



**PLC PRACTICES SURVEY SUMMARY
REPORT
2017**

OVERVIEW:

In the Fall of 2013 the Professional Learning Community (PLC) model was introduced to the Carlisle K-12 staff. What is a PLC? A school or district is a PLC when the entire staff engages in ongoing, collaborative process of collective inquiry and action research to achieve better results for their students. All K-12 teachers were organized into collaborative teams by grade level and/or content. The Carlisle PLC model guides the work of collaborative teams by five guiding questions:

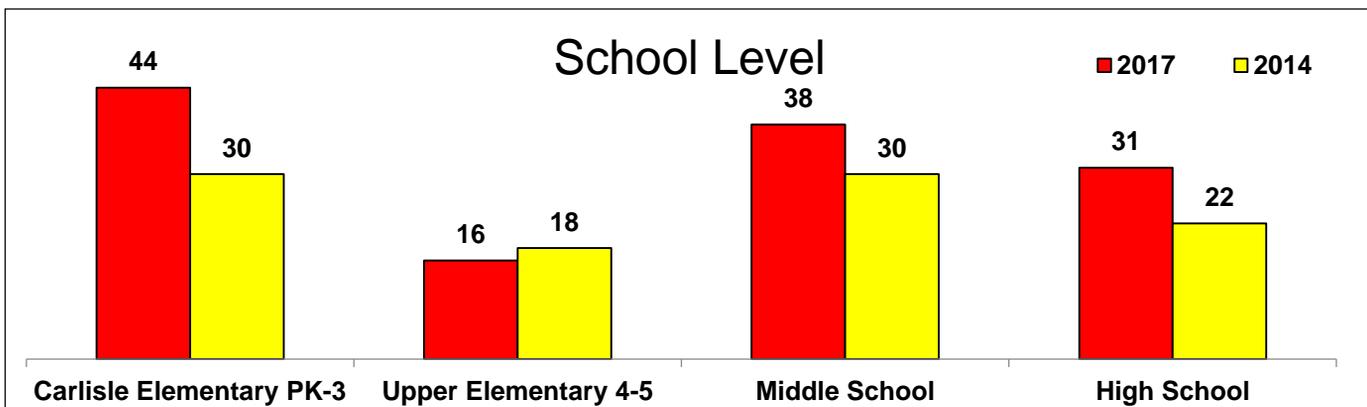
- 1) *What do we want students to learn?*
- 2) *How will we teach it?*
- 3) *How will we know they have learned it?*
- 4) *How will we respond when they don't?*
- 5) *How will we extend and enrich the learning for all students?*

THE CARLISLE PLC MODEL NON-NEGOTIABLES ARE:

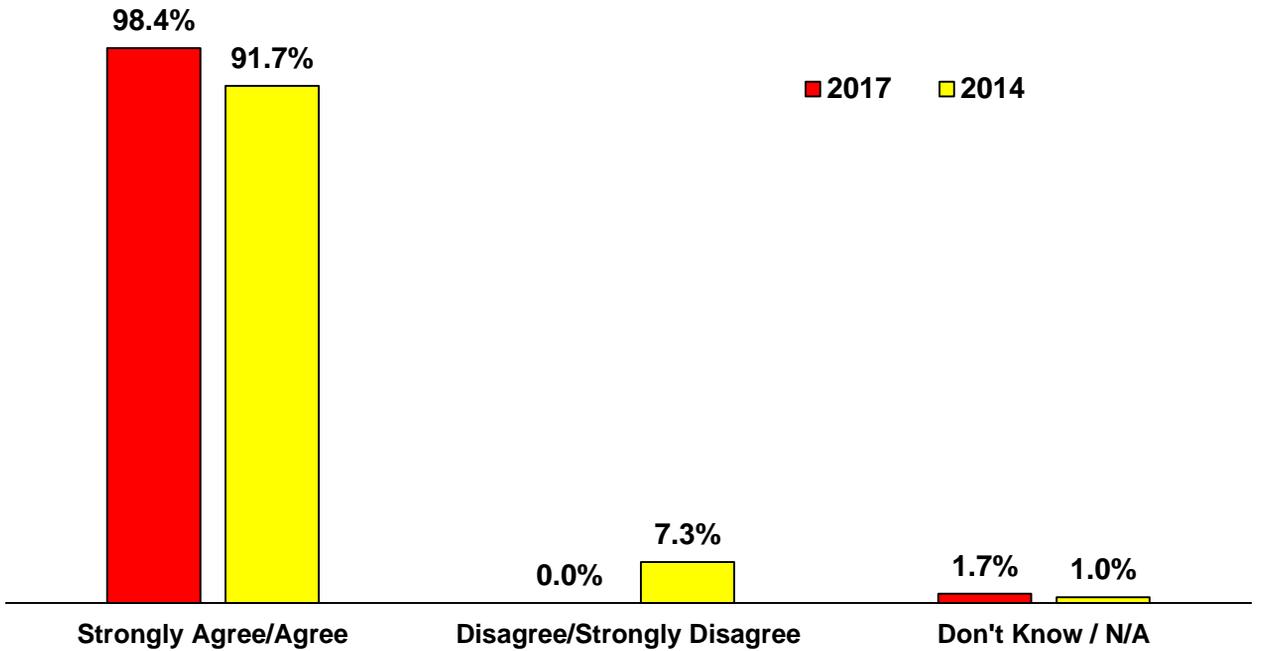
- Educators work in collaborative teams and take collective responsibility for student learning rather than working in isolation
- Collaborative teams implement a guaranteed & viable curriculum, unit by unit
- Collaborative teams monitor student learning through on-going assessment process that includes frequent, team-developed common formative assessments
- Educators use the results of common assessments to:
 - Improve individual practice
 - Intervene/enrich on behalf of students
 - Build the team's capacity to achieve its goals
- The school provides a systematic process for intervention and enrichment

SURVEY EXECUTIVE SUMMARY:

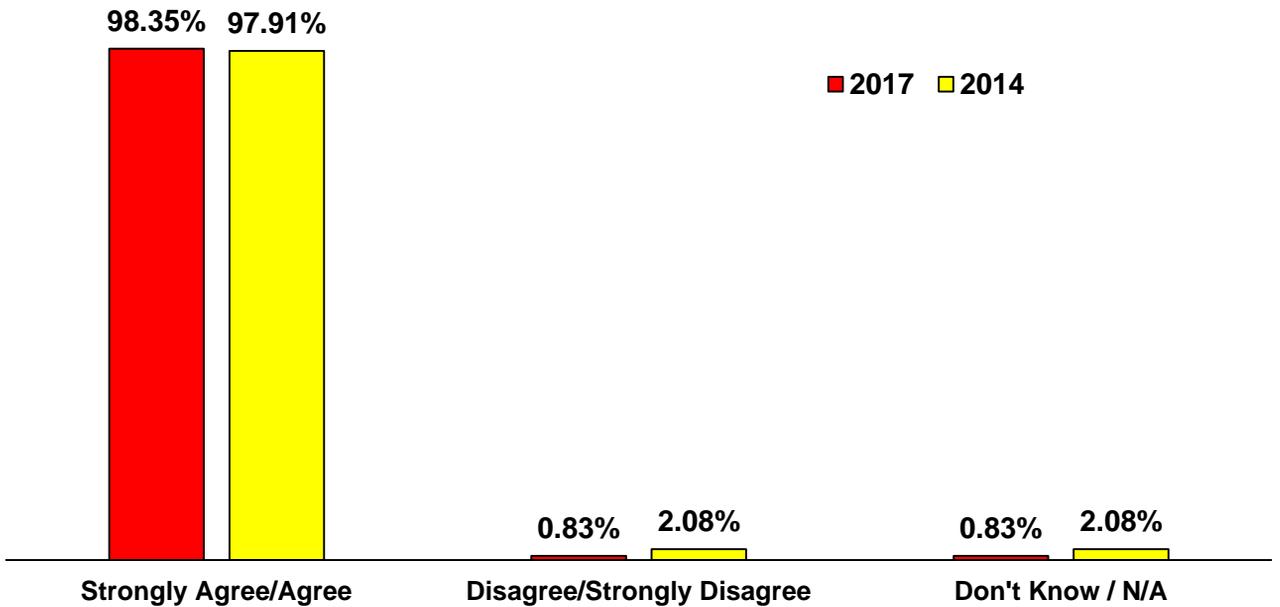
In the Fall of 2014, a PLC Practices survey was administered to staff on their understanding and use of practices that are characteristics of a PLC. Survey results were used to help develop professional development, protocols and structures for the district. The same survey was administered in the Fall of 2017 to identify strengths and growth areas for the district in our PLC process. The 2017 survey was completed by approximately 70% of Carlisle staff.



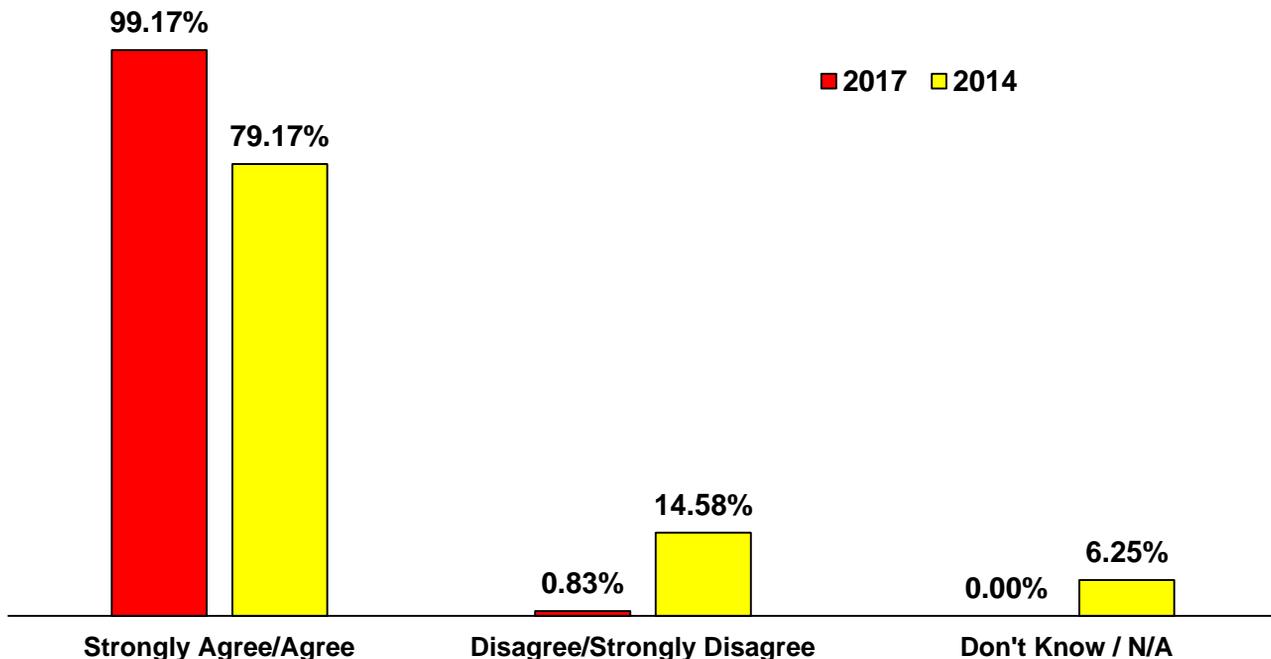
I have a good understanding of Professional Learning Communities



