



PLC REDELIVERY STORY

04.8.2023

PLC REDELIVERY AFTER SUMMMER PLC INSTITUTE

- **AFTER ATTENDING THE PLC INSTITUTE, IN ORLANDO, FLORIDA IN JULY 2022, THE LEADERSHIP REVAMPED AND RESTRUCTURED OUR NORMS TO MAKE SURE WE ADDRESSED ALL STUDENT GROWTH.**
- **THIS POWERPOINT IS A REPLICA OF WHAT WAS PRESENTED AT THE BEGINNING OF THE YEAR. IT GAVE OUR ENTIRE STAFF THE BLUEPRINT TO TRUE UNDERSTANDING AND IMPLEMENTATION OF THE FULL PLC PROCESS.**

OPENING ADDRESS

Vision and Objectives-

Focus: Student Learning

Professional Courtesy

Stay on Task

Share Ideas/Participate

Eagle Springs!!! Building Back The Machine!!!

Our Mission

Is to encourage, Guide and support all students to reach their highest potential!

Our Vision

Is to develop confident and compassionate individuals who are contributing world citizens!



Collectively Responding When Students Do Not Learn

- A team of teachers must determine who on their team has the strongest evidence of learning based on previously identified unpacked essential standards and, as a result, the identified teacher must be provided additional time and support within the professional day to initiate a re-teaching of students who did not learn the agreed upon essential learning targets initially to generate learning.

Rules of Engagement



Q- T.I.P.



*This is a True Collaboration-
Stress Level*



*We are trying to do less stuff...
but do the stuff we do better!*

Everything we want is on the other side of Hard!!



—DuFour, DuFour, Eaker, Many, & Mattos, *Learning by Doing: A Handbook for Professional Learning Communities at Work* (2016), p. 10

(modified)

What Is a PLC?

A school becomes a Professional Learning Community when educators engage in an ongoing process whereby educators collaborate, in recurring cycles of collective inquiry, continuously asking themselves “why are students learning and not learning and what are we going to do about it?” Educators then collectively take action because the goal is to ensure all students learn at high levels.

Professional Learning Community

PLC, is a group of educators that meets regularly, shares expertise, and works to improve teaching skills and the academic performance of students. The term is also applied to schools or teaching faculties that use small-group collaboration as a form of professional development.

Professional Learning Team- Collaboration

A process by which members of a team work **INTERDEPENDENTLY** to achieve a common goal, and ensure that decisions made collectively are carried out independently.

PLC Team Members

Interdependency

All PLC members deeply share collective responsibility for the mastery of promise standards for all students found in each of the PLT member's classes. Members can't imagine doing their job without their team. Members profoundly believe that what they can achieve together is greater than what they can achieve alone. Each member comes to meetings prepared and understands he/she are accountable to each other and collectively to the students assigned to their team.

SCHOOL IMPROVEMENT PLAN

- GOAL 1: TIER 1!!!
- GOAL 2: PTO!
- GOAL 3: PLC AND INTERVENTION-
- GOAL 4: NOT DOING STEM
- GOAL 5: CALENDAR/ ARRIVAL/ DISMISSAL/
TRANSITIONS
- GOAL 6: RTI, AND 504 DISCIPLINE
- GOAL 7: TAKE HCLI WINDOWS AWAY
- GOAL 8: PBIS IMPLEMENTATION
- GOAL 9: MAP/ I-READY IMPLEMENTATION
- GOAL 10: PROTECTION FROM PARENTS
- GOAL 11: F&P IMPLEMENTATION
- GOAL 12: KINDER SLEEPING PREPERATION





***HOW ARE YOU
ADDRESSING YOUR
AREAS OF
OPPORTUNITIES AS
INDICATED BY YOUR
SPRING MAP RESULTS?***

Areas of Opportunity

Areas of Opportunity 2022

Based on MAP Data

1st Grade:

- Students demonstrate growth below the 50th percentile in math for both winter to spring (19%) and fall to spring (40%)
- In math, students fell from the 30th percentile nationally to the 28th percentile from fall to spring, indicating students overall are not keeping track with peers.
- In reading, 45% of students scored at the 40th percentile or below in the vocabulary/acquisition/use goal area.

2nd Grade:

- Students demonstrated low growth in reading for both winter to spring (3%) and fall to spring (5%)
- In reading, the greatest opportunity for growth is in the goal area of informational text, with 36% of students scoring at the 40th percentile or below
- In math, the greatest opportunity for growth is in the goal area of Operations and Algebraic Thinking, with 84% of students scoring at the 40th percentile or below

3rd Grade:

- In math, the greatest opportunity for growth is in the goal area of Geometry, with 47% of students scoring at the 40th percentile or below
- In reading, the standard deviation for Informational Text and Literature is 16.1 and 16.3 respectively, indicating the need for high levels of differentiation in order to see students grow at higher levels

4th Grade:

- In reading, students fell from the 55th percentile nationally to the 43rd percentile from fall to spring, indicating students overall are not keeping track with peers.
- In reading, the standard deviation across all goal areas is greater than 16, indicating the need for high levels of differentiation in order to see students grow at higher levels
- In math, the greatest opportunity for growth is in the goal area Measurement and Data, with 53% of students scoring at the 40th percentile or below

5th Grade:

- In math, the standard deviation across all goal areas is greater than 17, indicating the need for high levels of differentiation in order to see students grow at higher levels
- In math, the greatest opportunity for growth is in the goal area Operations and Algebraic Thinking, with 36% of students scoring at the 40th percentile or below

MAP SUMMARY MATH



MAP Growth Summary Report

Report by School

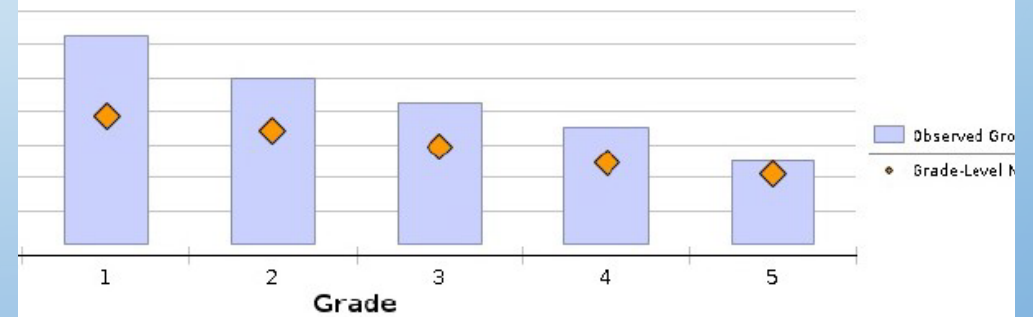
Term: Spring 2021-2022
District: Houston County Schools

Norms Reference Data
Growth Comparison Period
Weeks of Instruction:

Grouping:
Small Group Display:

Mean RIT Score	Comparison Periods						Growth			
	Fall 2021			Spring 2022			Growth		Grade-Level Norms	
	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile
**			**			**				
166.1	11.9	33	181.2	13.1	88	25	0.9	15.4	4.33	99
166.2	15.2	10	185.7	13.8	39	20	0.9	13.6	2.91	99
163.8	13.2	27	200.7	12.7	59	17	0.6	11.6	2.79	99
164.6	14.1	27	208.6	14.6	49	14	0.7	9.8	2.36	99
164.6	15.1	30	214.5	14.6	38	10	0.6	8.4	0.74	77

