

Professional Learning Communities:

Unifying the PCSD PLC Journey

October 20, 2022



Recognize, Acknowledge, Extend...

From Joe Sanfelippo

- Recognize the great work of a colleague
- Acknowledge to them that it great work
- Then extend the conversation about the great work to someone who wasn't there.



HEART

From Tim Kanold

- Think about a colleague who is inspiring from your point of view.
- Think about why he or she leaves a positive heartprint and acts as a positive energy to you.
- Share with that colleague and others.

PCSD PLC Journey: Looking Back, Today and Forward

The 3 Big Ideas of a PLC

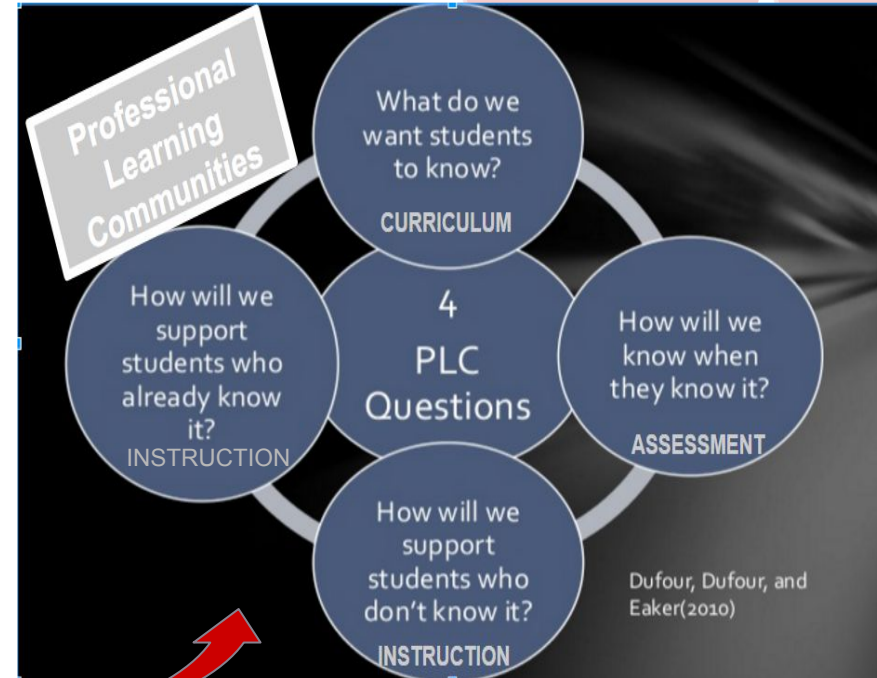
1. FOCUS ON LEARNING
2. BUILD A COLLABORATIVE CULTURE
3. FOCUS ON RESULTS

The fundamental purpose of the school is to ensure high levels of learning for all students. This focus on learning translates into four critical questions that drive the daily work of the school. In PLCs, educators demonstrate their commitment to helping all students learn by working collaboratively to address the following critical questions:

1. What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course?
2. How will we know if they have learned? Are we monitoring each student's learning on a timely basis?
3. What will we do if they don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?
4. What will we do if they already know it?

- 2
- No school can help all students achieve at high levels if teachers work in isolation.
- Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.

- 3
- PLCs measure their effectiveness on the basis of results rather than intentions.
- All programs, policies, and practices are continually assessed on the basis of their impact on student learning.
- All staff members receive relevant and timely information on their effectiveness in achieving intended results.



What We are Tight About in PLC Process

Work in collaborative teams and take collective responsibility for student learning (academic, social-emotional & life skills) rather than work in isolation. Every student is my/our responsibility.

Three Critical Teams

**School
Guiding
Coalitions**

**School
wide
Interven-
tion
Teams
(SIT)**

**Teacher
Teams**



What are you most excited about with our PLC journey in PCSD?



Connecting the Dots Moving Forward...

with PLCs, RtI and PBIS

SILO MENTALITY



PLCs

Building Collaborative
Cultures and Teams

Focus on
Learning

Focus on
Results

4 Critical Questions

- What do we want students to learn?
- How will we know they have learned it?

- What will we do if they haven't learned it?
- What will we do if they have mastered it?