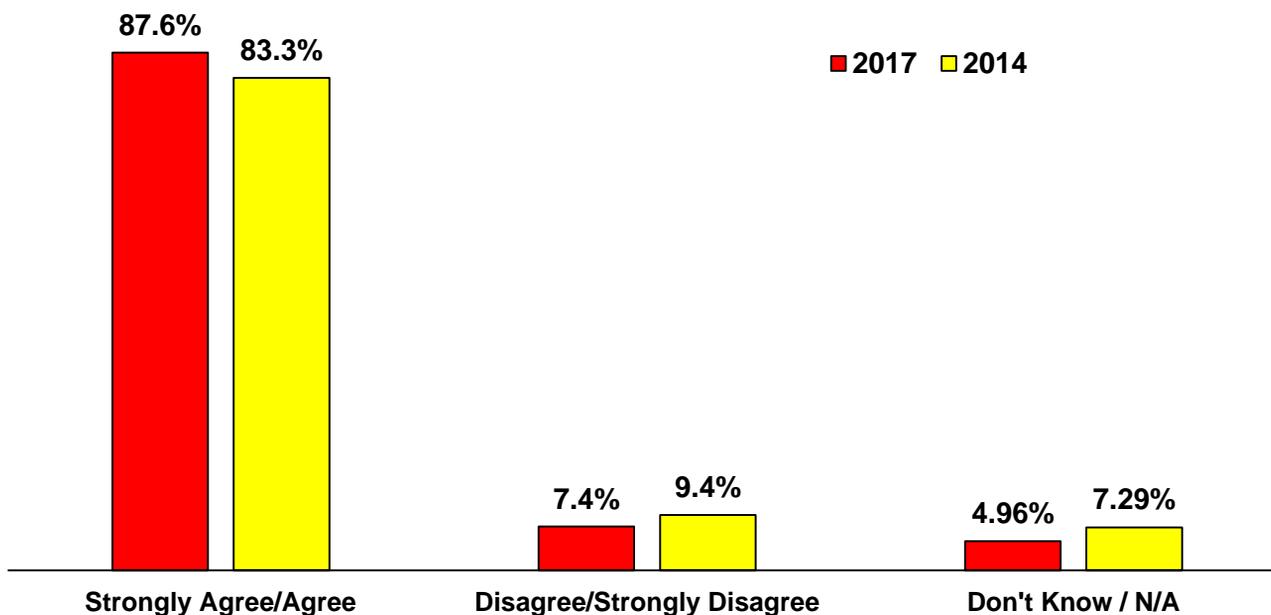
The mission of high levels of learning for all students has been clearly articulated by the district and my building



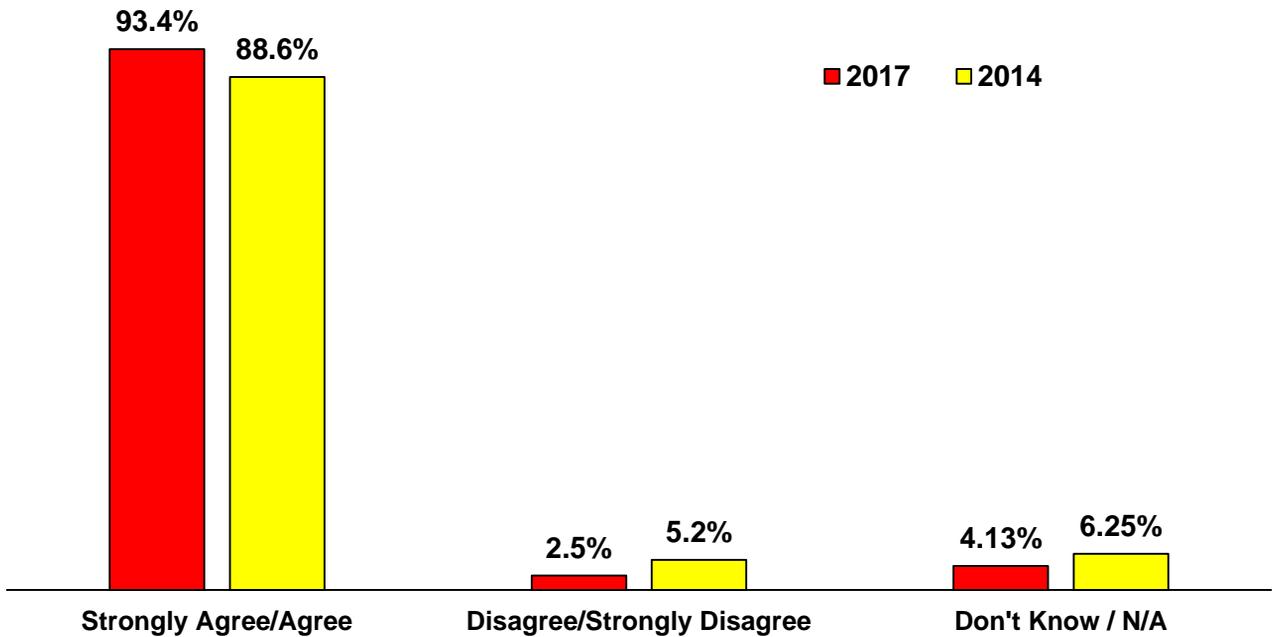
I believe the learning mission has become embedded in the district's culture



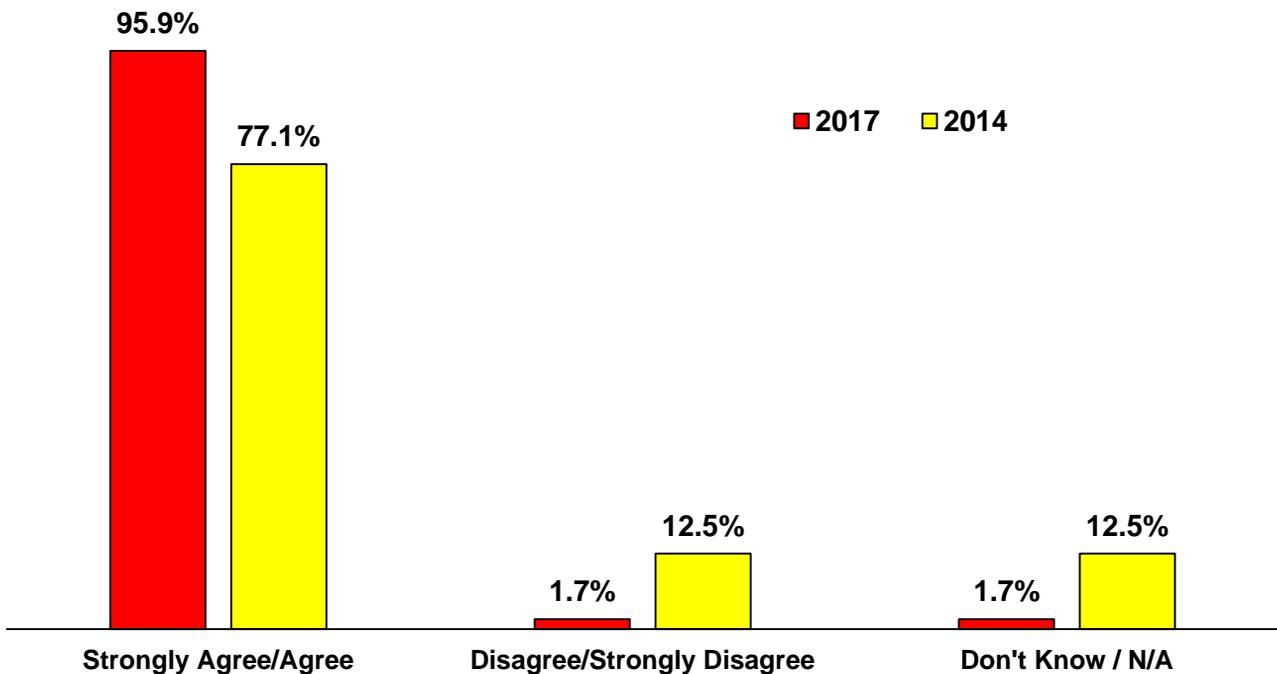
The staff has collaboratively developed a vision statement that explicitly describes the school we seek to become