Math: Math K-12



MAP SUMMARY ELA



MAP Growth Summary Report

Report by School

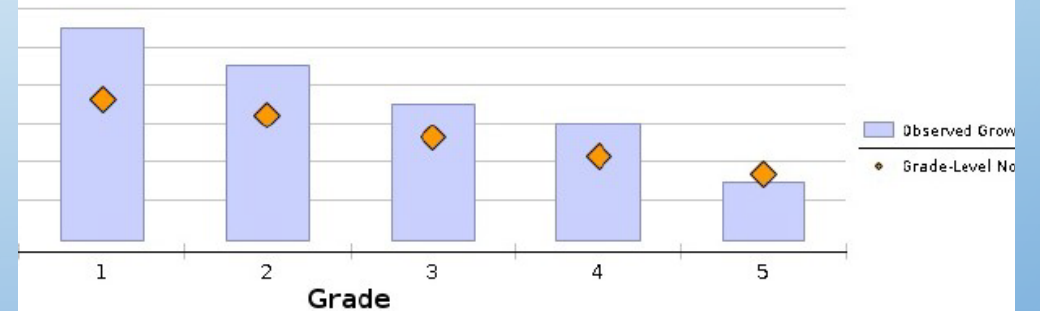
Term: Spring 2021-2022
District: Houston County Schools

Norms Reference Data:
Growth Comparison Period:
Weeks of Instruction:

Grouping:
Small Group Display:

	Comparison Periods						Growth E				
	Fall 2021		Spring 2022			Growth		Grade-Level Norms			
Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	N
**			**			**					
113.3	13.8	28	173.1	13.1	73	22	1.0	14.6	3.18	99	
115.1	17.2	18	183.1	15.9	45	18	1.0	12.9	2.28	99	
114.5	16.1	45	198.5	15.3	64	14	0.7	10.6	1.81	96	
113.3	16.0	37	204.8	14.9	54	12	1.0	8.5	1.64	95	
111.8	16.2	39	208.2	13.5	38	6	0.8	6.7	-0.20	42	

Language Arts: Reading





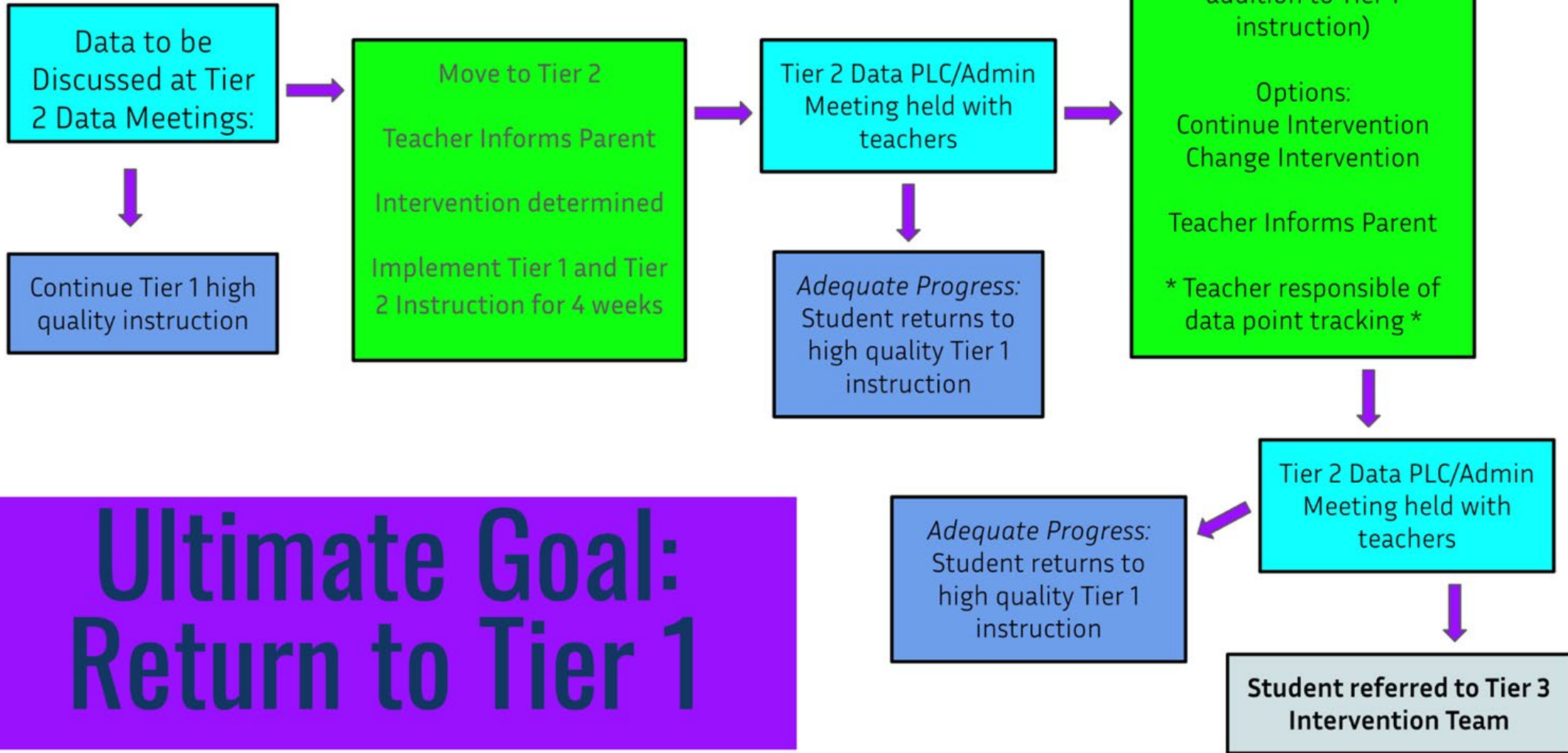
PEOPLE
&
PROCEDURES

SUMMER PLANNING

[CLICK ON IMAGE FOR VIDEO PRESENTATION](#)



Tier Process



**Ultimate Goal:
Return to Tier 1**

R.T.I What is it?

3 TIERED MODEL

RTI is an integrated approach that provides high quality instruction for general, remedial, gifted, and special education that is matched to individual student needs.



Universal Instruction

Differentiated
High quality
Meets needs of majority of students (80-85%)



Supplemental Interventions

Evidence-based
Moderate intensity
Address learning or behavioral challenges of students at risk of not meeting grade level benchmark (15-20%)



Intensive Intervention

Evidence-based
Increased intensity
For students showing lack of response to intervention (5%)