RTI/MLSS

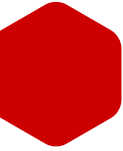
Interventions and
Extensions

Behavioral
(PBIS/SEL)
"WILL"

Academic
"SKILL"

Policies, Processes, Protocols

Monitoring and Reporting Systems	Ensuring a Focus on Learning	Building a Collaborative Culture	Establishing a Results Orientation	Resources and Professional Learning
	Guaranteed, Viable Curriculum	Shared Mission, Vision, Values, Goals	Data Mindset: Efficacy and Transparency	
	Balanced Coherent Assessment System	High Performing Collaborative Teams	Data Management, Collection, Management	
	School Wide Intervention System	Intentional Collaboration	Actions to Improve Results	
Aligned Appraisal Systems				



How to Develop a Professional Learning Community:

Passion and Persistence





Fundamental Assumptions...

- Not all students learn the same way.
- Not all students learn at the same speed.
- Some students lack prior skills and knowledge.
- Some students lack proper behaviors.
- Some students have a home life that is counterproductive to academic success.

Collective Commitments

Common Collective Commitments

- Strive for open and honest communication; listen well and respectfully
- Be inclusive in words and actions.
- Lead by example.
- Build positive relationships with others.
- Assume the best.

Professional Staff

We are the foundation, the frontline -- we have the most direct contact with students. We fill the roles our students need - we are counselors, parents, therapists, advisors, referees, nurses, social workers, and mentors. We build meaningful relationships with our students, their families, and our community.



Collective Commitments

Professional Staff

- Support and encourage a growth mindset
- Promote authentic learning opportunities that connect real world and career readiness
- Collect and analyze data through the PLC to collaboratively plan personalized instruction
- Create and foster an engaging and safe learning environment

Our Mission...

Glenbrook: Love, Laughter,
and Learning
and
*100% Students. 100% of the
Time*

Hillcrest: Doing what is best
for every child, everyday

Lannoye is dedicated
to preparing and
nurturing all students'
academic and
social-emotional
needs so they may
become contributing
citizens and lifelong
learners in a diverse,
ever-changing world.

Fairview: Support &
Growth for EVERY
child and
Kids 1st
Always...whatever it
takes!

To ensure high levels of
learning for **all** students!

Sunnyside: All means
All, every child
everyday.

The mission of the Pulaski
Community School District
is to provide all students
the opportunity to achieve
the knowledge and skills
necessary to become
contributing citizens in our
diverse world.

The Pulaski High School
Professional Learning
Community will work
interdependently to ensure that
all students achieve grade-level
academic standards through
collaboration, responsibility,
respect, and resiliency

PCMS Why:
Individuals,
Learning, Growth
and Relationships.

To ensure high levels of learning for **all** students!

Means a grade level or higher at end of year

ALL means any child that will one day be an independent adult!