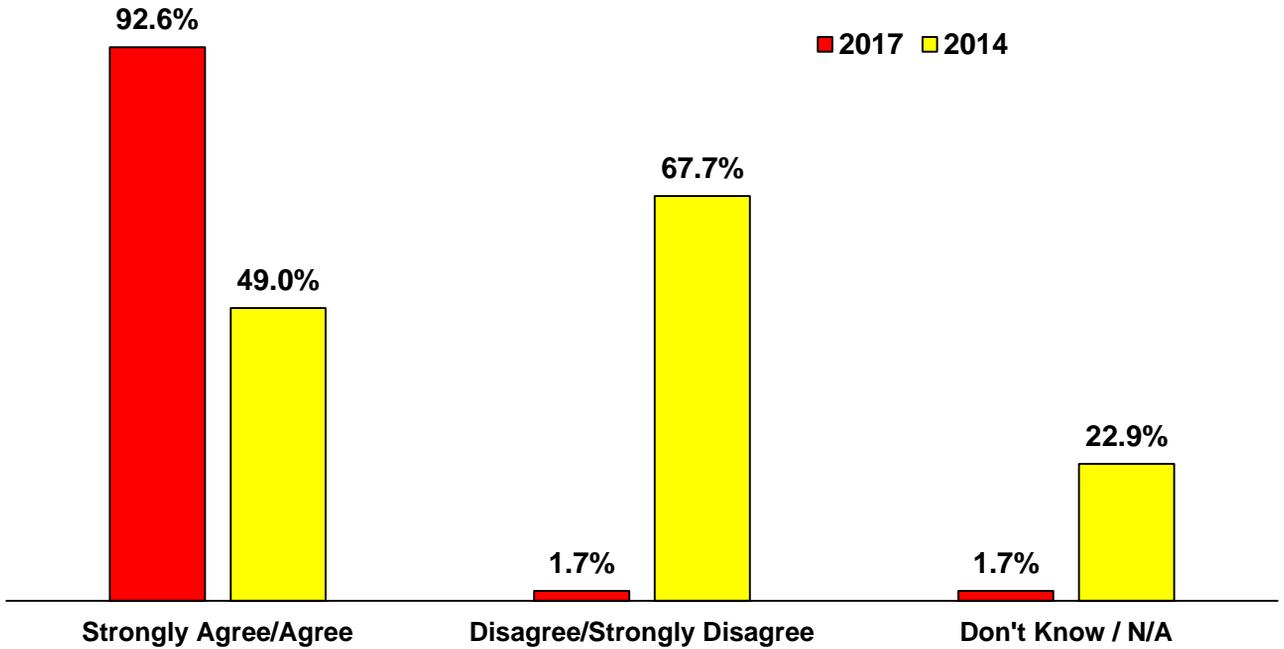
The vision statement is explicit and detailed



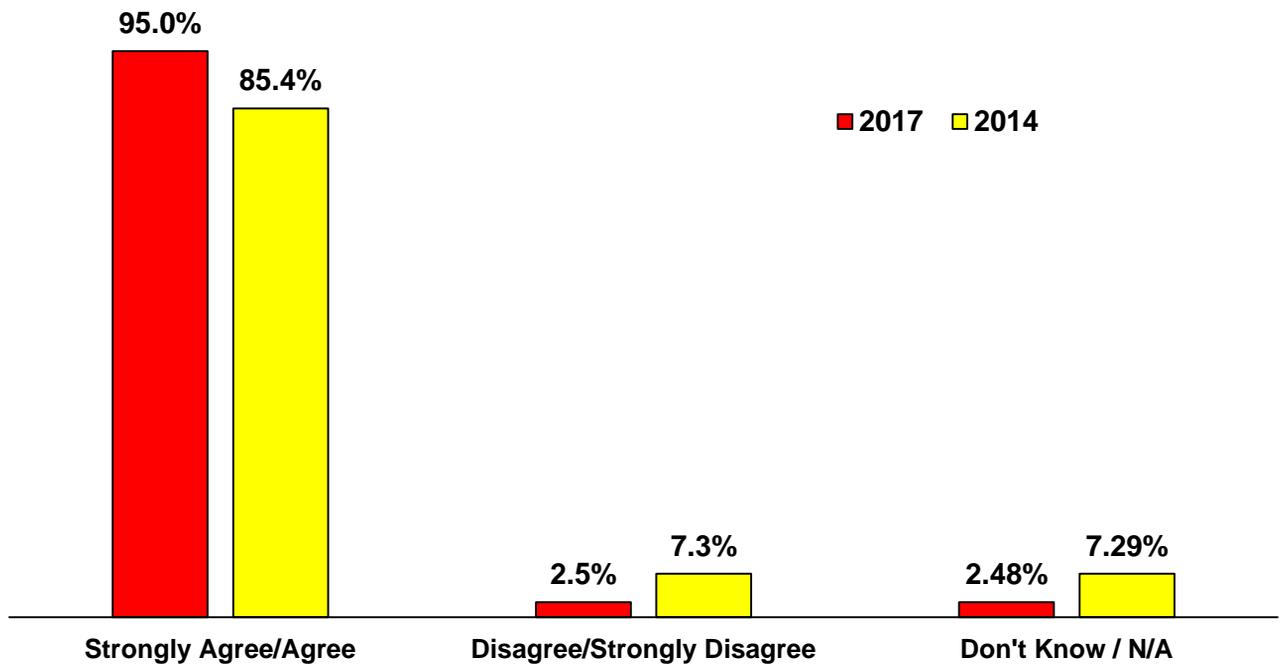
High-priority goals have been collaboratively identified