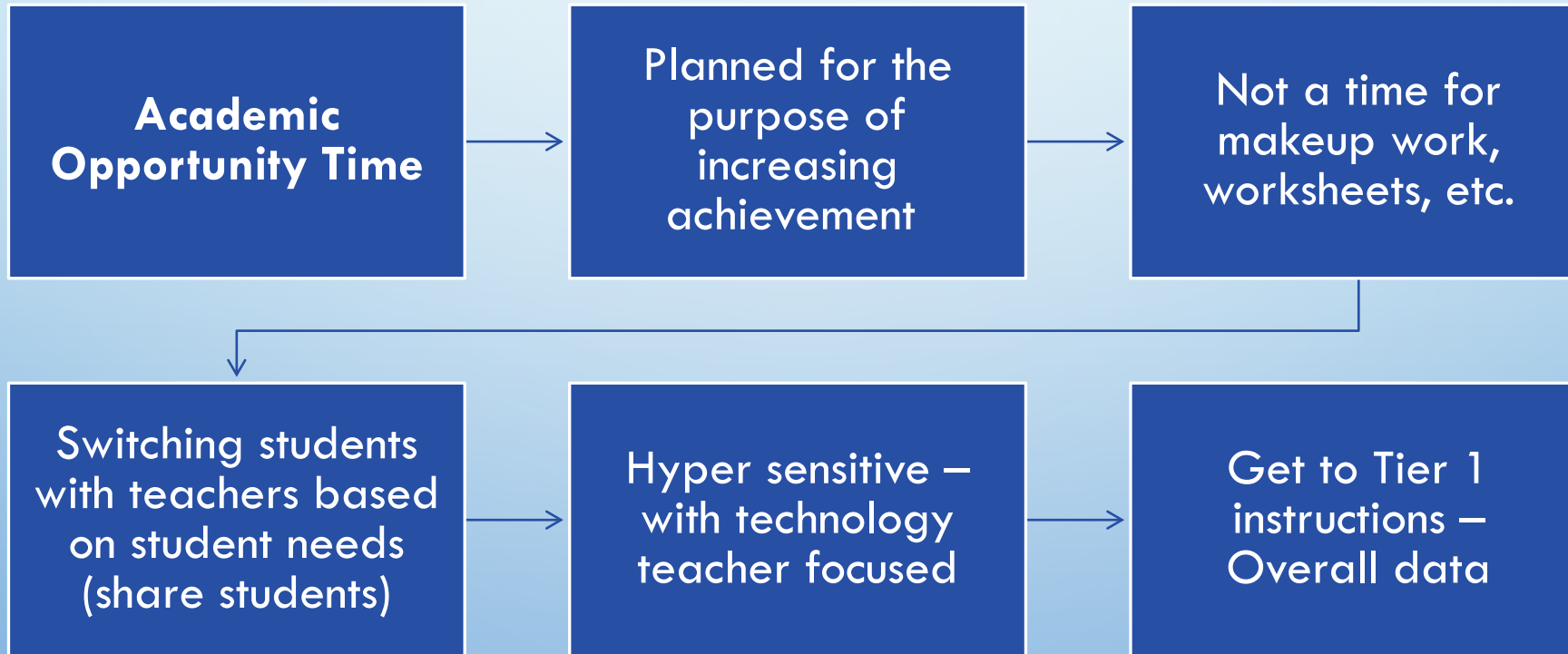
RTI Meetings

- **The reason for this first RTI meeting was to determine the students of concern and to identify the students that were already on a tier for teachers to be aware of.**
- ***Teachers please bring laptops to all RTI meetings to be able to take notes of your students we discuss on the shared google document and access the data we talk about during the meeting. This will also serve to allow teachers to look at plans in PowerSchools.***
- **Bring Evidence of small group interventions**

Progress Monitoring :

- iReady – MYPLAN teacher Lesson
- Reading Tracker- HCLI Running records /Don't Drop
- FactWise
- RTI Tracker
- CFA
- MAPS

SOAR TIME



SOAR Time:

- SOAR time → M-Th there is a collaborative effort to reach all students via modes of data to help students grow (after Labor Day, this should start)
- "Right Now" Everybody will change students to meet the needs of those students. iReady, MAPs,CFA, etc.
-

Progress Monitoring

MAPS/iREADY

•MAPS/iReady

- Morning work will NOT be iReady
- Students will spend 45 minutes per week TIERS or 30 minutes per MYPATH for all others
- Teachers should not utilize whole group technology without active heavily monitoring (no sitting behind desk)
- Casson/Moulder will make sure to provide PD on small group instruction and how to plan, teach, implement, etc.
- Grade Level will create a resource bank for small group
- Soaring Eagle wall
- Soaring Eagle wall
 - Fabric on boards
 - Grade level will make eagle head for each student who shows growth (iReady 1st semester/MAPS 2nd)
 - We will figure out a cut off growth score
 - Each teacher will have a different color eagle head

Progress Monitoring

iREADY

Soaring Eagle wall

- Soaring Eagle wall
 - Fabric on boards
 - Grade level will make eagle head for each student who shows growth (iReady 1st semester/MAPS 2nd)
 - We will figure out a cut off growth score
 - Each teacher will have a different color eagle head
- 1st (Math 42.6, Reading
- 2nd (Math 37.1, Reading 50)
- 3rd (Math 36.3, Reading 41.1)
- 4th (Math 31.8, Reading 32.4)
- 5th (Math 24.2, Reading 22.7)
- Average growth is 35%. K-2 to receive an Eagle Head is 40% and 3-5 is 30%

Progress Monitoring

FACTSWISE

- Addition & Subtraction
- New trackers (1 for within 10, 1 for within 20)
- Will have grade level across the bottom
- Will be color coded for time of year progression
- Parents could use an introduction video for Factswise at the beginning of the year
- How will student growth be measured



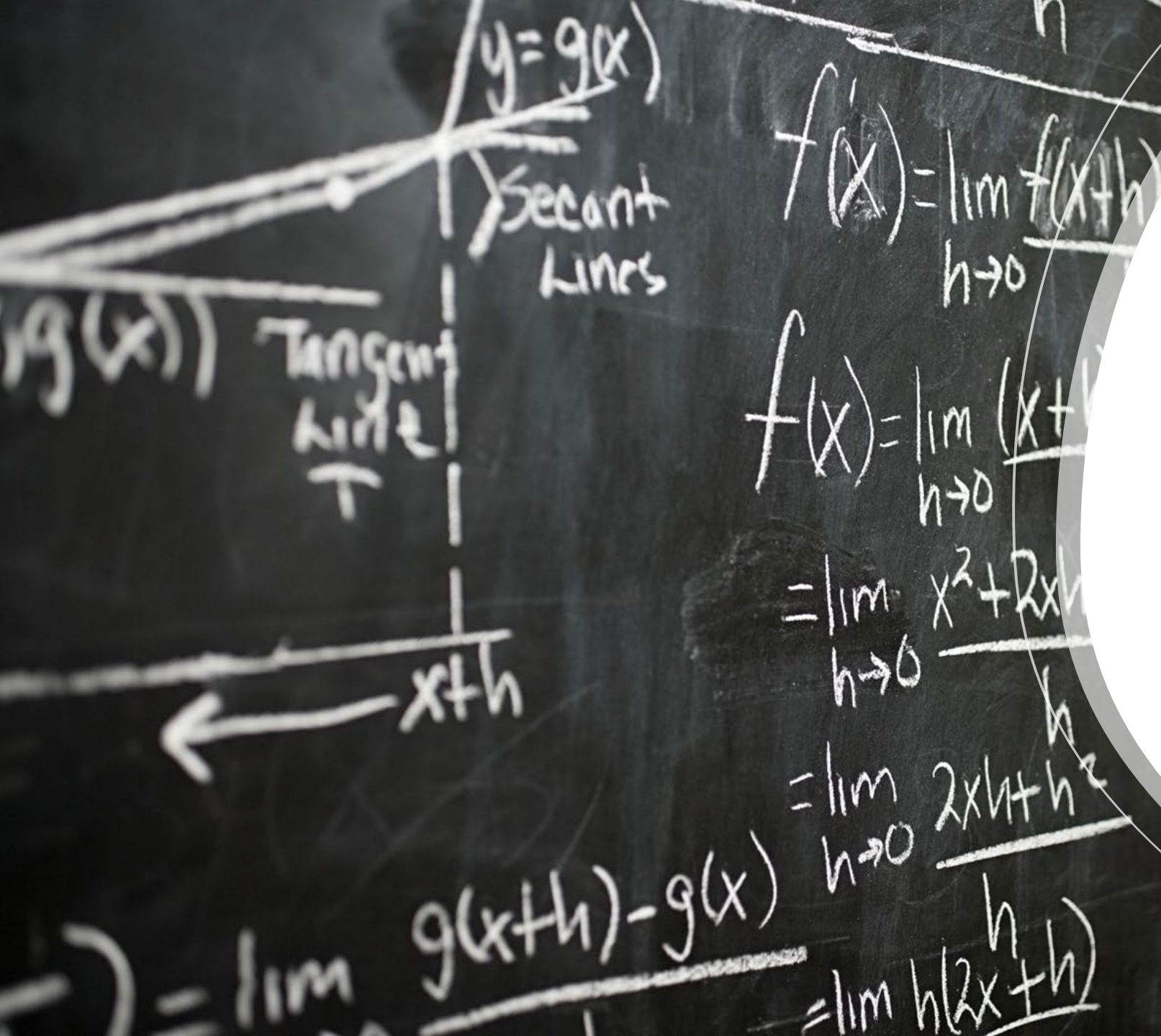
***HOW ARE YOU USING
PLC PROCESSES TO
IDENTIFY
ACHIEVEMENT GAPS
AMONG SUBGROUPS
AND CLOSE THESE
ACHIEVEMENT GAPS?***