No such thing as modified rent or accommodate bills
~Mike Mattos

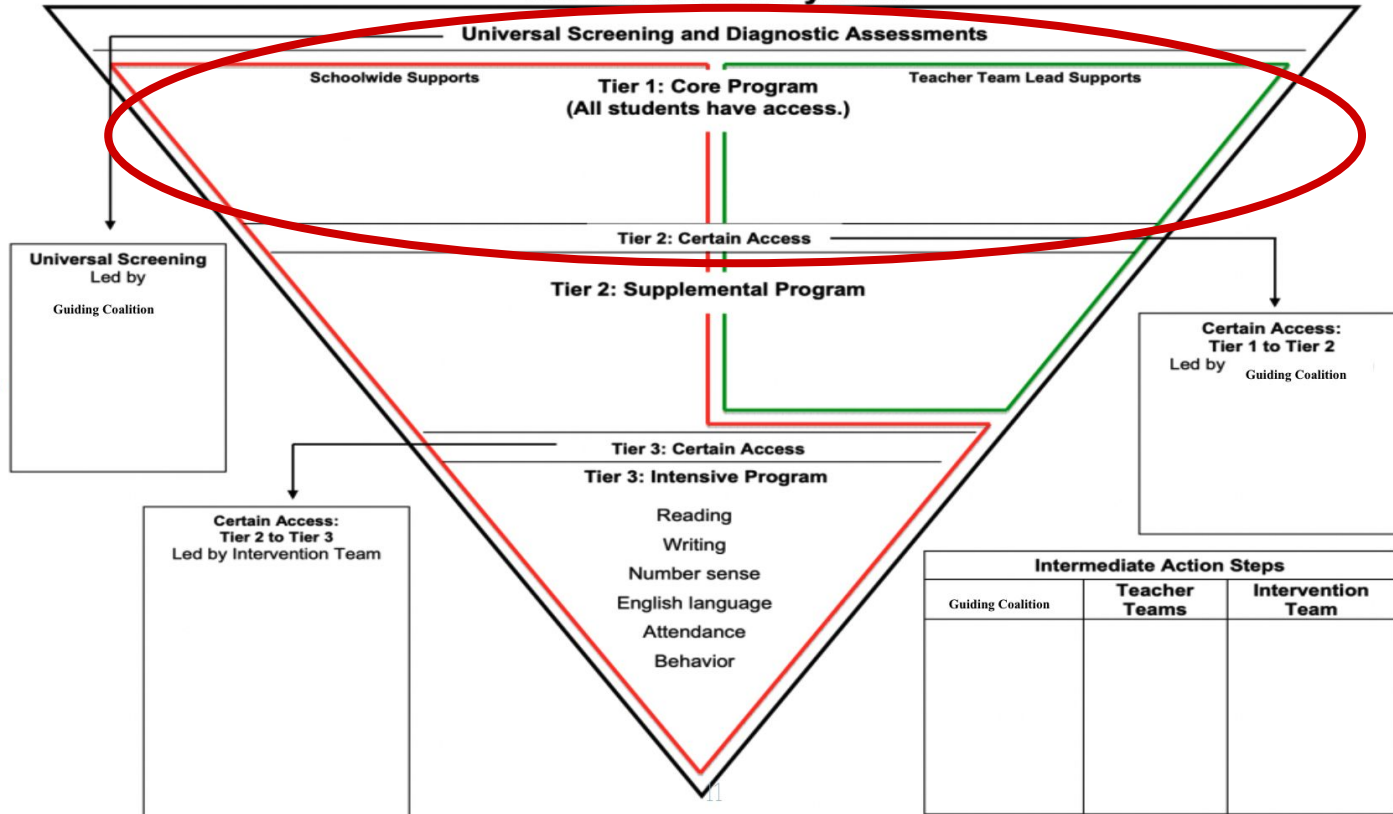
District: The mission of the Pulaski Community School District is to provide all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our diverse world.

Tier 1: What all kids need and get! All students access to essential grade-level standards

It does not matter which teacher your child has at our school. If your child needs extra time and support to learn at high levels, we guarantee they will receive it!

Intervention cannot make up for poor universal instruction. If many kids need interventions, than you have a “you” problem, not a “kid: problem.

The RTI at Work Pyramid





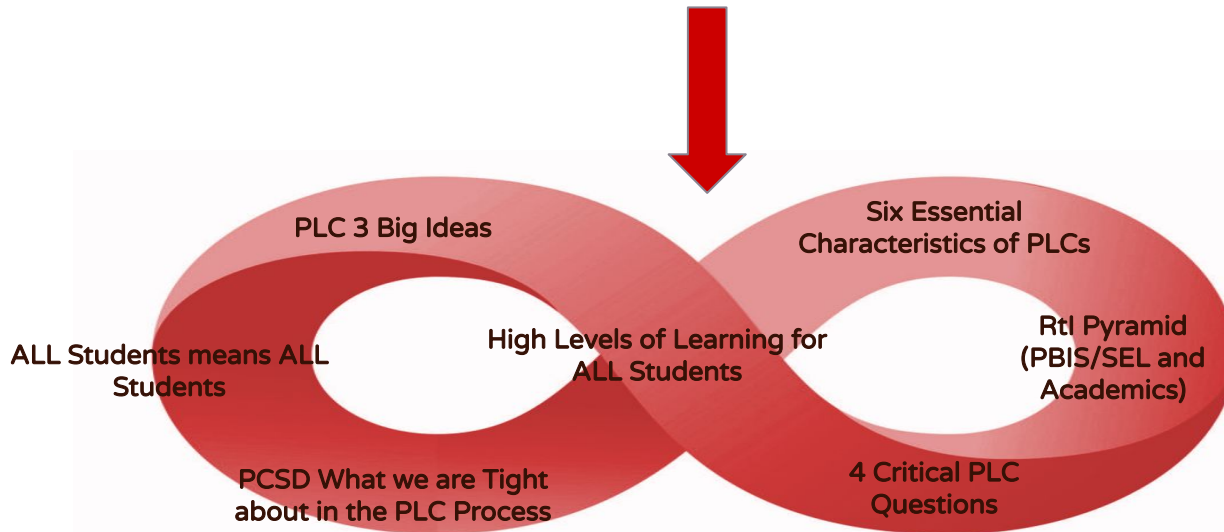
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Most schools do not have an intervention problem. They have an “all day universal problem”. It is not a MTSS problem! IT IS A TIER 1 PROBLEM. We must answer PLC Critical Questions #1 and #2 REALLY WELL before we can do PLC Critical Questions #3 and #4. Intervention cannot make up for poor universal instruction.