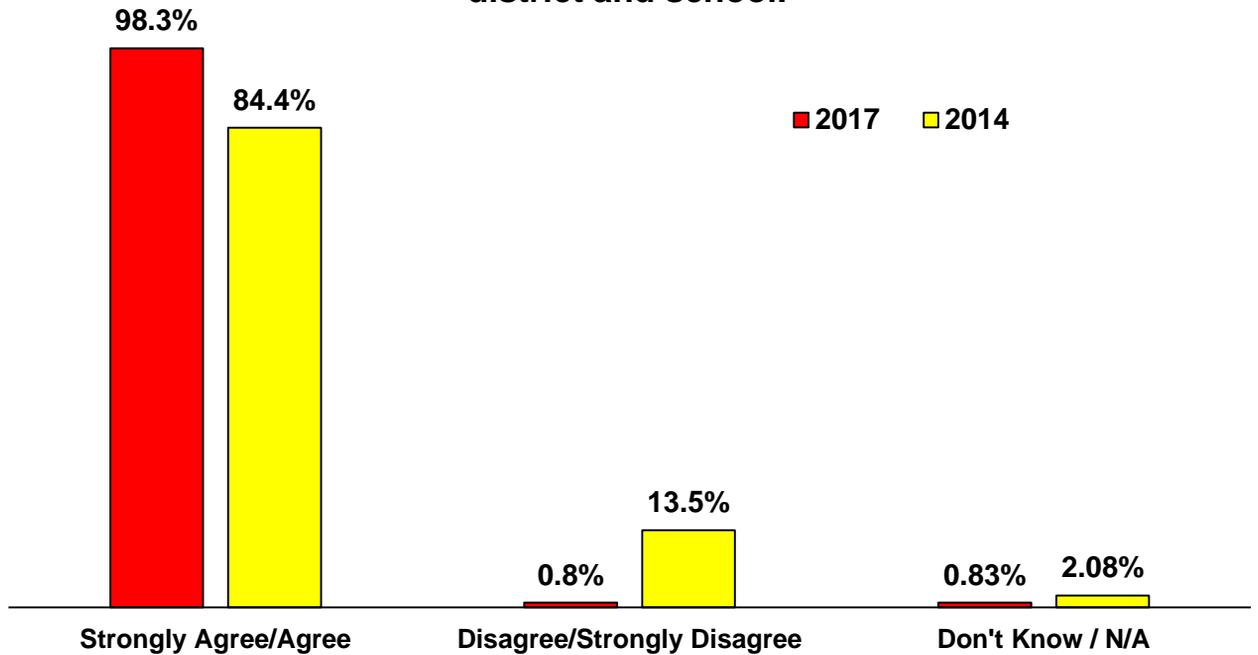
There is a plan for monitoring the goals



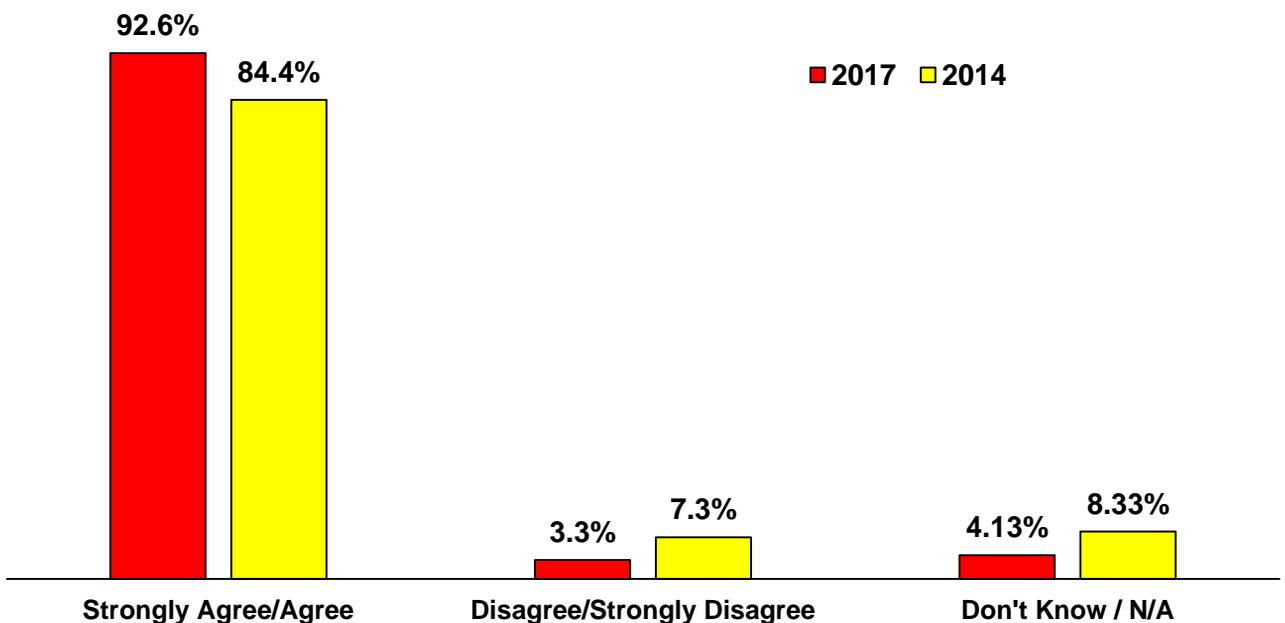
Decisions are made based on their impact on learning.