Professional Learning Team- Collaboration

A process by which members of a team work **INTERDEPENDENTLY** to achieve a common goal, and ensure that decisions made collectively are carried out independently.

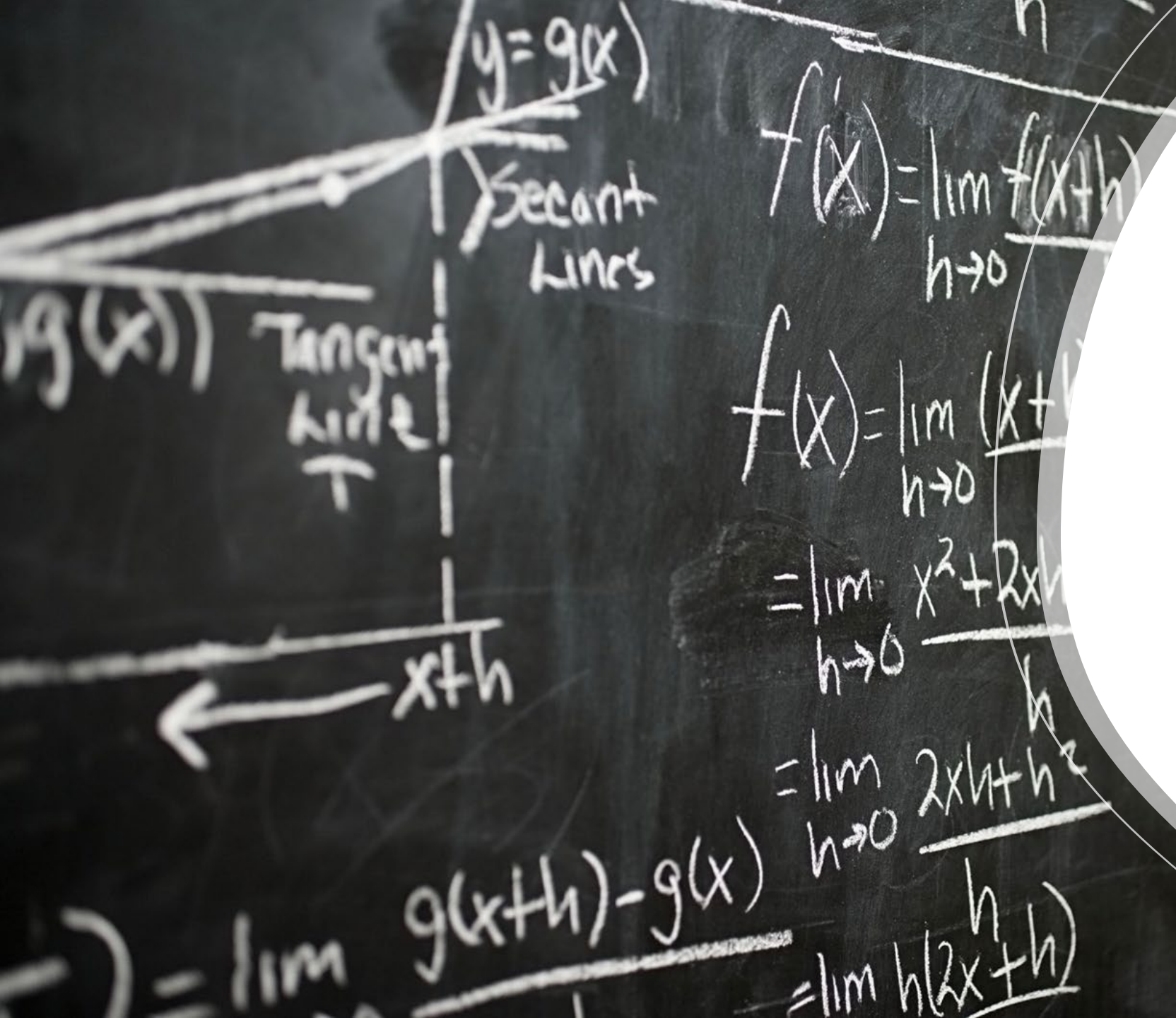
Tier 1 - Instruction

- (T1, progress monitoring (HCLI, MAPS, FW, I-Ready, etc.))
- Workshop Model-Nonnegotiable
- Small group (at least 1 per subject is mandatory) (visual schedule = required for admin observation)
- When Admin observes they must request small group schedule ahead of time
- Observations must be documented within ten minutes of small group