~Mike Mattos


Our Work...Clarity Precedes Competence

Work in Buildings with our Guiding Coalitions, School-wide Intervention Teams, and Teacher Teams



WHAT DO WE GET TIGHT ABOUT?

- The fundamental structure for all educators is to work in collaborative teams. We do not work in isolation.
- Collaborative teams implement a guaranteed and viable curriculum, unit by unit.
- Collaborative teams gather evidence of student learning through frequent, team-developed common formative assessments.
- Educators use the results of common assessments to:
 - Improve individual practice
 - Improve our team's collective practice



What We are Tight About in PLC Process

Implement a guaranteed and viable curriculum:

- Unit by Unit
- Power Standard by Power Standard
- Target by Target
- Student by Student

(PLC Critical Question #1)

Monitor student learning through ongoing assessment process

- Align Common Formative Assessments (CFA) to power standards
- Frequent, team-developed common formative assessment

(PLC Critical Question #2)

Guaranteed =

Every student learns the same “stuff”; it’s not left to the luck of the draw of getting a highly effective teacher

“Promise of equity”

Viable =

There is the right amount of time to learn the “stuff” thoroughly and deeply (school day, calendar year, at home)

“Promise of practice”

Guaranteed Curriculum

Unwrapping Power Standards

Assessment Protocol

Analyzing Common Assessment

Date: _____

Grade Level: _____

Subject Area: _____

Teacher/Team: _____

Bring prepared data/talent work from Common Assessments to meeting of which specific students did/did not demonstrate mastery on which power standard.

Name of Assessment: _____

Power Standard(s) or Learning Targets Measured: _____

In what areas did our students do well? Which items? _____

What instructional strategies/learning targets/teaching points helped our students do well? What should we retain, refine or replace? _____

What skill deficiencies do we see? What are the concepts or standards that individuals or groups will need to achieve proficiency? _____

Which students did not master power standards and will need additional time and support? What intervention did/will be provided to address unlearned skills? _____

What type of enrichment opportunities did/will you provide for learners? What resources are available for enrichment? _____

K-5 Math

Wisconsin Academic Standards

<p>Agriculture, Food and Natural Resources</p> <ul style="list-style-type: none"> Website Standards ↗ 	<p>Art & Design Education</p> <ul style="list-style-type: none"> Website Standards (2019) ↗ 	<p>Business and Information Technology</p> <ul style="list-style-type: none"> Website Standards ↗
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Unwrapping The Power Standards

Pulaski Community School District

Step 1: Focus On The Key Words

- Circle** the words that depict skills (things students should be able to do) (VERBS)
- Underline** the words that indicate knowledge or concepts students should know (NOUNS)
- Brackets** around any context information or conditions in which the skills and concepts should be demonstrated

Power Standard:

4th Grade CCSS ELA Example:

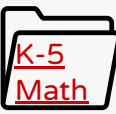
Explain events, procedures, ideas or concepts in a [historical, scientific, or technical text] including what happened and why, based on specific information in the text.