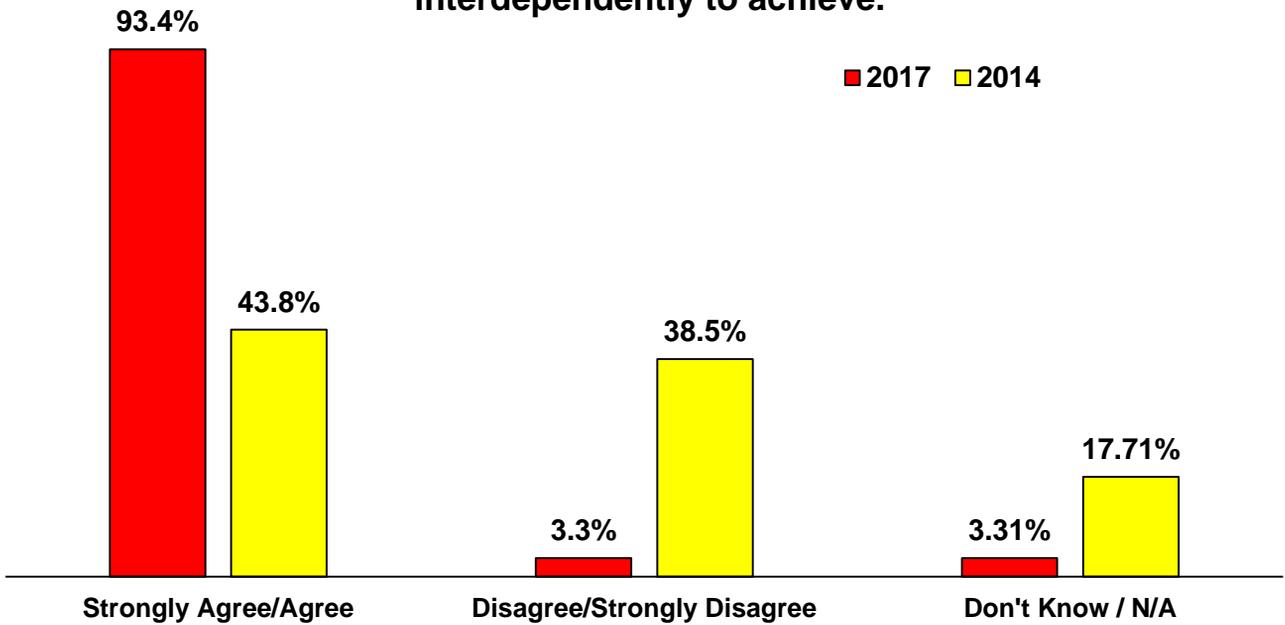
Collaboration is embedded into the routine practices of the district and school.



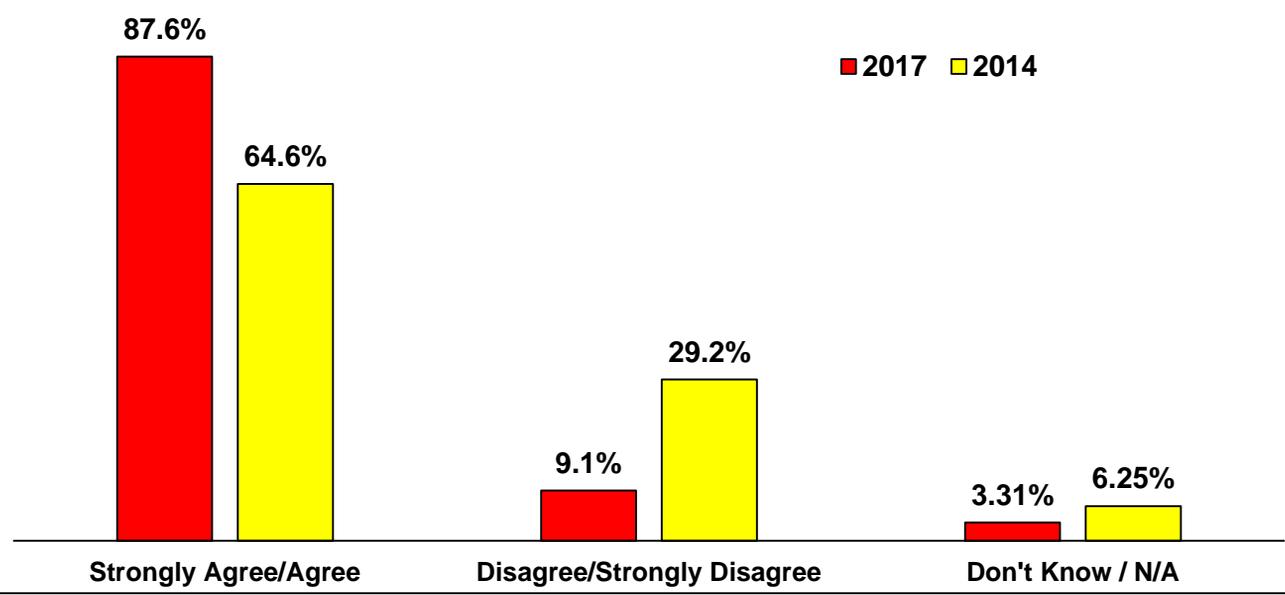
Collaborative teams have identified team norms and protocols to guide their work.



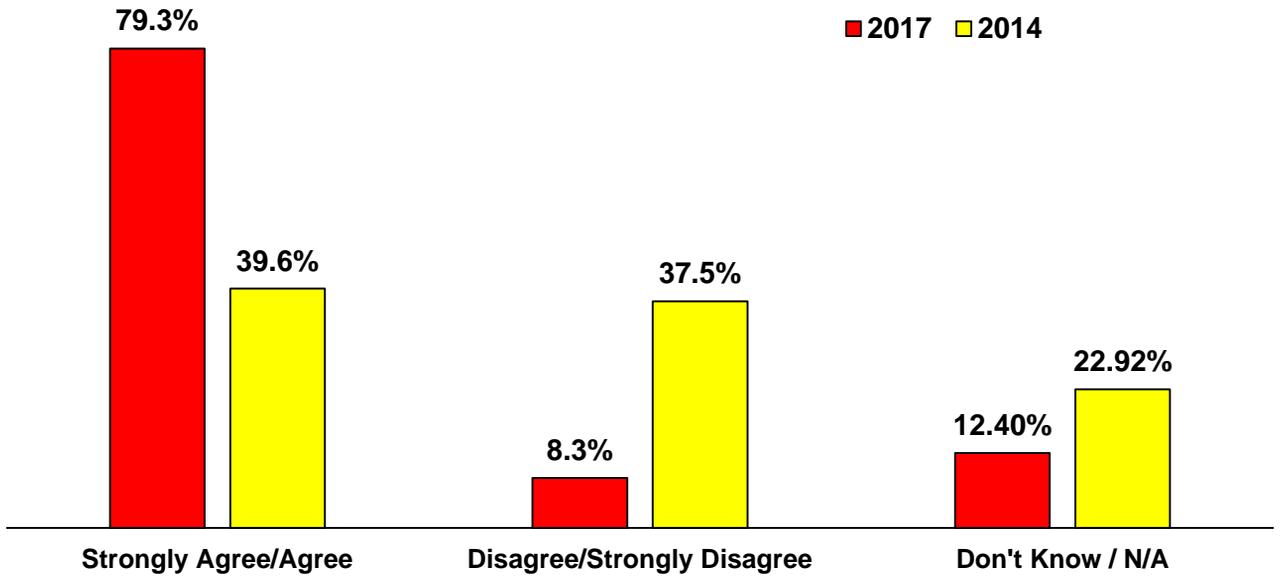
We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.