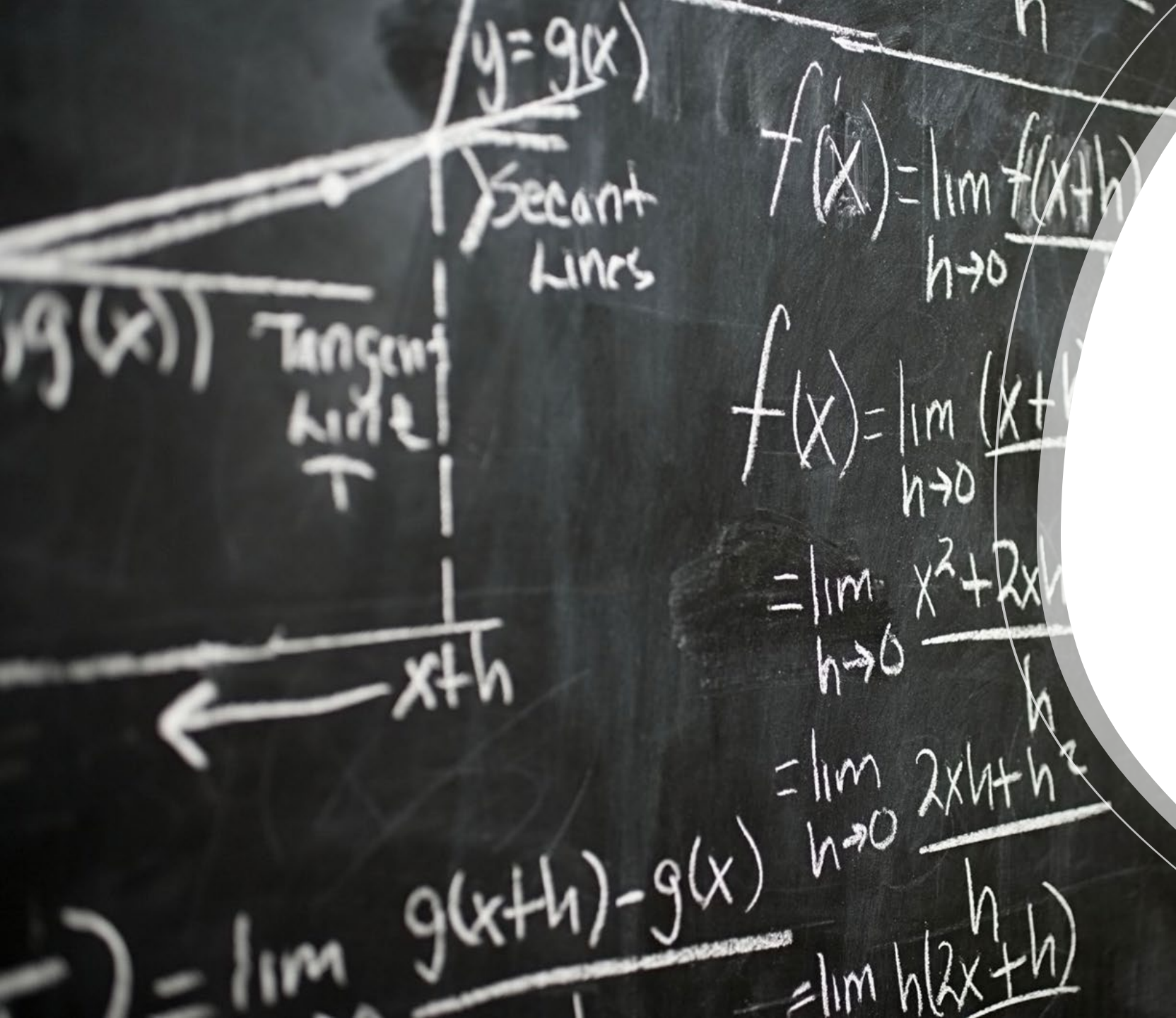
Tier 1 - Instruction

- (No more whole group I-Ready /technology without monitoring Laptops will be used as a tool not teaching
- Grade Level Small group resource bank / PL
- Teacher engagement is key.
- Teachers must stay off the phone during instruction
- Every Classroom must have a CENTER ROTATION!!



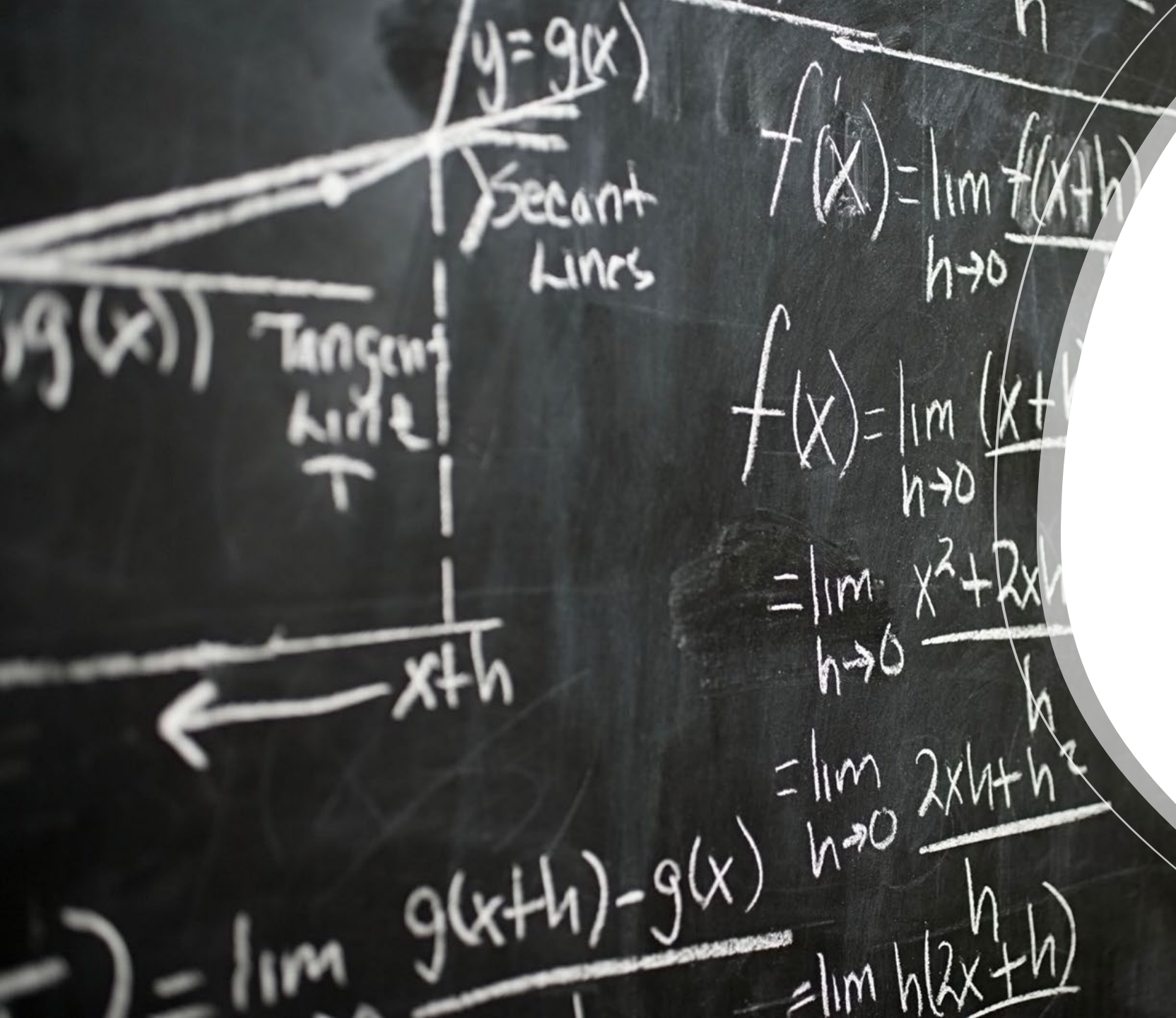
Tier 1 - Instruction

- Will have a center rotation. Grade chairs are responsible for making sure each class has a center rotation (prodigy, iReady, etc.) are developed.
- Must have a goal for every student. Manipulatives will be available for students with accommodations who will need them in every classroom.



Tier 1 - Instruction

- Keep a list of your student's accommodations on your desktop or locked drawer. You will receive PDF's of IEP's save on your desktop for quick reference.
- Every resource staff should have an area or place to work with students.



Inclusion Teacher Roles

Overall Support Role

Support Tier 2 or Tier 3 students in meetings by providing teachers with RTI interventions suggestions or materials as needed with direct collaboration with teacher.

Help with the analysis data with teachers to make instructional decision to close gaps with student's literacy and math skills that are on currently Tier 2 or Tier 3 students.

Collaborate with all administration & with specific collaboration with Dr. Moulder, Mrs. Casson (API) & Mrs. Kalmbach when considering instructional methods or interventions.

Data collection for high-risk students is determined by MAP, Iready, and HARP.

Help TO MAKE SURE grade level data is updated every 6 weeks to make sure that data is in PowerSchool until Mrs. Casson returns to the work.

