 - Improve individual practice
 - Build the team’s capacity to achieve its goals
 - Intervene or extend on behalf of students
5. Provide systematic interventions and enrichment.

Fundamental Assumptions

- All students don't learn the same way
- All students don't learn at the same speed
- Some students lack prior skills/knowledge
- Some students lack academic behaviors
- Some students have a home life that is counterproductive to academic success.

Tier 1 - Core Instruction - Universal Best Practices (Essential Learning Outcomes)

- ALL students must have access to grade level essential learning
- Only exception is the profoundly disabled .5%
 - Will not be living independently/financially as adults
- No more replaced math/reading!
- Is it an intervention problem or a "what we're doing everyday problem"?
- Best intervention!....Teach it well the 1st time
 - Are we saving our best strategies for Tier 2?
- AND not OR! Tier 1 and Tier 2
 - "Power of AND...Tyranny of OR"
 - Not replaced or pulled during Tier 1/Tier 2
- You can't teach it all to mastery! Less to mastery is the key...
- No research to prove that covering the whole curriculum will lead to better test scores/high levels of learning

Tier 2 - Intervention Time (WIN - "What I Need")

- Some students need additional time and support to master their **essential** grade-level curriculum
- Make a plan to practice the prior unit's essential learning
- Interventions must be: TIMELY, TARGETED, FLEXIBLE, FLUID
- Students don't get intervention on the whole unit...only the targets they missed
- Students continue to receive support on Essential Learning from previous units that weren't mastered.
- **Which Students did not master specific standards/targets**
 - **And**
- **Which instructional practices did or did not work?**
- WE ONLY INTERVENE ON ESSENTIAL LEARNING. WE CAN TEACH ALL THE STANDARDS, BUT WE ONLY INTERVENE ON WHAT'S ESSENTIAL.

Tier 3 and SPED - Foundational Skills (1-2 or more years below grade level)

- Universal Skills of Learning
 - Reading
 - Writing
 - Number Sense
 - English Language
 - Attendance
 - Behavior
- Frequency - Intensive Support
- AND not OR! Shouldn't miss Tier 1 or Tier 2 to have access to Tier 3 or SPED
 - "Power of AND....Tyranny of OR"
 - Literacy and Math are absolute priority
 - By pulling them from Tier 1 or 2, the achievement gap is proven to get larger
- Student shouldn't have to fail at Tier 1 and 2 to predict Tier 3
 - Need to universally screen
 - Use previous end of year data as a screener
- We must be diagnostic to determine where students are "foundationally" below grade level.
- We use that diagnostic information to determine our foundational instruction.
- Must progress monitor weekly to determine if the intervention is successful