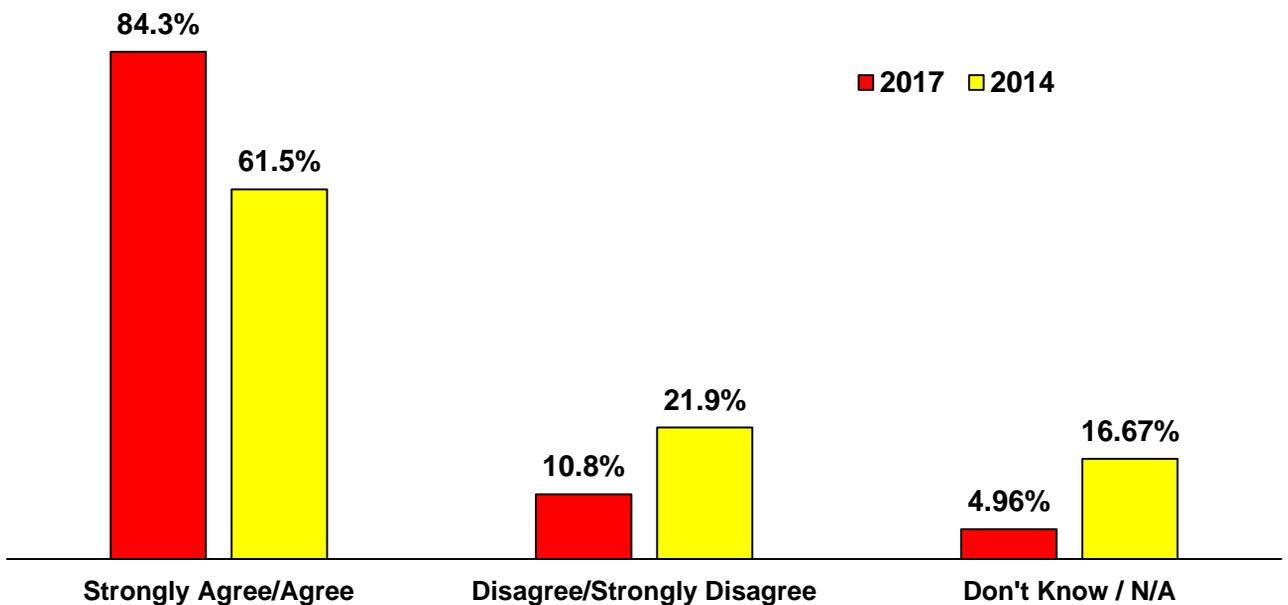
Teams engage in an ongoing search for best instructional practices through collaborative research and dialogue, analyzing student work and learning from peers.



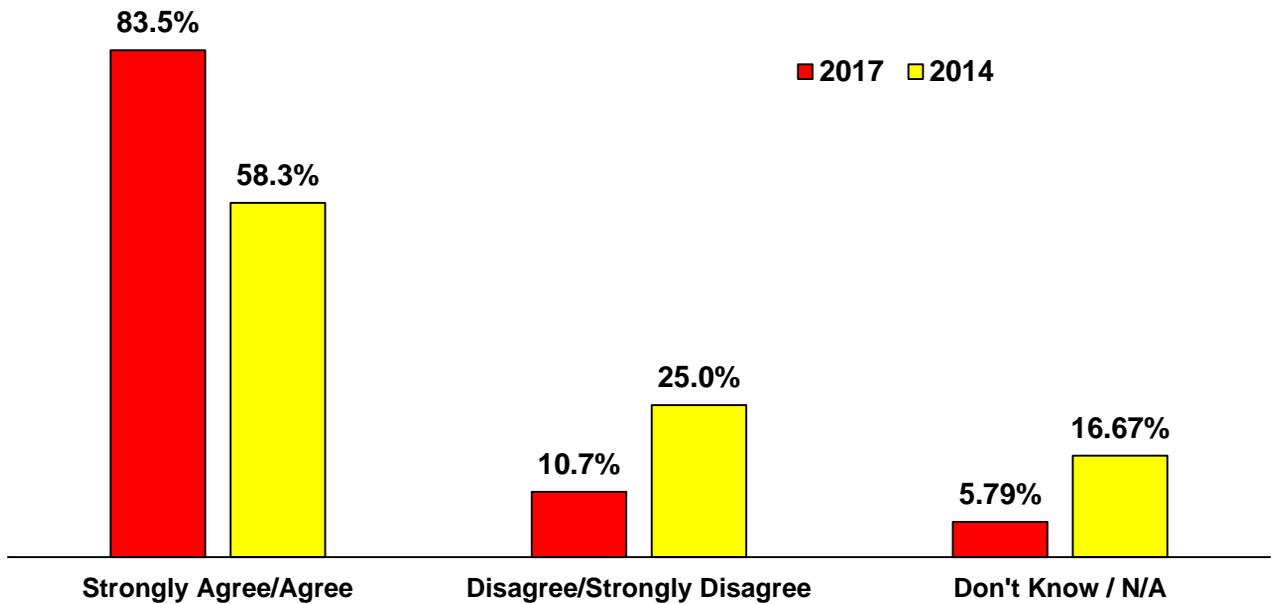
Teams have agreed on the criteria used in judging the quality of student work related to the learning of each content area.