Other duties assigned by administration

Roles of the PLC Representative and Roles of the BST Representative

PLC Representative	BST Representative
<ul style="list-style-type: none">• Facilitates the meeting• Make sure sign in sheets are accounted for• Redeliver intervention data• Monitor accountability of PLC Roles• Assists with Power Schools• Oversees that data is inputted before data meetings• <u>Creator & Uploader of PLT Agendas</u>	<ul style="list-style-type: none">• Oversees that agendas are prepared for each meeting• Redeliver BST information at GL Meeting• Oversees that information is updated into the Data Board• Make sure Tier 1 instruction is up to standard• <u>Creator & Uploader of Grade Level Agendas</u>

Roles of the PLC
Representative
and Roles of the
BST
Representative

Potential Jobs for Grade Level Members:

NEW PLC DOCUMENTS

Creator & Uploader of PLT Agendas **PLT LEADER**

Creator & Uploader of Grade Level Agendas **BST Leader**

Timekeeper / Squirrel Keeper

Note taker

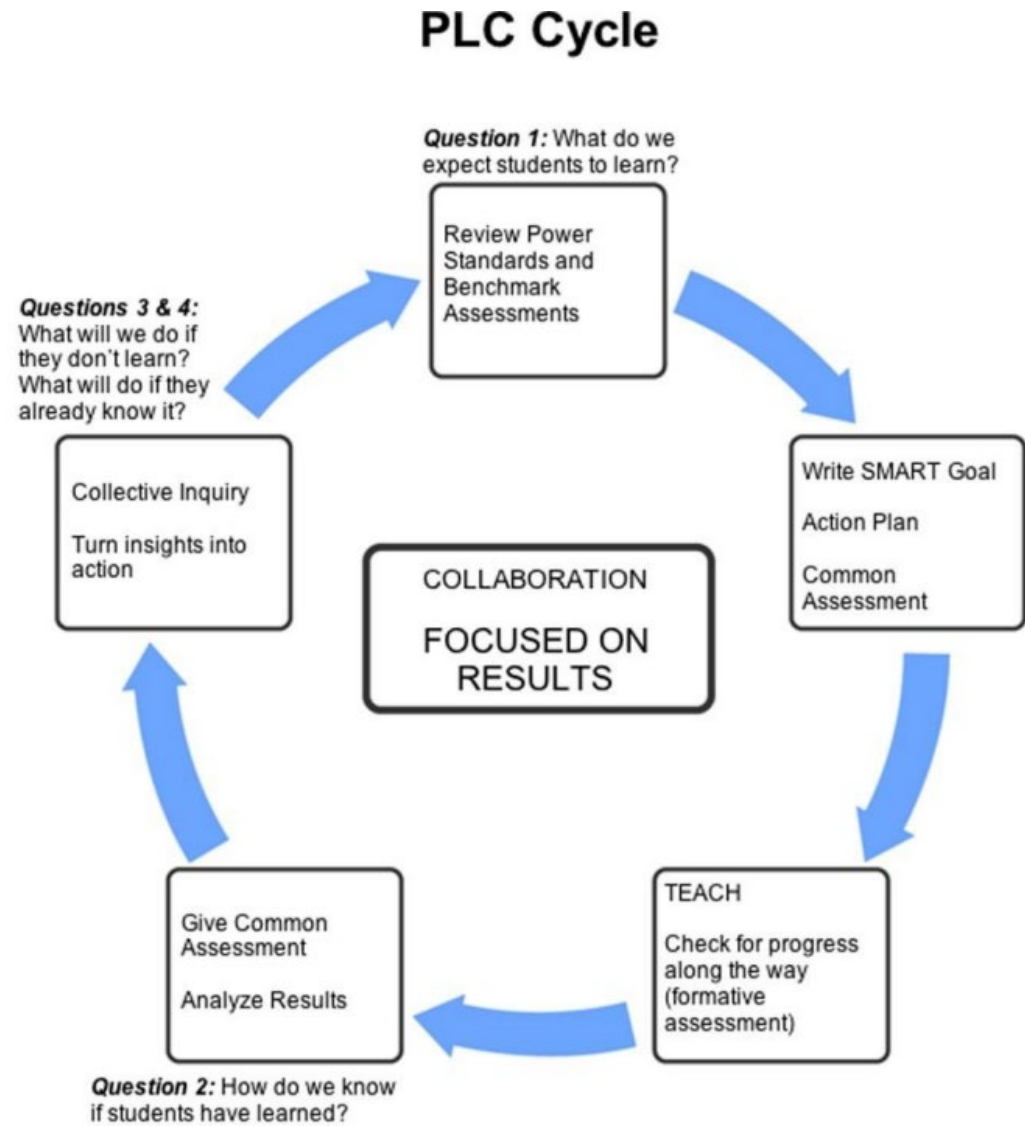
Sign-In Sheet Delivery Person (to API office)

Creator of Data Board

Tech Specialist (powerpoints for events / social media
(dojo))

Documentation Specialist (turn in sign-in sheets for
school events)

PLC Data Cycle



Understanding the PLC Team Process



***HOW ARE YOU USING
MAP SCREENER DATA
AND CFA DATA TO
DETERMINE
INSTRUCTIONAL
PRIORITIES THIS YEAR?***



Data
Dashboards

3

Metabase Dashboards

Developing a world-class data portal

	A	B	C	D	E	F	G	H	I	J
4	21-22 Eagle Springs Elementary	22-23 Eagle Springs Elementary		1	142736	High	High	High	Low	Moderate
5	21-22 Eagle Springs Elementary	22-23 Eagle Springs Elementary		1	131826	High	High	High	Low	Moderate
6	21-22 Eagle Springs Elementary	22-23 Eagle Springs Elementary		1	121432	High	High	High	Low	Moderate
7	21-22 Eagle Springs Elementary	22-23 Eagle Springs Elementary		1	131783	High	High	High	Low	Moderate
8	21-22 Eagle Springs Elementary	22-23 Eagle Springs Elementary		1	138399	High	High	High	Low	Moderate
9	21-22 Eagle Springs Elementary	22-23 Eagle Springs Elementary		1	142743	High	High	High	Low	Low
10	21-22 Eagle Springs Elementary	22-23 Eagle Springs Elementary		1	134034	High	High	High	Low	Low
11	21-22 Eagle Springs Elementary	22-23 Eagle Springs Elementary		1	137325	High	High	High	Low	Low
12	21-22 Eagle Springs Elementary	22-23 Eagle Springs Elementary		1	143742	High	High	High	Low	Low
13	21-22 Eagle Springs Elementary	22-23 Eagle Springs Elementary		1	131833	High	High	High	Low	Low
14	21-22 Eagle Springs Elementary	22-23 Eagle Springs Elementary		1	135631	Moderate	Moderate	High	Low	High
15	21-22 Eagle Springs Elementary	22-23 Eagle Springs Elementary		1	131810	Moderate	High	Moderate	Low	Moderate
16	21-22 David A Perdue Primary	22-23 Eagle Springs Elementary		1	137045	Moderate	High	Moderate	Low	Moderate
17	21-22 Eagle Springs Elementary	22-23 Eagle Springs Elementary		1	131805	Moderate	Moderate	High	Low	Moderate
18	21-22 Eagle Springs Elementary	22-23 Eagle Springs Elementary		1	136952	Moderate	Moderate	High	Low	Moderate
19	21-22 Eagle Springs Elementary	22-23 Eagle Springs Elementary		1	129010	Moderate	High	Moderate	Low	Low
20	21-22 Eagle Springs Elementary	22-23 Eagle Springs Elementary		1	135782	Moderate	Moderate	High	Low	Low
21	21-22 Eagle Springs Elementary	22-23 Eagle Springs Elementary		1	136892	Moderate	High	Moderate	Low	Low
22	21-22 Eagle Springs Elementary	22-23 Eagle Springs Elementary		1	142168	Moderate	High	Moderate	Low	Low
23	21-22 Eagle Springs Elementary	22-23 Eagle Springs Elementary		1	135854	Moderate	High	Moderate	Low	Low
24	21-22 Eagle Springs Elementary	22-23 Eagle Springs Elementary		1	137147	Moderate	High	Moderate	Low	Low
25	21-22 Eagle Springs Elementary	22-23 Eagle Springs Elementary		1	126195	Moderate	High	Moderate	Low	Low
26	21-22 Eagle Springs Elementary	22-23 Eagle Springs Elementary		1	138964	Moderate	Moderate	High	Low	Low
27	21-22 Eagle Springs Elementary	22-23 Eagle Springs Elementary		1	138843	Moderate	High	Low	Low	Moderate
28	21-22 Eagle Springs Elementary	22-23 Eagle Springs Elementary		1	136705	Moderate	Moderate	Moderate	Low	Moderate
29	21-22 Eagle Springs Elementary	22-23 Eagle Springs Elementary		1	138598	Moderate	Moderate	Moderate	Low	Moderate
30	21-22 Eagle Springs Elementary	22-23 Eagle Springs Elementary		1	141817	Moderate	Moderate	Moderate	Low	Moderate
31	21-22 Eagle Springs Elementary	22-23 Eagle Springs Elementary		1	143402	Moderate	High	Low	Low	Low
32	21-22 Eagle Springs Elementary	22-23 Eagle Springs Elementary		1	131850	Moderate	High	Low	Low	Low