Power Standards Protocol

Pacing Guides

Grade Level											
Number of Days for Module	Shipping Weeks Module	Content/Tenets Related to Lessons	Power Standards	All Standards Covered in the Module	VOCAB	Common Assessments (Pre and Post with Emphasis on Power Standards)	Additional Resources to Support Power Standard Student Learning	Universal Resources			
10 Days	Module 1	Module 1: 24.1.1 Lesson (M1) or 24.1.2 Lesson (M2) or 24.1.3 Lesson (M3)	24.1.1.1 24.1.1.2 24.1.1.3 24.1.1.4 24.1.1.5 24.1.1.6 24.1.1.7 24.1.1.8 24.1.1.9 24.1.1.10 24.1.1.11 24.1.1.12 24.1.1.13 24.1.1.14 24.1.1.15 24.1.1.16 24.1.1.17 24.1.1.18 24.1.1.19 24.1.1.20 24.1.1.21 24.1.1.22 24.1.1.23 24.1.1.24 24.1.1.25 24.1.1.26 24.1.1.27 24.1.1.28 24.1.1.29 24.1.1.30 24.1.1.31 24.1.1.32 24.1.1.33 24.1.1.34 24.1.1.35 24.1.1.36 24.1.1.37 24.1.1.38 24.1.1.39 24.1.1.40 24.1.1.41 24.1.1.42 24.1.1.43 24.1.1.44 24.1.1.45 24.1.1.46 24.1.1.47 24.1.1.48 24.1.1.49 24.1.1.50 24.1.1.51 24.1.1.52 24.1.1.53 24.1.1.54 24.1.1.55 24.1.1.56 24.1.1.57 24.1.1.58 24.1.1.59 24.1.1.60 24.1.1.61 24.1.1.62 24.1.1.63 24.1.1.64 24.1.1.65 24.1.1.66 24.1.1.67 24.1.1.68 24.1.1.69 24.1.1.70 24.1.1.71 24.1.1.72 24.1.1.73 24.1.1.74 24.1.1.75 24.1.1.76 24.1.1.77 24.1.1.78 24.1.1.79 24.1.1.80 24.1.1.81 24.1.1.82 24.1.1.83 24.1.1.84 24.1.1.85 24.1.1.86 24.1.1.87 24.1.1.88 24.1.1.89 24.1.1.90 24.1.1.91 24.1.1.92 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24.1.1.93 24.1.1.94 24.1.1.95 24.1.1.96 24.1.1.97 24.1.1.98 24.1.1.99 24.1.1.100	24.1.1.1 24.1.1.2 24.1.1.3 24.1.1.4 24.1.1.5 24.1.1.6 24.1.1.7 24.1.1.8 24.1.1.9 24.1.1.10 24.1.1.11 24.1.1.12 24.1.1.13 24.1.1.14 24.1.1.15 24.1.1.16 24.1.1.17 24.1.1.18 24.1.1.19 24.1.1.20 24.1.1.21 24.1.1.22 24.1.1.23 24.1.1.24 24.1.1.25 24.1.1.26 24.1.1.27 24.1.1.28 24.1.1.29 24.1.1.30 24.1.1.31 24.1.1.32 24.1.1.33 24.1.1.34 24.1.1.35 24.1.1.36 24.1.1.37 24.1.1.38 24.1.1.39 24.1.1.40 24.1.1.41 24.1.1.42 24.1.1.43 24.1.1.44 24.1.1.45 24.1.1.46 24.1.1.47 24.1.1.48 24.1.1.49 24.1.1.50 24.1.1.51 24.1.1.52 24.1.1.53 24.1.1.54 24.1.1.55 24.1.1.56 24.1.1.57 24.1.1.58 24.1.1.59 24.1.1.60 24.1.1.61 24.1.1.62 24.1.1.63 24.1.1.64 24.1.1.65 24.1.1.66 24.1.1.67 24.1.1.68 24.1.1.69 24.1.1.70 24.1.1.71 24.1.1.72 24.1.1.73 24.1.1.74 24.1.1.75 24.1.1.76 24.1.1.77 24.1.1.78 24.1.1.79 24.1.1.80 24.1.1.81 24.1.1.82 24.1.1.83 24.1.1.84 24.1.1.85 24.1.1.86 24.1.1.87 24.1.1.88 24.1.1.89 24.1.1.90 24.1.1.91 24.1.1.92 24.1.1.93 24.1.1.94 24.1.1.95 24.1.1.96 24.1.1.97 24.1.1.98 24.1.1.99 24.1.1.100	24.1.1.1 24.1.1.2 24.1.1.3 24.1.1.4 24.1.1.5 24.1.1.6 24.1.1.7 24.1.1.8 24.1.1.9 24.1.1.10 24.1.1.11 24.1.1.12 24.1.1.13 24.1.1.14 24.1.1.15 24.1.1.16 24.1.1.17 24.1.1.18 24.1.1.19 24.1.1.20 24.1.1.21 24.1.1.22 24.1.1.23 24.1.1.24 24.1.1.25 24.1.1.26 24.1.1.27 24.1.1.28 24.1.1.29 24.1.1.30 24.1.1.31 24.1.1.32 24.1.1.33 24.1.1.34 24.1.1.35 24.1.1.36 24.1.1.37 24.1.1.38 24.1.1.39 24.1.1.40 24.1.1.41 24.1.1.42 24.1.1.43 24.1.1.44 24.1.1.45 24.1.1.46 24.1.1.47 24.1.1.48 24.1.1.49 24.1.1.50 24.1.1.51 24.1.1.52 24.1.1.53 24.1.1.54 24.1.1.55 24.1.1.56 24.1.1.57 24.1.1.58 24.1.1.59 24.1.1.60 24.1.1.61 24.1.1.62 24.1.1.63 24.1.1.64 24.1.1.65 24.1.1.66 24.1.1.67 24.1.1.68 24.1.1.69 24.1.1.70 24.1.1.71 24.1.1.72 24.1.1.73 24.1.1.74 24.1.1.75 24.1.1.76 24.1.1.77 24.1.1.78 24.1.1.79 24.1.1.80 24.1.1.81 24.1.1.82 24.1.1.83 24.1.1.84 24.1.1.85 24.1.1.86 24.1.1.87 24.1.1.88 24.1.1.89 24.1.1.90 24.1.1.91 24.1.1.92 24.1.1.93 24.1.1.94 24.1.1.95 24.1.1.96 24.1.1.97 24.1.1.98 24.1.1.99 24.1.1.100