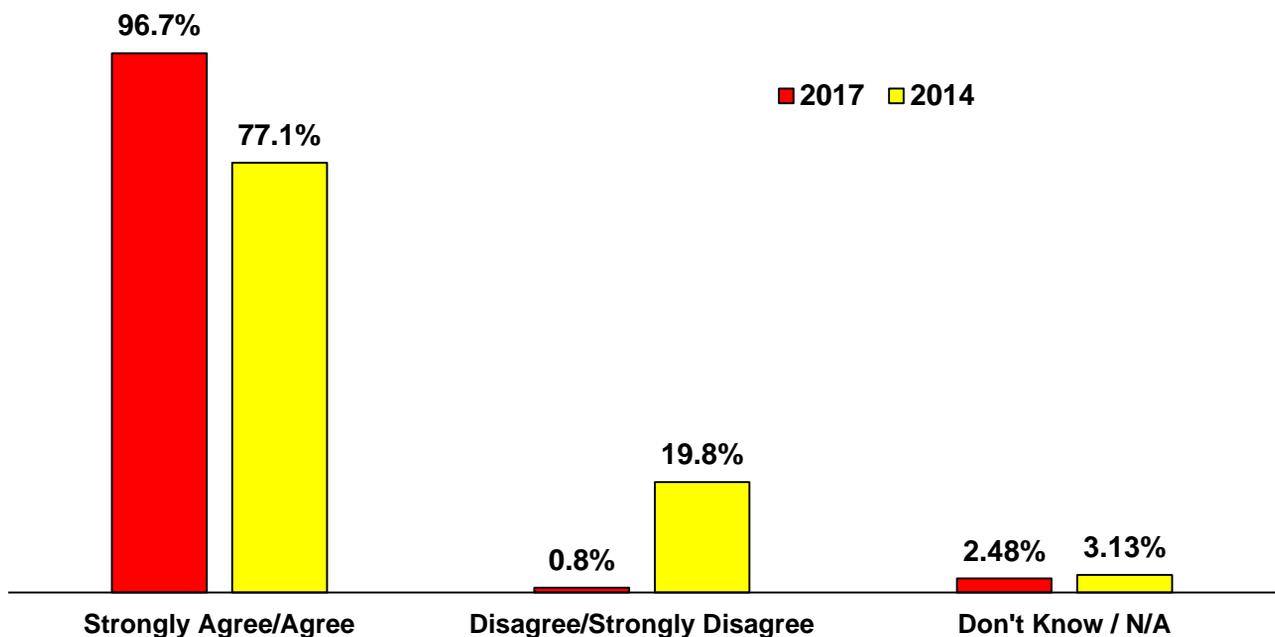
The plan to provide students additional time and support is a systemic, schoolwide plan that does not rely on the discretion of individual teachers.



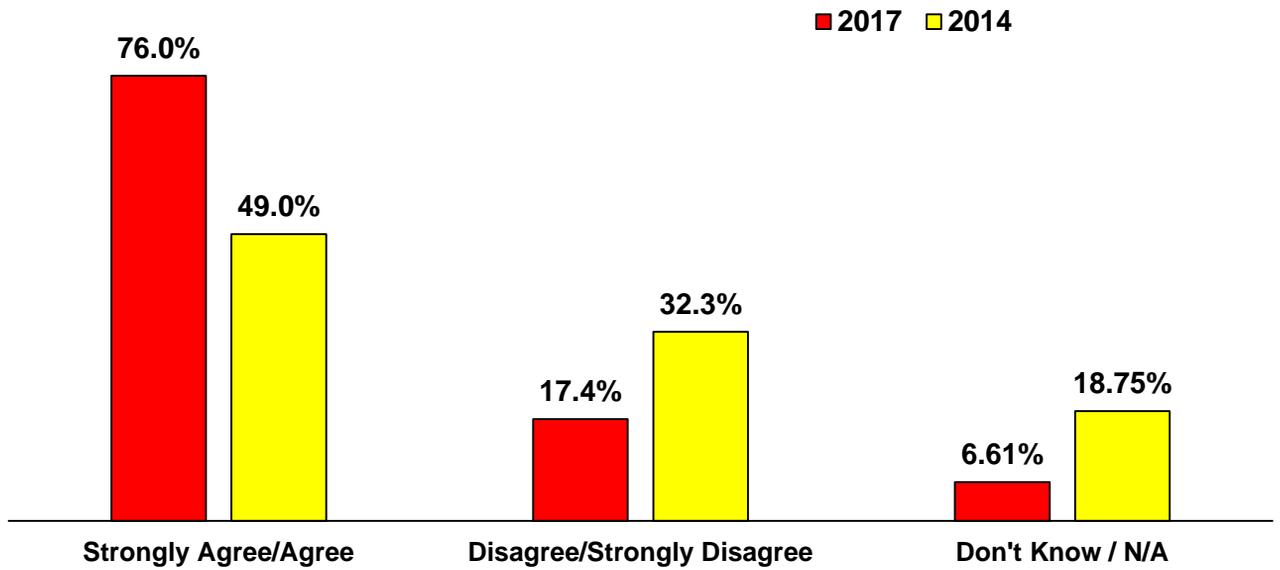
Student learning data as well as student work are analyzed to identify professional development needs.



Grade-level and department teams take collective responsibility for the learning of all students.



There is frequent and public recognition for improvement in student learning.



Professional Learning Survey

An additional section was added to the survey to get feedback on the district's professional learning impact.

Thinking back on the professional learning activities at both the district and building levels you have engaged in over the past school year or years, please rank the following items:

	Stongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
Professional learning activities support the mission, vision and goals of the district	51.67%	46.67%	0.00%	0.00%	1.67%
Professional learning activities improved my knowledge of curriculum content standards	40.83%	44.17%	8.33%	0.83%	5.83%
Professional learning activities increased my effectiveness with my students	46.67%	46.67%	3.33%	0.83%	2.50%
Professional learning activities increased my understanding of my students' learning	37.50%	55.83%	3.33%	0.00%	3.33%
Professional learning activities increased the effectiveness of my collaborative team	35.00%	51.67%	7.50%	0.00%	5.83%

	Stongly Agree/Agree	Strongly Disagree/Disagree	Don't Know / NA
Professional learning activities support the mission, vision and goals of the district	98.3%	0.0%	1.7%
Professional learning activities improved my knowledge of curriculum content standards	85.0%	9.2%	5.8%
Professional learning activities increased my effectiveness with my students	93.3%	4.2%	2.5%
Professional learning activities increased my understanding of my students' learning	93.3%	3.3%	3.3%
Professional learning activities increased the effectiveness of my collaborative team	86.7%	7.5%	5.8%