4			Tier 3 Reading/Math	M/N
5			Tier 3 reading/Tier 2 math	O/P
6			Tier 3 Reading/Math	O/P
7			Tier 2 Iready	O/P
8			Tier 2 Iready	P/Q
9			None	R/S
10			ESOL	R/S
11			None	S/T
12			Tier 4	I/J
13			EIP Reading & Math	N/O
14			Tier 4, ESOL/EIP-INV-1	P/Q
15			Tier 4	H/I
16			EIP-INV	O/P
17			Tier 4	L/M
18			None	R/S
19			EIP-INV	O/P
20			None	U/V
21			ESOL	J/K
22			EIP Reading & Math	Q/R
23			EIP Reading & Math	O/P
24			EIP Reading & Math	P/Q
25			EIP Reading & Math	O/P
26			EIP Reading & Math	R/S
27			EIP Reading & Math	P/Q
28			EIP Reading & Math	R/S

A	B	N	O	P	Q	R	S	T	U
Teacher 21/22	5th grade	IREADY Spring 22, 4th Grade Year							
	Name	PA	Phonics	HFW	VOC	COM LIT	COM INFO	Lexile Range	Overall Placement
[Redacted]	[Redacted]	Tested out	Tested Out	Tested Out	Early 4	Grade 3	Grade 2		Grade 3
		Tested out	Grade 1	Tested Out	Grade 2	Grade 1	Grade 2		Grade 1
		Test out	Grade 1	Test out	Grade 1	Grade 1	Grade 1		Grade 1
		Test out	Grade 1	Test out	Grade 3	Grade 1	Grade 2		Grade 2
		Test out	Test out	Test out	Grade 2	Grade 4	Grade 3		Grade 3
		Test out	Grade 1	Test out	Grade 3	Grade 3	Grade 1		Grade 3
		Test out	Test out	Test out	Grade 3	Early 4	Grade 3		Grade 3
		Test out	Grade K	Grade 2	Grade 1	Grade 1	Grade 1		Grade 1
		Test out	Grade 1	Test out	Grade 1	Grade 1	Grade 1		Grade 1
[Redacted]	[Redacted]	Test out	Grade 1	Test out	Grade 3	Grade 2	Grade 1		Grade 2
		Test out	Grade 1	Test out	Grade 1	Grade 1	Grade 1		Grade 1
		Test out	Maz Score	Test out	Grade 3	Grade 2	Grade 2		Grade 3
		Test out	Test out	Test out	Grade 3	Grade 3	Grade 3		Grade 3
		Test Out	Test Out	Test Out	Grade 3	Mid 4	Grade 3		Grade 3
		Test Out	Grade 1	Test out	Grade K	Grade K	Grade K		Grade K
[Redacted]	[Redacted]	Test Out	Grade 1	Test out	Grade 3	Grade 2	Grade 2		Grade 2
		Test Out	Grade 1	Test out	Grade 1	Grade 1	Grade 1		Grade 1
		Test Out	Grade 2	Test out	Grade 2	Grade 2	Grade 1		Grade 2
		Test Out	Grade 1	Test out	Grade 2	Grade 3	Grade 3		Grade 3
		Test Out	Grade K	Test out	Grade 2	Grade 3	Grade 2		Grade 2
		Test Out	Test out	Test out	Grade 3	Grade 3	Grade 3		Grade 3
		Test Out	Test out	Test out	Grade 3	Grade 3	Grade 3		Grade 3

	A	B	AX	AY	AZ	BA	BB	BC	BD	BE	BF	BG	BH	BI
1	Teacher 21/22	5th grade	MAPS Spring 22 End of 4th						MAPS Fall 22 Beginning 5th					
2		Name	Mean Score	RIT	Lexile	Literature	Vocabulary	Informational text	Mean Score	RIT	Lexile	Literature	Vocabulary	
3														
4			204	166	BR65L-85L	165	170	164	204					
5			204	172	50L-200L	171	170	173	204					
6			204	184	280L-430L	181	189	182	204					
7			204	188	360L-510L	185	193	186	204					
8			204	196	515L-665L	193	196	199	204					
9			204	197	530L-680L	195	198	198	204					
10			204	197	530L-680L	197	203	190	204					
11			204	198	550L-700L	208	200	187	204					
12			204	175	110L-260L	169	174	183	204					
13			204	188	360L-510L	188	190	185	204					
14			204	191	415L-565L	196	185	192	204					
15			204	194	475L-625L	188	191	203	204					
16			204	194	475L-625L	202	191	191	204					
17			204	195	495L-645L	200	191	192	204					
18			204	198	550L-700L	205	205	185	204					
19			204	199	570L-720L	203	203	191	204					
20			204	200	590L-740L	195	201	206	204					
21			204	152	BR335L-BR185L	162	143	156	204					
22			204	181	225L-375L	182	179	181	204					
23			204	182	245L-395L	178	189	179	204					
24			204	188	360L-510L	183	197	184	204					
25			204	188	360L-510L	192	187	195	204					
26			204	189	380L-530L	188	203	180	204					
27			204	190	395L-545L	188	203	180	204					
28			204	191	415L-565L	192	197	184	204					
29			204	192	435L-585L	203	192	183	204					
30			204	192	435L-585L	197	197	184	204					
31			204	193	455L-605L	195	195	189	204					
32			204	195	495L-645L	189	193	201	204					
33			204	199	570L-720L	204	203	191	204					
34			204	200	590L-740L	206	203	192	204					
35			204	204	665L-815L	201	205	205	204					

TIER 2 FORM

ONLY FOR
CURRENT TIER 2, 3, OR ANY
STUDETS YOU ARE
CONCERNED ABOUT!!

Teacher Name Grade Level		
Student Name	Concern/Observation/Data/ Already on Tier 2/Date:	Plan
Student Name	Concern/Observation/Data/ Already on Tier 2/ Date:	Plan



***DESCRIBE PLANS FOR
ADULT LEARNING THAT
WILL IMPROVE THEIR
CAPACITY TO
INCREASE STUDENT
LEARNING.***

A school becomes a Professional Learning Community when educators engage in an ongoing process whereby educators collaborate, in recurring cycles of collective inquiry, continuously asking themselves “why are students learning and not learning and what are we going to do about it?” Educators then collectively take action because the goal is to ensure all students learn at high levels.

