



**CLEAR LAKE COMMUNITY
SCHOOL DISTRICT**

PROFESSIONAL LEARNING COMMUNITY GUIDE

**“ALL STUDENTS
ALL STAFF
ALL IN”**

Mission

To Ensure a High Level of Learning for All

Vision

To create an environment empowering students, staff, and community to develop passionate, innovative, adaptable learners prepared to embrace the challenges of the future.

STRATEGIC PRIORITIES:

Strategic Priority 1: Enhance the **Student** Experience

- **Goal 1: 100% Graduation Rate**
- **Goal 2: Increase MS and HS student participation in extracurricular and cocurricular activities to 90% by 2026**
- **Goal 3: Expose all students, at all grade levels, to potential careers, jobs, and community involvement**
- **Goal 4: Prepare all students to learn beyond high school**

Strategic Priority 2: Promote a Fulfilling **Teaching** Environment

- **Goal 1: Recruit and retain the best teachers in the state for Clear Lake**
- **Goal 2: Increase the availability and quality of leadership training and professional development for all staff.**
- **Goal 3: Create a shared vision between staff and administration**
- **Goal 4: Create a culture of support for all (board, administration, staff, community)**
- **Goal 5: Each school to become a model PLC school by the end of 2022-23**
- **Goal 6: Improve the training and retention of impactful paraeducators**

Strategic Priority 3: Deliver **Programs** Today's Students Need

- **Goal 1: Reassess and align middle school and high school curriculum**
- **Goal 2: Continue to add and develop new, high-quality programs**
- **Goal 3: Expand business-teacher-student collaboration**
- **Goal 4: develop programs to help students deal with stress/life management/conflict**
- **Goal 5: Expand the availability and coaching/leadership of extra-curricular activities based on student demand**

Strategic Priority 4: Provide Best In Class **Facilities** for Clear Lake

- **Goal 1: Modernize all school spaces, furniture, technology, and equipment to promote more collaboration and flexibility for student learning**
- **Goal 2: Add additional facility space, as needed, to support additional enrollment, programs, and activities**
- **Goal 3: Upgrade the auditorium.**
- **Goal 4: Expand the Industrial Tech area**

Structure

“A professional Learning Community is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry in action research to achieve better results for students they serve. Professional Learning Communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.”

“When a school or district functions as a PLC, Educators within the organization embrace high levels of learning for ALL students as both the reason the organization exist and the fundamental responsibility of those that work within it” Rick DuFour

District PLC Expectations

- Clear Lake Community School District will function as a professional learning community that ensures high levels of learning for all.
- Clear Lake will collaborate in their collaborative teams and vertically in their subject area (K-12) to develop a guaranteed and viable curriculum for all students, using a balanced assessment system to ensure all students learn at high levels.
- All students will perform at grade level proficiency (80%) or above on district-identified essential standards.

Four Guiding Questions:

1. What do we want students to learn?
2. How will we know when they have learned it?
3. How will we respond when they do not get it?
4. How will we respond when they already know it?

CLEAR LAKE PLC



CLCSD PLC “TIGHTS”

1. Educators work in Collaborative teams (at least two teachers teaching each grade/subject) and take collective responsibility for student learning. As team members, they work interdependently to achieve common SMART Goals for which members are mutually accountable.
 - a. What is tight in our collaborative teams:
 - i. All teams will use the district agenda developed before the meeting, shared with the building principal, and focus on the four essential PLC questions.
 - ii. All teams will have norms with a protocol established
 1. The meeting will start on time
 2. All team members will come to the meeting prepared (with all needed data)
 - iii. Each collaborative team will meet at least once a week for a minimum of 45 minutes during regular teacher contact time.
 - iv. The meeting must focus on the four PLC essential questions
2. Collaborative teams implement a guaranteed and viable curriculum, unit by unit, to ensure all students have access to the same knowledge, skills, and concepts regardless of the teacher to whom they have been assigned.
3. Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments and use the evidence of student learning to meet the needs of individual students, build upon the strengths and address the weaknesses of individual teachers, identify areas of general concern regarding student achievement, and develop strategies for improving the team’s collective capacity to improve student learning in those areas.
4. Educators will use the results of common assessments to:
 - a. Improve individual practice - the key to improved student learning is job-embedded learning for adults
 - b. Build the team’s capacity to achieve its goals
 - c. Intervene or extend on behalf of individual students
5. The school provides a systematic process for intervention and enrichment. The intervention is timely, directive (not invitational), and diagnostic (focused on specific learning targets or skills), and it does not remove a student from new direct (core) instruction. The plan will enable the school to identify specific

students who require assistance - by name and by need - and will ensure assistance is forthcoming.

