PROFESSIONAL LEARNING COMMUNITY GUIDE

"THE CARLISLE WAY"

DISTRICT MISSION

"CHARACTER, SERVICE AND EXCELLENCE IN EVERYTHING WE DO.

DISTRICT VISION

THE CARLISLE COMMUNITY SCHOOL DISTRICT, IN PARTNERSHIP WITH STUDENTS, FAMILIES, AND OUR COMMUNITY IS DEDICATED TO:

- MEETING THE NEEDS OF ALL STUDENTS
- RECOGNIZING THE UNIQUENESS OF EACH CHILD
- PREPARING STUDENTS TO LEAD PRODUCTIVE, MORAL, RESPONSIBLE LIVES

VISION 2020 GOALS & COMPETENCIES

VISION 2020 PROVIDES STUDENTS WITH THE MOST CRITICAL COMPETENCIES TO SUCCESSFULLY LEAD IN THEIR POST-SECONDARY PATHWAY.

GOALS

1. *PROVIDE A COMPREHENSIVE EDUCATIONAL EXPERIENCE THAT PREPARES STUDENTS TO THRIVE IN THEIR CHOSEN PATHWAY AFTER GRADUATION.*
2. *CULTIVATE A POSITIVE CULTURE, COMMITTED TO A SAFE LEARNING ENVIRONMENT, BASED ON MUTUAL RESPECT AMONG ALL DISTRICT STAKEHOLDERS.*
3. *PROMOTE PARTNERSHIPS WITH PARENTS AND COMMUNITY TO EXTEND AND ENRICH LEARNING EXPERIENCES WITHIN AND BEYOND THE CLASSROOM.*
4. *ALL MEMBERS OF THE LEARNING COMMUNITY COMMIT TO COLLABORATIVE PRACTICES THAT ENSURE CONTINUOUS IMPROVEMENT AND PROGRESS.*

COMPETENCIES

1. *MASTER CORE ACADEMIC CONTENT*
2. *THINK CRITICALLY AND SOLVE COMPLEX PROBLEMS*
3. *WORK COLLABORATIVELY*
4. *COMMUNICATE EFFECTIVELY*
5. *LEARN HOW TO LEARN*
6. *DEVELOP ACADEMIC MINDSETS*

"THE CARLISLE WAY"

The attitude and collective beliefs of the staff, determine the success of the school. Collective teacher efficacy quadruples the rate of student learning (d=1.57). The Carlisle Community School District functions as a true professional learning community that has systems embedded to support, cultivate, and sustain a culture of collective efficacy. The foundation of the district's learning community is our teacher collaborative teams. All members of the learning community commit to collaborative practices that ensure continuous improvement and progress that lead to all students learning at high levels every day. District developed protocols and progress monitoring schedules ensure that the system is always improving and all our "arrows are going in the same direction". We are a professional learning community.