Leadership Team created Breakout Sessions to address specific Grade-Level Needs!

8:00-8:20	Introductory Faculty Meeting: “Breakfast on your own”																				
8:25-11:50 AM	Break – Out Sessions																				
FACTWISE: MRS. GANN/DUNSON RM: TBD	<table border="1"> <tr> <th>Key</th> <td>Factwise with Gann</td> <td>Instructional Resources with Rigdon</td> <td>PLC Procedures with Nash</td> <td>Sped Procedures with Carter</td> <td>Intervention Procedures with Kalmbach</td> <td>Media Center with Rozeboom</td> </tr> <tr> <th>Room Number</th> <td>TBD</td> <td>TBD</td> <td>TBD</td> <td>TBD</td> <td>TBD</td> <td>TBD</td> </tr> </table>							Key	Factwise with Gann	Instructional Resources with Rigdon	PLC Procedures with Nash	Sped Procedures with Carter	Intervention Procedures with Kalmbach	Media Center with Rozeboom	Room Number	TBD	TBD	TBD	TBD	TBD	TBD
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Room Number	TBD	TBD	TBD	TBD	TBD	TBD															
INSTRUCTIONAL RESOURCES: MRS. RIGDON RM : TBD	<table border="1"> <tr> <th></th> <td>8:25 -8:55</td> <td>9:00 – 9:30</td> <td>9:35 – 10:05</td> <td>10:10 – 10:40</td> <td>10:45 – 11:15</td> <td>11:20 – 11:50</td> </tr> <tr> <th>Kinder/PK</th> <td>Factwise with Gann</td> <td>Instructional Resources with Rigdon</td> <td>PLC Procedures with Nash</td> <td>Sped Procedures with Carter</td> <td>Intervention Procedures with Kalmbach</td> <td>Media Center with Rozeboom</td> </tr> </table>								8:25 -8:55	9:00 – 9:30	9:35 – 10:05	10:10 – 10:40	10:45 – 11:15	11:20 – 11:50	Kinder/PK	Factwise with Gann	Instructional Resources with Rigdon	PLC Procedures with Nash	Sped Procedures with Carter	Intervention Procedures with Kalmbach	Media Center with Rozeboom
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PLC PROCEDURES: MRS. NASH RM : TBD	<table border="1"> <tr> <th>1st</th> <td>Instructional Resources with Rigdon</td> <td>PLC Procedures with Nash</td> <td>Sped Procedures with Carter</td> <td>Intervention Procedures with Kalmbach</td> <td>Media Center with Rozeboom</td> <td>Factwise with Gann</td> </tr> </table>							1 st	Instructional Resources with Rigdon	PLC Procedures with Nash	Sped Procedures with Carter	Intervention Procedures with Kalmbach	Media Center with Rozeboom	Factwise with Gann							
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SPED PROCEDURES: MRS. CARTER RM : TBD	<table border="1"> <tr> <th>2nd</th> <td>PLC Procedures with Nash</td> <td>Sped Procedures with Carter</td> <td>Intervention Procedures with Kalmbach</td> <td>Media Center with Rozeboom</td> <td>Factwise with Gann</td> <td>Instructional Resources with Rigdon</td> </tr> </table>							2 nd	PLC Procedures with Nash	Sped Procedures with Carter	Intervention Procedures with Kalmbach	Media Center with Rozeboom	Factwise with Gann	Instructional Resources with Rigdon							
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INTERVENTION PROCUDRES: MRS. KALMBACH RM : TBD	<table border="1"> <tr> <th>3rd & MI</th> <td>Sped Procedures with Carter</td> <td>Intervention Procedures with Kalmbach</td> <td>Media Center with Rozeboom</td> <td>Factwise with Gann</td> <td>Instructional Resources with Rigdon</td> <td>PLC Procedures with Nash</td> </tr> </table>							3 rd & MI	Sped Procedures with Carter	Intervention Procedures with Kalmbach	Media Center with Rozeboom	Factwise with Gann	Instructional Resources with Rigdon	PLC Procedures with Nash							
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MEDIA CENTER PROCEDURES: BETH ROZEBOOM RM : TBD	<table border="1"> <tr> <th>4th</th> <td>Intervention Procedures with Kalmbach</td> <td>Media Center with Rozeboom</td> <td>Factwise with Gann</td> <td>Instructional Resources with Rigdon</td> <td>PLC Procedures with Nash</td> <td>Sped Procedures with Carter</td> </tr> <tr> <th>5th</th> <td>Media Center with Rozeboom</td> <td>Factwise with Gann</td> <td>Instructional Resources with Rigdon</td> <td>PLC Procedures with Nash</td> <td>Sped Procedures with Carter</td> <td>Intervention Procedures with Kalmbach</td> </tr> </table>							4 th	Intervention Procedures with Kalmbach	Media Center with Rozeboom	Factwise with Gann	Instructional Resources with Rigdon	PLC Procedures with Nash	Sped Procedures with Carter	5 th	Media Center with Rozeboom	Factwise with Gann	Instructional Resources with Rigdon	PLC Procedures with Nash	Sped Procedures with Carter	Intervention Procedures with Kalmbach
4 th	Intervention Procedures with Kalmbach	Media Center with Rozeboom	Factwise with Gann	Instructional Resources with Rigdon	PLC Procedures with Nash	Sped Procedures with Carter															
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	12:00-1:00PM -New Teacher/Mentor Luncheon --(PLC Room-Room 301) - WASHINGTON																				



TIME
&
MONEY

PLC PRE-PLANNING BREAKOUT 22-23

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PLC PRE-PLANNING SPED BREAKOUT 22-23

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PLC PRE-PLANNING INTERVENTION BREAKOUT 22-23

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PLC PRE-PLANNING FACTSWISE BREAKOUT 22-23

[CLICK ON IMAGE FOR VIDEO PRESENTATION](#)



Interventions Supplementation

- **Make sure you have implemented the original intervention or strategy with fidelity for a sufficient length of time before beginning a new strategy.**
- **Choose a research-based strategy or intervention.**
- **Bring the chosen strategy or intervention to administrators for approval.**
- **Be prepared to explain to administrators where you found the intervention or strategy and why you chose the strategy to help the student.**

Collective Commitments



Eagle Springs ELEMENTARY SCHOOL

3591 Hwy 41, North, Byron, GA 31008
478.953.0450 fax 478.953.0444

OUR MISSION

Is to encourage, guide and support all students to reach their highest potential.

OUR VISION

Is to develop confident and compassionate individuals who are contributing world citizens.

Dr. Jeff Washington, Principal
Kristen Brooks, AP of Discipline

Ashley Casson, AP of Instruction
Baylor Zuniga, Counselor

Collective Efficacy Commitments:

I will commit to the agenda and completing given task in the manner assigned by the Admin or PLT Leader.

I will commit to having a positive and collaborative attitude when communicating with students, parents, and colleagues.

I will commit to collaborating with colleagues for every subject area. even subjects I do not teach: ALL MEANS ALL

I will commit to collaborating with colleagues regarding assessments.

I will commit to having a positive attitude, show professionalism and demonstrate a mindset that is result oriented and student oriented.

I will commit to serving students academically, personally, and respectfully.

I will commit to collaborating with our Professional Learning Team including general education and specialist to best meet the needs of the student.

I will commit to having an open mind about facilitating the growth of our student's education; even if it means working beyond the school day hours.

PLC PRE-PLANNING REDELIVERY 22-23

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