Factors Influencing Student Learning (John Hattie)

** Hattie says that in order for a practice to have a positive impact on student achievement, it must be at least a .40

- Collective teacher efficacy - 1.57
- Student estimates of achievement or self-reported grades - 1.33
- Teacher estimate of achievement - 1.29
- RTI/MTSS -1.29

CURRICULUM

Curriculum Framework Structure - The district framework provides a guaranteed and viable curriculum supported by a balanced assessment system. We started with the Iowa Core Curriculum, and each collaborative team identified its essential standards from there.

Essential Standards (ES) - Collaborative teams have analyzed and unwrapped the Iowa Core Curriculum to develop and determine the essential standards for each grade level and content area. Essential Standards that we are guaranteeing that ALL students learn at a high level and the standards that answer Questions #1 - “What do we want all students to learn.” These standards must have leverage, endurance, and readiness to ensure students are ready to go to the next level.

Unit Planning Guide - The collaborative team developed a framework and structure for the teaching cycle. These establish a goal for learning. The planning guide consists of:

- [Master Google Classroom](#)
- [Master Class Building Guide](#)
- Essential Learning Targets and I can statements
- Assessment scoring Guide

- Prerequisite skills
- Common assessments (CFA, End of Unit, & Quarterly)
- Timeline (Pacing) of when they will be taught

Instructional Framework - The district has developed an instructional framework collaboratively by educators that embody best teaching practices. The instructional framework's purpose is to improve instruction, foster peer collaboration, and grow through all elements of effective instruction.

Instructional Calendar - Developed by collaborative teams to provide a timeline and key checkpoints for the teaching cycle. Calendars include:

- Start and end dates of unit cycles
- Common Formative Assessment dates
- Collaborative team meeting dates and times
- Common Formative Assessment data due dates
- End of Unit Common assessment dates
- Quarterly assessment dates and when data is due

Collaborative Teams - collaborative teams consist of grade level teams for grades K-3, in grades 4-6 math and science and ELA and Social Studies are in grade level teams, 7-8 grade are partner teachers with two on each team and grouped by subject for grades 9-12 in math, ELA, science and social studies, CTE is a collaborative team, and our specials are a vertical collaborative team (PE, art, choir/band, counseling team). Our collaborative teams meet at least one time for 45-60 minutes each week. Special collaborative teams will meet at least once a month for 45-60 minutes.

District PLC Drive - Each collaborative team will manage a PLC team folder and will drop it into the District PLC Drive. The folder will contain:

- Essential Standards
- Unit Planning Guides
- Collaborative team agendas
- Common Formative Assessments
- Data gathered for CFA
- Unit assessments and data collected

- Quarterly assessments and data collected

Collaborative Team Data Protocol - Collaborative teams will analyze student data from CFA based on essential standards. Teams examine CFA's work to drive instruction and improve professional practice. Collaborative teams conduct this practice at least once during each cycle of teaching. Protocol Steps:

- Student performance by the essential standard - which specific students performed at each level?
- What patterns and inferences can we identify from the student work?
- Which practices proved to be most effective?
- What interventions are needed to provide non-proficient students additional time and support?
- How will we extend learning for students who have mastered the standard?

Guiding Coalition (GC) - Each building principal will select teachers to be on the building guiding coalition. This will include an appropriate representation of the building. The GC will meet at least once a month with the building principal and TLC coaches in their building and work to establish the culture in the building and learn how to lead their collaborative team during collaborative team meetings. GC meeting will follow the district PLC agenda, which focuses on the four PLC essential questions.

Teacher Leadership and Compensation (TLC) - We have one Director of teaching and learning that serves the entire district, three .5 instructional coaches at the elementary level, two full-time instructional coaches at the Middle School/High School (one 6-12 math/science and one 6-12 ELA/SS, and about 32 members on our building guiding coalitions.

Mentor Teachers - Mentors provide support and coaching for all new teachers to the district to learn the expectations and teaching and learn along with all procedures at Clear Lake.

Response to Intervention (RTI) - Each building will have developed an RTI plan that includes Tier I, Tier II, and Tier III interventions and extensions. All buildings have embedded RTI-specific interventions and extensions during the scheduled school day called "PRIDE" time. Teachers working with any group or grade level of students should view them as our students. Teachers on the collaborative team should play to each individual teacher's strengths and be creative in how students are grouped and

served. Just because a student is not in your classroom does not mean a teacher should not serve them during intervention or extension time. We have to trust each other with our students!

ASSESSMENT

Balanced Assessment System - We will use formative assessments, common formative assessments, end-of-unit assessments, and quarterly assessments to measure student performance to address immediate student needs, inform ongoing instructional adjustments, enhance student learning and engagement and guide our continuous educational improvement.

Common Formative Assessments (CFA) - Developed by collaborative teams to assess students on essential learning standards. Collaborative teams work together to analyze the data. The data provides information to identify: individual students who need additional support, the teaching strategies most effective in helping students acquire the intended learning, and any program concerns - areas in which students are having difficulty learning the essential standards.

Common Formative Assessment Guidelines:

- The collaborative Team decides on the assessment together
 - Not to exceed 5 questions
 - The team decides how many questions are needed to determine mastery
 - The team decided rigor of questions needed to determine mastery
 - The team decides on the type of questions based on the rigor levels needed to determine proficiency

- At least one CFA per cycle

End of Unit Assessments (UA) - Developed by the collaborative team to assess the unit cycle learning (Did they learn it). All unit assessments are completed before the start of the unit cycle.

Unit Assessment Guidelines:

- Suggested max of 25 questions
- The team decides how many questions are needed to determine mastery of essential standards.
- The team decided rigor of questions was needed to determine mastery
- The team decides on the type of questions based on the rigor levels needed to determine proficiency

Quarterly Assessment - Each team is responsible for creating end-of-quarter assessments. These assessments are designed to assess the essential standards that were taught during that quarter. After the first quarter, that team is also required to have five questions from each prior quarter on how students are retaining information from essential standards that were taught.

K-6 Literacy Assessment - Students in grades K-6 are assessed three times per year on the FAST, standardized test. Teachers use assessment data to determine intervention groups and for progress monitoring. Teachers realize this is just one piece of data and the FAST test measures fluency.

District Proficiency Rates - All students will perform at grade level proficiency (80%) or better on district essential standards.

Clear Lake Staff Collective Commitments

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In order to honor and advance our shared purpose, vision, and goals, we pledge to honor the following commitments. We will:

- Identify and teach the agreed-upon standards and break down into learning outcomes (written in student friendly language), adhere to the curriculum pacing established by the team and help our students discover what they can do with that knowledge.

- Create both common formative and summative assessments and administer them according to the team's agreed-upon timeline.
- Use the results from our common assessments to improve our individual and collective practice and to meet the extension and intervention needs of our students.
- Contribute to an effective system of intervention and extension while providing enrichment opportunities to all.
- Be positive contributing members of the schoolwide team as we work interdependently using common language to achieve shared goals and demonstrate mutual accountability.
- Engage in open frequent two-way communication among all stakeholders, provide families with ongoing information about their children, and offer specific ideas and materials to help families become full partners in the ongoing education of their children.
- Embrace shared responsibilities and help others grow in their leadership responsibilities.
- Contribute to a culture of celebration by acknowledging the efforts and achievements of our students and colleagues as we continually strive for even greater success.
- Agree to common behavioral expectations, model and teach that behavior, and consistently reinforce our expectations.
- Consider all points of view and come to our work each day as the best versions of ourselves.
- We will honor the individual and unique qualities of our students and at the same time not use their uniqueness to label them.

Collective Commitments from Clear Administrators

In order to honor and advance our shared purpose, vision, and goals, we pledge to honor the following commitments. We will:

- Promote and protect our shared mission, vision, collective commitment and goals and keep them at the forefront of all our decisions and actions. In doing so we

will confront staff whose actions are incongruent with our shared purpose and priorities and will attempt to buffer the staff from competing initiatives so they can devote their full potential energies to the professional learning community process.

- Build shared knowledge around the term “collaborative team” and the various structures they can take.
- Support the collaborative teams by providing them with sufficient time to meet, clear direction regarding the work to be done, ongoing feedback, and the training and resources necessary to help them succeed at what they are being asked to do.
- Provide all teams the program of studies, pacing guides and resources and ensure the specialists working with those teams facilitate dialogue to promote a deep understanding of **essential standards-learning outcomes**.
- Build shared knowledge around team-developed common formative assessments and provide training that will enable them to easily and effectively disaggregate data to:
 - Better meet intervention and extension needs of individual students
 - Inform and improve practice of individual members of the team, and
 - Improve the teams’ collective ability to achieve its SMART goals
- Provide examples of systems of intervention, extension and enrichment and work with staff to create an effective system for Clear Lake.
- Help staff understand the definition of and their role as a team member
- Model open communication by sharing important information in a timely manner
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- Create opportunities for leadership throughout the staff based on individual expertise and interest.
- Model, encourage, and plan for celebration and a part of our culture and approach initial efforts that do not achieve the intended results as opportunities to begin again more intelligently rather than as failures.