STRUCTURE

Five Guiding Questions – Guide the work of the collaborative teams and district.
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?*
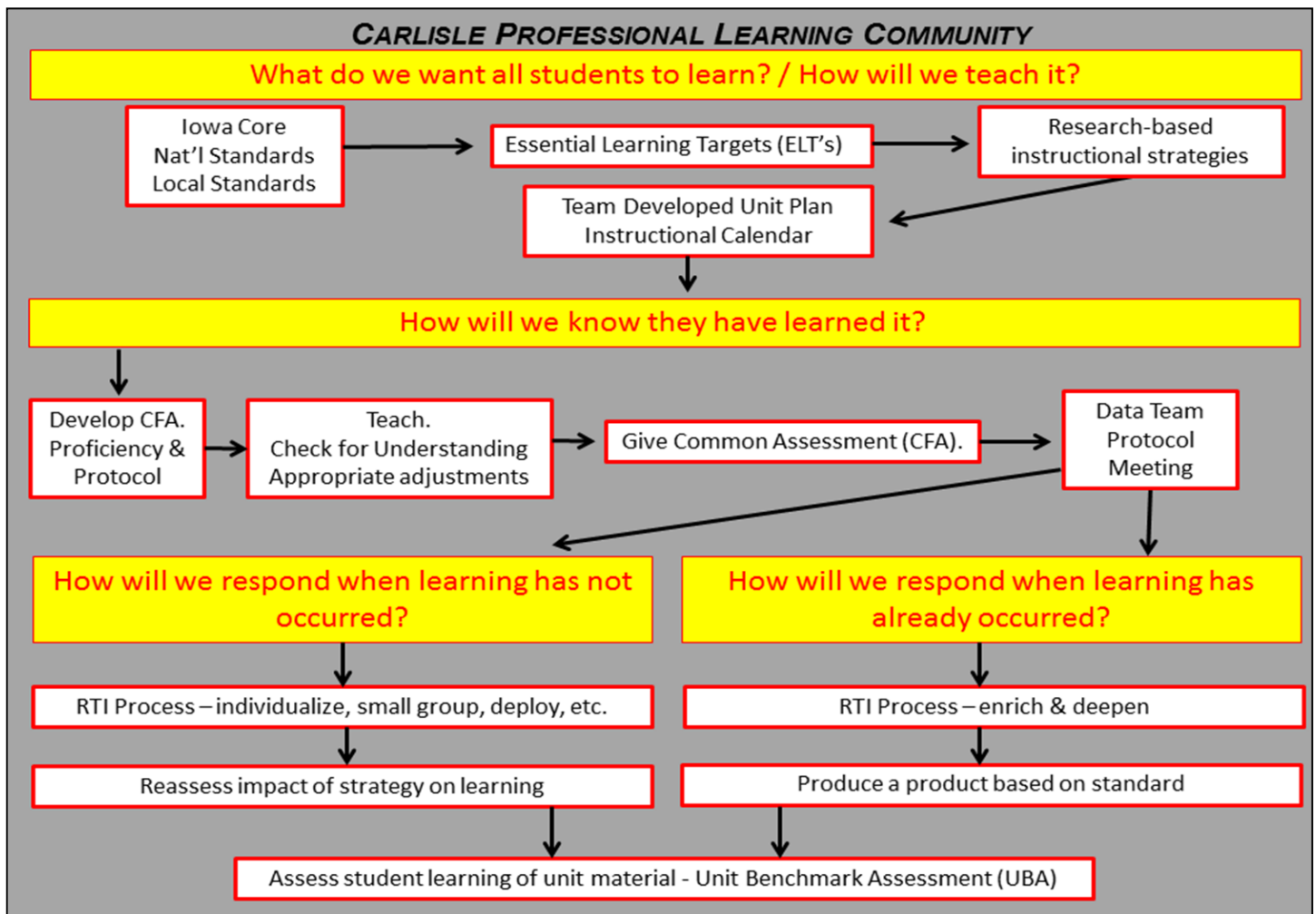
District Goals
1. *Carlisle Community Schools will function as a professional learning community that ensures high levels of learning for all.*
2. *Carlisle staff will collaborate vertically and horizontally to develop and deliver a guaranteed viable curriculum for all students, using a balanced assessment system to ensure all students learn at high levels.*
3. *90% of all students will make at least one academic year growth in reading and math based on the Iowa Assessments or other standardized assessment.*
4. *All students will perform at grade level proficiency (80%) or above on district identified Essential Learning Targets.*

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

Systemness – "Arrows going in the same direction".   A culture where staff are committed to the high levels of learning for all students in the district. Expectation that is modeled by leadership is that M/V/Goals are reviewed prior to every meeting. WE will function as PK-12 System.

Smarter & Stronger, All Students Every Day – Students are smarter and stronger after every interaction with an adult.

Hierarchy of Collaboration – The expectation of norms and dialogue for collaborative team meetings. The higher the team goes on the hierarchy the greater impact on teaching and learning.

Collaborative Teams (CTs) – Carlisle has 28 collaborative teams PK-12. Teams are grouped as either grade level teams in PK-8th grade or content-based teams in 6-12. Teams meet during Early Out Collaborative Team Days (Data Teams meet at least once per unit cycle) and during embedded team time during the school day.

TLC (Teacher Leadership & Compensation) – Teacher Leadership includes seven Building Learning Coordinators (BLC) assigned by grade-level bands; twenty-five Collaborative Team Leaders (CTL); and approximately twenty mentor teachers.

BLC (Building Learning Coordinators) – BLC's main focus is providing instructional coaching support to assigned grade-level bands. BLC collaborate with building principals and are members of school's leadership teams. They support both classroom and collaborative teams.

CTL (Collaborative Team Leaders) – CTL's provide leadership to the district's collaborative teams. They are responsible to facilitate and lead their teams during collaborative team meetings and play the role of lead facilitator for the Data Team protocol. They collaborate with principals and BLC's.

Mentor Teachers – Mentors provide support and coaching for all new teachers to the district for the purpose of helping teachers learn Carlisle's professional practices and district expectations for teaching and learning

CURRICULUM

Curriculum Framework Structures – The district framework provides a guaranteed and viable curriculum supported by a balanced assessment system. Iowa Core Curriculum provides the foundation for the district's curriculum.

ELT (Essential Learning Targets) – Teachers have analyzed and unwrapped the Iowa Core Curriculum to develop and determine the curriculum standards for each grade level and content area. ELT's are the learning standards that answer Guiding Question #1: "What do we want all students to learn?" ELT's prioritize the Iowa Core Curriculum and are the standards that have leverage, endurance and provide students readiness to go to the next level.

Unit Planning Guides – Developed by teachers and collaborative teams to provide a framework and structure for the teaching cycle ("Road Map" "Scope & Sequence"). Establishes a goal (end point) for learning. Parts of the planning guide:

- *Essential Learning Targets & I Can Statements*
- *Proficiency & Rigor (not a % on a CFA)*
- *Iowa Core/Nat'l/Local Standards*
- *Prerequisite Skills*
- *Common Assessments*
- *Timeline (When Taught?)*

Instructional Calendar – developed by teachers and collaborative teams to provide a timeline and key checkpoints for teaching cycle. Calendars include (teams can add more items):

- Start and end dates of unit cycle
- CFA dates
- Data Team meeting dates
- Due dates for CFA data
- UBA dates

Collaborative Team (CT) Drives – A Google Team Drive is used as a repository by teams. Folders contain the following:

- *Unit Planning Guides*
- *Data Team Protocol minutes*
- *CT meeting minutes*
- *ELT's*
- *CFA's & UBA's (if not loaded on to Mastery Manager)*

INSTRUCTION

Visible Learning – Research on the impact of instructional strategies on student achievement conducted by John Hattie. The goal of the research is to provide the basis of discussion for educators on "knowing thy impact." Hattie's research provides effect sizes for over 150 strategies with .4 indicating one year of growth. View an updated version of a visualization of effect sizes related to student achievement.
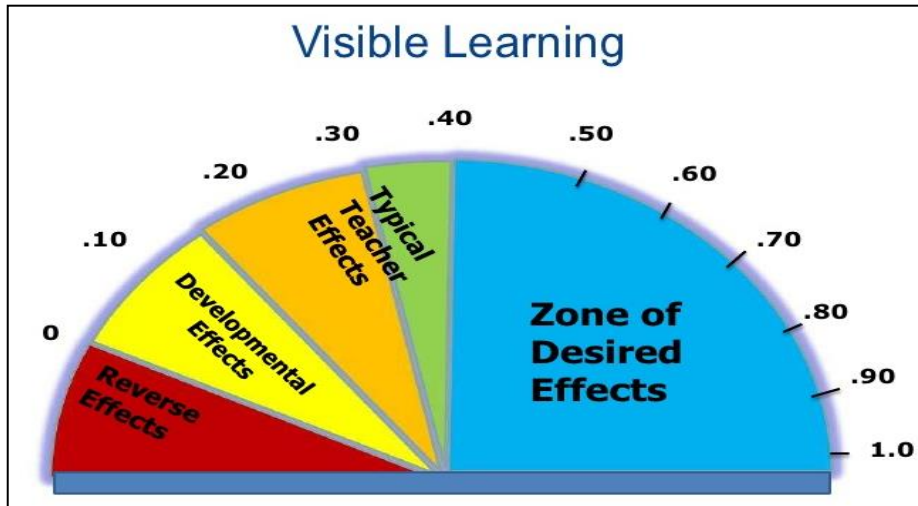
Gradual Release of Responsibility (GRR) – Research-based instructional strategies used in K-12 classrooms. Goal of model is moving classroom instruction from teacher-centered, whole group delivery to student-centered collaboration and independent practice.
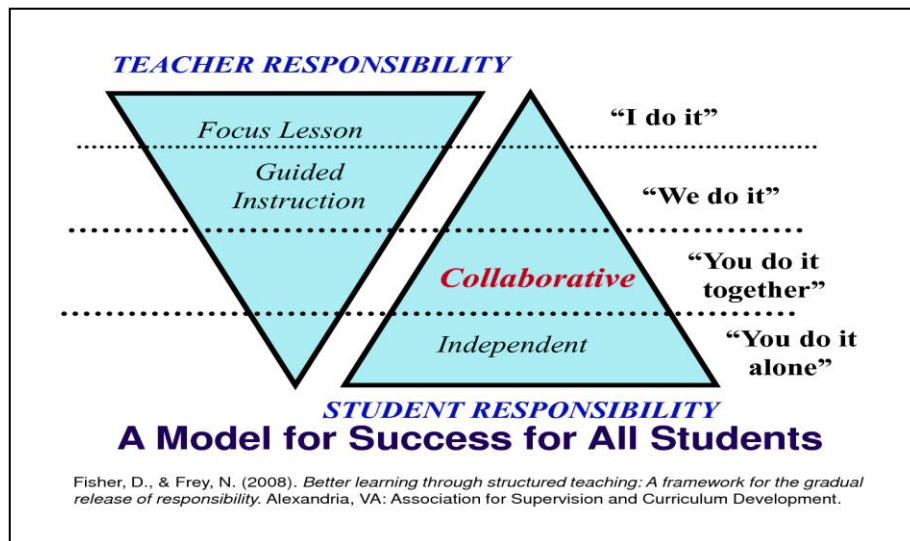
RTI (Response to Intervention) – each building has developed a RTI plan that includes Tier I, Tier II and Tier III interventions. All buildings have embedded RTI specific interventions during the scheduled school day.

Pre-Advanced Placement – Implemented at the middle school during the 2014-15 school year. Pre-AP is a framework of instructional strategies and beliefs that introduce skills, concepts, and assessment methods to prepare students for success when they take AP and College-Level course work in high school. Pre-AP strategies are used in all middle school classrooms.

ASSESSMENT

Balanced Assessment System - A strategic use of formative, interim, and summative measures of student performance that: addresses immediate student needs; informs ongoing instructional adjustments; enhances student learning and engagement and guides continuous educational improvement.
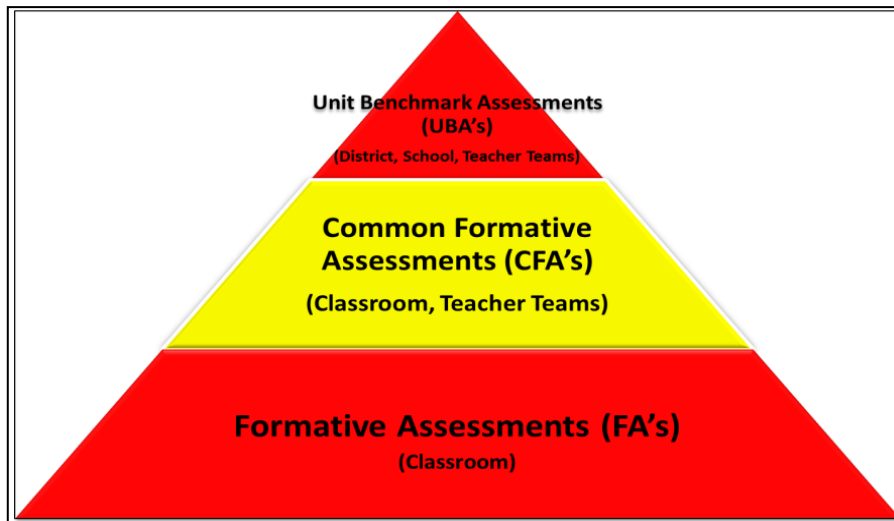
CFA (Common Formative Assessment) – Developed by collaborative teams to assess students on the identified ELT's. Collaborative teams use the Data Team protocol to analyze CFA data. Data provides information to identify (1) individual students who need additional support, (2) the teaching strategies most effective in helping students acquire the intended knowledge & skills, (3) program concerns – areas in which students generally are having difficulty achieving the ELT. CFA Logistics:

    a. # of ELT's – recommended is no more than 1 new ELT per CFA
    b. # of CFA's – at least one per cycle is district requirement
    c. # of Questions on CFA – Max of 10 questions
        i. Team decides how many questions are needed to determine mastery
        ii. Team determines rigor of questions needed to determine mastery
    d. Types of Questions
    e. Team determines the types of questions based on rigor levels needed to determine proficiency

UBA (Unit Benchmark Assessment) – Developed by collaborative teams to assess the Unit Cycle Learning "Did the Learning Stick?" UBA's are completed prior to the start of unit cycle. Teachers use Mastery Manager for assessments. UBA Logistics:

    a. *# of Questions on UBA –* ***Max of 25 questions***
    b. *At least 5 Questions in standardized test style (IA Assessment/ACT/AP)*
    c. *Team decides how many questions are needed to determine mastery of ELT's*
    d. *Team determines rigor of questions needed to determine mastery*
    e. *Team determines the types of questions based on rigor levels needed to determine proficiency*

Elementary Literacy Assessments – Students in K-5 are assessed three times per year on standardized literacy assessments. Teachers use assessment data to determine intervention groups and for progress monitoring. Literacy Assessments by grade level bands:

    • K-3:   FAST and MAP
    • 4-5:   FAST

Mastery Manager – Assessment and data analysis software system that enables collaborative teams do develop and analyze data. CFA and UBA assessments are required to be on system. Provides teachers and collaborative teams access to the NWEA's item assessment bank. System allows teachers to align ELT's with assessment items.

District Proficiency Rates - All students will perform at **grade level proficiency (80%) or above** on district Essential Learning Targets. Mastery Manager Cut Scores for Assessments:

- *Advanced =   100%*
- *Proficient =   80-99%*
- *Progressing =   50-77%*
- *Intervention =   49% and below*

Data Team Protocol – Collaborative teams use a data team approach to analyze student data from CFA's based on identified ELT's. Teams examine work generated from a common formative assessment in order to drive instruction and improve professional practice. Collaborative teams conduct the protocol at least once during each unit cycle of teaching. Data Teams have scheduled (early out days), collaborative, structured meetings that concentrate on the effectiveness of teaching and learning. Protocol Steps:

1. *Student Performance by ELT – Which specific students performed at each level?*
2. *What patterns and inferences can we identify from the student work?*
3. *Which practices proved to be most effective?*
4. *What interventions are needed to provide non-proficient students additional time & support?*
5. *How will we extend learning for students who have mastered that standard?*