6-12: BYOC and Canvas

What is It We Expect Students to Learn?							
Grade	Subject	Standard/Year	Power Standard	When Taught?	Common Assessment	Extension of the Standard	Integration of the Standard
4th	Math	4.NF.A.1	4.NF.A.1.1	Unit 1, Lesson 1	4.NF.A.1.1	4.NF.A.1.1	4.NF.A.1.1
4th	Math	4.NF.A.2	4.NF.A.2.1	Unit 1, Lesson 2	4.NF.A.2.1	4.NF.A.2.1	4.NF.A.2.1
4th	Math	4.NF.A.3	4.NF.A.3.1	Unit 1, Lesson 3	4.NF.A.3.1	4.NF.A.3.1	4.NF.A.3.1
4th	Math	4.NF.A.4	4.NF.A.4.1	Unit 1, Lesson 4	4.NF.A.4.1	4.NF.A.4.1	4.NF.A.4.1
4th	Math	4.NF.A.5	4.NF.A.5.1	Unit 1, Lesson 5	4.NF.A.5.1	4.NF.A.5.1	4.NF.A.5.1
4th	Math	4.NF.A.6	4.NF.A.6.1	Unit 1, Lesson 6	4.NF.A.6.1	4.NF.A.6.1	4.NF.A.6.1
4th	Math	4.NF.A.7	4.NF.A.7.1	Unit 1, Lesson 7	4.NF.A.7.1	4.NF.A.7.1	4.NF.A.7.1
4th	Math	4.NF.A.8	4.NF.A.8.1	Unit 1, Lesson 8	4.NF.A.8.1	4.NF.A.8.1	4.NF.A.8.1
4th	Math	4.NF.A.9	4.NF.A.9.1	Unit 1, Lesson 9	4.NF.A.9.1	4.NF.A.9.1	4.N



What do you wonder about Tier 1 “guaranteed and viable curriculum” which is the “promise of equity and practice”?

Response to Intervention has an exceptional average yearly impact rate of **1.29 standard deviation**.

One standard deviation increase is typically associated with advancing student achievement by **two to three years**.

We have the ability to **quadruple** our effectiveness when **WE** respond rather than **ME** respond.

~John Hattie, Visible Learning

What We are Tight About in PLC Process

Use the results of common assessments to:

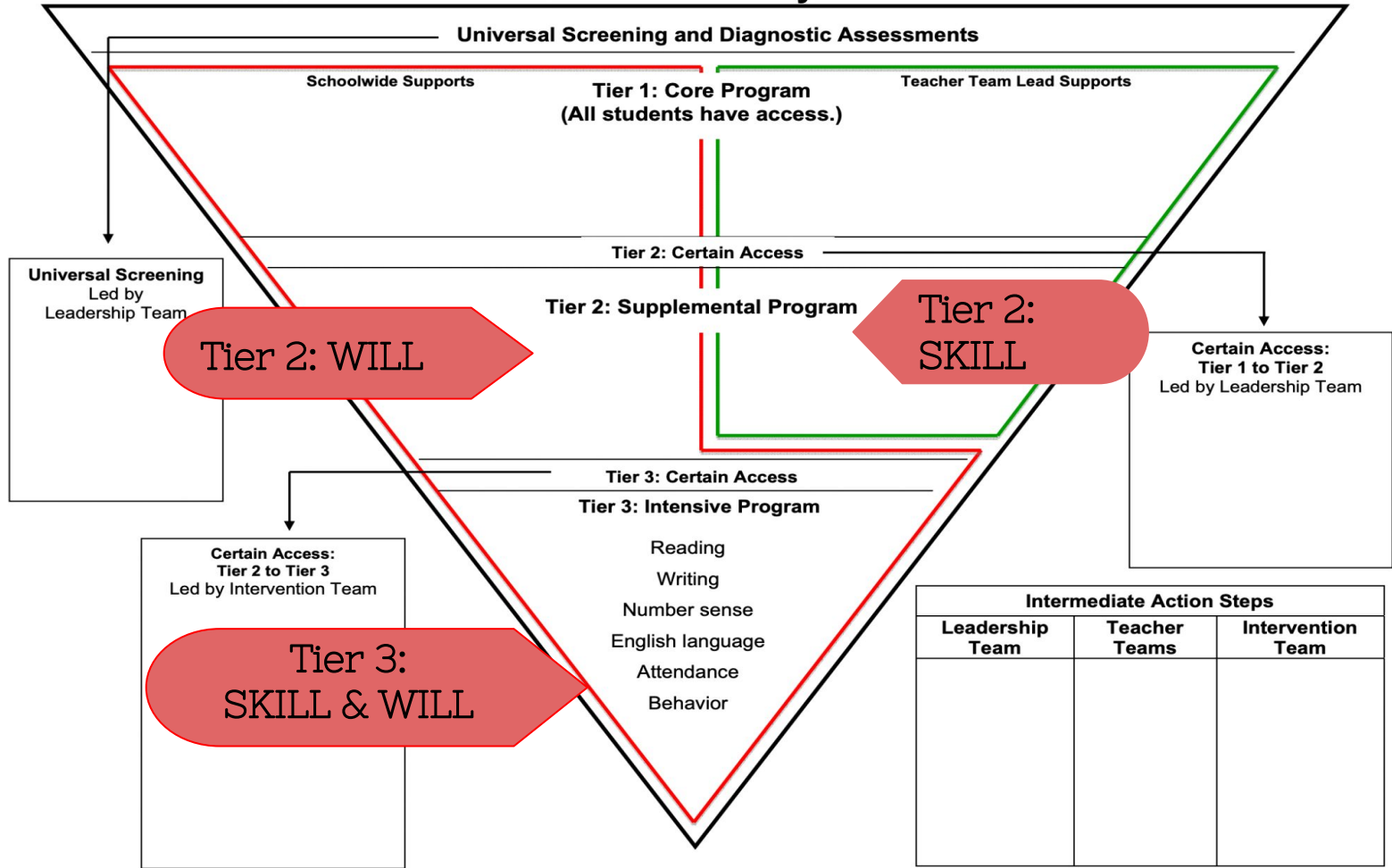
- Improve individual practice
- Build the team's capacity to achieve its goals
- Intervene or extend on behalf of students

(PLC Critical Question #2)

Provide consistent systematic interventions and enrichment. Intervention is timely, directive (not invitational), and diagnostic (focusing on specific skills). Students who experience difficulty would receive additional time and support. Students who are proficient would be given the opportunity to extend their learning.

(PLC Critical Question #3 and 4)

The RTI at Work Pyramid





PLC Journey

Pulaski Community School District

- Focus on Learning
- School Culture
- Goals, 4Cs
- Communication
- Building Capacity
- Mission, Vision, Goals and Commitments



- Power Standards
- Unwrapping standards
- All Means All At High Levels
- Pacing Guides
- Instructional Practices



- Meet All Students' Needs
- Establish PLC Structures
- Focus on Learning For All
- Cycle of Continuous Improvement
- Establish Team Norms

- Authentic Feedback & Reflection
- Use to Drive Instruction
- Common Assessments
- Rubrics
- Systematic Interventions



Breakout Sessions

- Select two options for rotations that best fit your needs
- Round 1:
 - 10:40-11:25 am
- Round 2:
 - 11:35-12:20 pm
- Access Google Site with schedule here:

