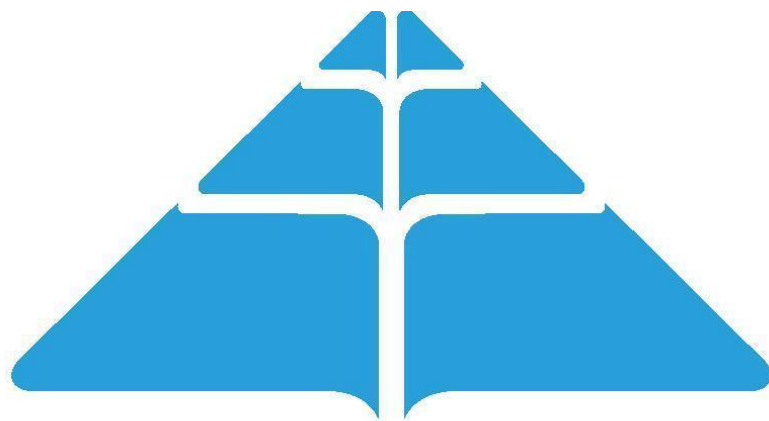


District Name	Eureka Springs, Arkansas
School Name	Eureka Springs Elementary School
School Principal	Clare Haozous
Coach	Tim Brown
Date of Completion	February 18, 2022



Solution Tree



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Principal's Narrative


For several years prior to receiving our PLCs at Work grant, our school leadership team attempted to implement the PLC processes on our own. While we were able to set up some structures, such as common planning time and student interventions, our understanding of the process was limited and staff commitment was minimal. It was not until we began our work with our PLC coaches that we truly gained an understanding of the WHYs behind the processes. Through the establishment of our Guiding Coalition, we were able to develop leaders in each team/department who helped bring their team members on board and helped with follow through/accountability. The establishment of team norms led to teams working together respectfully, and the expectations for the work was monitored so that no member of our team could opt out.

By creating our mission, vision and collective commitments, our school goals became aligned in the same direction. Our work with Question 1: What do we want students to know and be able to do? helped us unpack our standards and identify our essential standards. Once we narrowed down our learning goals into a manageable number, Question 2: How will we know they have learned it? led us into the work of common formative assessments. We seemed to get hung up on this part for a while, as assessments were given but analysis was not timely or consistent. Through working with our assessment and PLC coaches, we worked through a template together that helped minimize the time analyzing and also helped with planning for instructional response.

Once our essentials were identified and CFAs were created, we worked with our interventionists and grade-level teams on creating learning progressions for our essential standards. These progressions helped us with Question 3: How will we respond if they haven't learned it? Our interventionists and grade-level teams work together to target skills for tier 3 intervention. These skills are the prerequisites for grade-level learning. Our teams also work together in response to CFAs and build days into their schedules following CFAs for tier 2 support.

Question 4: How will we respond when they already know it? is an area we are continuing to build. Students have access to learning extensions through center activities and online programs. We look forward to reinstating WIN (What I Need) time now that we may again mix cohorts of students. We also plan to include extension planning to our CFA Analysis templates to plan extension activities for students who have mastered the learning objectives.

The largest transformations in our school have been scheduling (guaranteeing ALL students have access to core instruction), building a positive culture/climate and collaborative teams. We celebrate our successes more often, both as a faculty and with students. Our teams meet a minimum of 80 minutes per week, with most teams using the majority of their daily common planning times to plan, assess and respond to student learning. Our teams also meet triweekly with interventionists to monitor student progress and identify any other students who may be in need of additional support. Our team processes have become such an integral part of the way we work that when a teacher announced her retirement, team members stated to me that the biggest concern was to find someone who would be a good fit for their collaborative team.




We would like to thank all of our wonderful coaches, especially our PLC Coach Tim Brown. Thank you to DESE and Missy Walley in particular for supporting this work and allowing all cohort administrators to meet monthly to share their ongoing work as part of the State Guiding Coalition. We will miss all of the wonderful people who have become a part of our extended team, but we can guarantee that the work will continue and that we have the tools necessary to continue improving our school.

Coach's Narrative: (Last assessment of the three years)

Sustainability: the ability to be maintained at a certain rate or level (Dictionary, Apple Inc. 2018) is one of the most unique descriptors in the PLC vernacular. All of the other descriptors in the continuums can be viewed as an act in progress, whereas “sustainability” asks one to predict the future. No one can argue the values, science embedded in, and benefits of the PLC at Work process. Instead, the process is dependent on those within the school to lead the efforts. It will be their persistence and understanding that ultimately makes the process the “way we do business around here.”

The necessary structures are in place at Eureka Springs Elementary School. The school has a Guiding Coalition that is ready to help lead the process. Collaborative teams are in place with process in place to help them improve in their practices as they study their curriculum together. A system of interventions has been developed with time carved out during the school day for all levels of interventions to occur. The principal has a clear



understanding of her role in leading the efforts and providing support. It is my prediction that the school has definitely reached the “sustainability” designation with the understanding that the PLC process is about maintaining the necessary structures and focus, so that the relentless effort to ensure that all students learn at a high level is a driving force by all stakeholders.

It has been a true joy to watch the school progress in this journey while facing unexpected obstacles during their three year coaching period. The reflections by the teachers and building leaders during our debrief with Kim Bailey were such amazing testimonials about the cultural and structural changes that happened within their mindset and collective actions. I look forward to checking in periodically with Clare and celebrating the progress being made within the school and throughout the district. I will feel a certain sense of sadness on our last coaching days. The Scotties will always hold a special place in my heart! I wish them all the best on this amazing journey!

The PLC at Work® Continuum: Communicating Effectively

Learning by Doing (3rd Ed.). Pages 16-17

We understand the purpose and priorities of our school because they have been communicated consistently and effectively.

The school has established a clear purpose and priorities that have been effectively communicated. Systems are in place to ensure action steps aligned with the purpose and priorities are implemented and monitored.

Pre-Initiating	<input type="checkbox"/> There is no sense of purpose or priorities.
	<input type="checkbox"/> People throughout the school feel they are swamped by what they regard as a never-ending series of fragmented, disjointed, and short-lived improvement initiatives.
	<input type="checkbox"/> Changes in leadership inevitably result in changes in direction.
Initiating	<input type="checkbox"/> Key leaders may have reached agreement on general purpose and priorities, but people throughout the organization remain unclear.
	<input type="checkbox"/> If asked to explain the priorities of the school or the strategies to achieve those priorities, leaders would have difficulty articulating specifics.
	<input type="checkbox"/> Staff members would offer very different answers if pressed to explain the priorities of the school.
Implementing	<input type="checkbox"/> There is a general understanding of the purpose and priorities of the school, but many staff members have not embraced them.
	<input type="checkbox"/> Specific steps are being taken to advance the priorities, but some staff members are participating only grudgingly.
	<input type="checkbox"/> They view the initiative as interfering with their real work.



Developing	<input checked="" type="checkbox"/> Structures and processes have been altered to align with the purpose and priorities.
	<input checked="" type="checkbox"/> Staff members are beginning to see benefits from the initiative and are seeking ways to become more effective in implementing it.
Sustaining	<input checked="" type="checkbox"/> There is almost universal understanding of the purpose and priorities of the school.
	<input checked="" type="checkbox"/> All policies, procedures, and structures have been purposefully aligned with the effort to fulfill the purpose and accomplish the priorities.
	<input checked="" type="checkbox"/> Systems have been created to gauge progress.
	<input checked="" type="checkbox"/> The systems are carefully monitored, and the resulting information is used to make adjustments designed to build the collective capacity of the group to be successful.

Overall Stage of Implementation

Sustaining

Evidence/Justification

All staff are dedicated to helping students succeed. They willingly spend additional time to help each other and their students. There is clear evidence that they desire to continuously improve. Teachers and the administration demonstrate that they value the importance of having a growth mindset. Many of the staff attend extended professional learning opportunities. There were systems in place at the beginning of the year to immediately provide additional time and support for students. The staff regularly examines data to determine if changes need to be made within the systems of the school.



The leaders in the school communicate purpose and priorities through modeling, allocation of resources, what they celebrate, and what they are willing to confront.	
Pre-Initiating	<input type="checkbox"/> There is no sense of purpose or priorities.
	<input type="checkbox"/> Different people in the school seem to have different pet projects, and there is considerable infighting to acquire the resources to support those different projects.
Initiating	<input type="checkbox"/> Leaders can articulate the purpose and priorities of the school with a consistent voice, but their behavior is not congruent with their words.
	<input type="checkbox"/> The structures, resources, and rewards of the school have not been altered to align with the professed priorities.
Implementing	<input checked="" type="checkbox"/> The school has begun to alter the structures, resources, and rewards to better align with the stated priorities.
	<input type="checkbox"/> Staff members who openly oppose the initiative may be confronted, but those confronting them are likely to explain they are doing someone else's bidding. For example, a principal may say, "The central office is concerned that you are overtly resisting the process we are attempting to implement."
Developing	<input checked="" type="checkbox"/> People throughout the school are changing their behavior to align with the priorities.
	<input checked="" type="checkbox"/> They are seeking new strategies for using resources more effectively to support the initiative, and are willing to reallocate time, money, materials, and people in order to move forward.
	<input checked="" type="checkbox"/> Small improvements are recognized and celebrated.
Sustaining	<input checked="" type="checkbox"/> The purpose and priorities of the school are evident by the everyday behavior of people throughout the school.



	<input checked="" type="checkbox"/> Time, money, materials, people, and resources have been strategically allocated to reflect priorities.
	<input checked="" type="checkbox"/> Processes are in place to recognize and celebrate commitment to the priorities.
	<input checked="" type="checkbox"/> People throughout the school will confront those who disregard the priorities.

Overall Stage of Implementation

Sustaining

Evidence/Justification

The commitment to the priorities of the school are communicated at a very high level by the administration. The principal does not shy away from the importance of collaboration. Changes are made in staff when it becomes evident that someone is not “onboard” with the direction the school is going in terms of collaboration. This firm commitment was clearly demonstrated when “roadblocks” and resistance came before the school board and the superintendent. The principal believed so strongly in the process that she put her job on the line to defend what the school was striving to become.

The PLC at Work® Continuum: Laying the Foundation

Learning by Doing (3rd Ed.). Pages 47-49

We have a clear sense of our collective purpose, the school we are attempting to create to achieve that purpose, the commitments we must make and honor to become that school, and the specific goals that will help monitor our progress.

Shared Mission	
<i>It is evident that learning for all is our core purpose.</i>	
Pre-Initiating	<input type="checkbox"/> The purpose of the school has not been articulated.
	<input type="checkbox"/> Most staff members view the mission of the school as teaching.
	<input type="checkbox"/> They operate from the assumption that although all students should have the opportunity to learn, responsibility for learning belongs to the individual student and will be determined by his or her ability and effort.
Initiating	<input type="checkbox"/> An attempt has been made to clarify the purpose of the school through the development of a formal mission statement.
	<input type="checkbox"/> Few people were involved in its creation.
	<input type="checkbox"/> It does little to impact professional practice or the assumptions behind those practices.
Implementing	<input type="checkbox"/> A process has been initiated to provide greater focus and clarity regarding the mission of learning for all.
	<input type="checkbox"/> Steps are being taken to clarify what, specifically, students are to learn and to monitor their learning.
	<input type="checkbox"/> Some teachers are concerned that these efforts will deprive them of academic freedom.



Developing	<input type="checkbox"/> Teachers are beginning to see evidence of the benefits of clearly established expectations for student learning and systematic processes to monitor student learning.
	<input type="checkbox"/> They are becoming more analytical in assessing the evidence of student learning and are looking for ways to become more effective in assessing student learning and providing instruction to enhance student learning.
Sustaining	<input checked="" type="checkbox"/> Staff members are committed to helping all students learn.
	<input checked="" type="checkbox"/> They demonstrate that commitment by working collaboratively to clarify what students are to learn in each unit, creating frequent common formative assessments to monitor each student's learning on an ongoing basis, and implementing a systematic plan of intervention when students experience difficulty.
	<input checked="" type="checkbox"/> They are willing to examine all practices and procedures in light of their impact on learning.

Overall Stage of Implementation

Sustaining

Evidence/Justification

The staff collaboratively defined their purpose. They remind themselves regularly that what they are doing every day will greatly impact the future of their students. They have organized for this mission by embedding collaboration, and interventions into the master schedule. They know that if they stay focused on the right work they will continue to steps that bring them closer to achieving their mission.



Shared Vision <i>We have a shared understanding of and commitment to the school we are attempting to create.</i>	
Pre-Initiating	<input type="checkbox"/> No effort has been made to engage staff in describing the preferred conditions for the school.
Initiating	<input type="checkbox"/> A formal vision statement has been created for the school, but most staff members are unaware of it.
Implementing	<input type="checkbox"/> Staff members have participated in a process to clarify the school they are trying to create, and leadership calls attention to the resulting vision statement on a regular basis.
	<input type="checkbox"/> Many staff members question the relevance of the vision statement, and their behavior is generally unaffected by it.
Developing	<input type="checkbox"/> Staff members have worked together to describe the school they are trying to create.
	<input type="checkbox"/> They have endorsed this general description and use it to guide their school improvement efforts and their professional development.
Sustaining	<input checked="" type="checkbox"/> Staff members can and do routinely articulate the major principles of the school's shared vision and use those principles to guide their day-to-day efforts and decisions.
	<input checked="" type="checkbox"/> They honestly assess the current reality in their school and continually seek more effective strategies for reducing the discrepancy between that reality and the school they are working to create.



Overall Stage of Implementation
Sustaining
Evidence/Justification
<p>There is a high degree now of shared leadership, and collective responsibility being demonstrated throughout the school that is vision focused. The growth of the Guiding Coalition in this area has been impressive. Each member has stepped up to help lead their team in the necessary actions that place their team on the right path toward accomplishing the vision of the school. The staff is relentless in their desire to become a school that meets the needs of every student.</p>



Collective Commitments (Shared Values) <i>We have made commitments to each other regarding how we must behave in order to achieve our shared vision.</i>	
Pre-Initiating	<input type="checkbox"/> Staff members have not yet articulated the attitudes, behaviors, or commitments they are prepared to demonstrate in order to advance the mission of learning for all and the vision of what the school might become.
Initiating	<input type="checkbox"/> Administrators or a committee of teachers have created statements of belief regarding the school's purpose and its direction.
	<input type="checkbox"/> Staff members have reviewed and reacted to those statements.
	<input type="checkbox"/> Initial drafts have been amended based on staff feedback.
	<input type="checkbox"/> There is no attempt to translate the beliefs into the specific commitments or behaviors that staff will model.
Implementing	<input type="checkbox"/> A statement has been developed that articulates the specific commitments staff have been asked to embrace to help the school fulfill its purpose and move closer to its vision.
	<input type="checkbox"/> The commitments are stated as behaviors rather than beliefs.
	<input type="checkbox"/> Many staff object to specifying these commitments and prefer to focus on what other groups must do to improve the school.
Developing	<input checked="" type="checkbox"/> Staff members have been engaged in the process to articulate the collective commitments that will advance the school toward its vision.
	<input checked="" type="checkbox"/> They endorse the commitments and seek ways to bring them to life in the school.
Sustaining	<input checked="" type="checkbox"/> The collective commitments are embraced by staff, embedded in the school's culture, and evident to observers of the school. They help define the school and what it stands for.



Examples of the commitments are shared in stories and celebrations, and people are challenged when they behave in ways that are inconsistent with the collective commitments.

Overall Stage of Implementation

Sustaining

Evidence/Justification

The collective commitments received the full endorsement of the entire staff last year. There is no ambiguity about the expectations of every member of the school. Not only is there a document, there is clarity about why the collective commitments are in place. Members of the staff volunteer to take on additional tasks, organize for collective efforts, articulate the importance of the work they are doing, and drive the efforts within the school. The principal fosters this through Scottie Wows that recognize the high degree of collaboration that is going on at all levels of the organization.



Common School Goals <i>We have articulated our long-term priorities, short-term targets, and timelines for achieving those targets.</i>	
Pre-Initiating	<input type="checkbox"/> No effort has been made to engage the staff in establishing school improvement goals related to student learning.
Initiating	<input type="checkbox"/> Goals for the school have been established by the administration or school improvement team as part of the formal district process for school improvement.
	<input type="checkbox"/> Most staff would be unable to articulate a goal that has been established for their school.
Implementing	<input type="checkbox"/> Staff members have been made aware of the long-term and short-term goals for the school.
	<input type="checkbox"/> Tools and strategies have been developed and implemented to monitor the school's progress toward its goals.
	<input type="checkbox"/> Little has been done to translate the school goal into meaningful targets for either collaborative teams or individual teachers.
Developing	<input checked="" type="checkbox"/> The school goal has been translated into specific goals that directly impact student achievement for each collaborative team.
	<input checked="" type="checkbox"/> If teams are successful in achieving their goals, the school will achieve its goal as well.
	<input checked="" type="checkbox"/> Teams are exploring different strategies for achieving their goals.
Sustaining	<input checked="" type="checkbox"/> All staff members pursue measurable goals that are directly linked to the school's goals as part of their routine responsibilities.
	<input checked="" type="checkbox"/> Teams work interdependently to achieve common goals for which members are mutually accountable.



The celebration of the achievement of goals is part of the school culture and an important element in sustaining the PLC process.

Overall Stage of Implementation

Sustaining

Evidence/Justification

The Guiding Coalition and every team were involved in setting the school-wide goals. They examined data specific to their team and determined an attainable goal that they have a strong desire to meet. Each team has now created SMART Goals around the school-wide goals. Action steps have been articulated and there is a plan in place to periodically revisit progress toward the SMART Goals. Some teachers have even shared their Goals with their students.

The PLC at Work® Continuum: Building a Collaborative Culture Through High-Performing Teams

We are committed to working together to achieve our collective purpose of learning for all students. We cultivate a collaborative culture through the development of high-performing teams.

Learning by Doing (3rd Ed.). Pages 80-81

We are organized into collaborative teams in which members work interdependently to achieve common goals that directly impact student achievement. Structures have been put in place to ensure:

1. *Collaboration is embedded in our routine work practice.*
2. *We are provided with time to collaborate.*
3. *We are clear on the critical questions that should drive our collaboration.*
4. *Our collaborative work is monitored and supported*

Pre-Initiating	<input type="checkbox"/> Teachers work in isolation with little awareness of the strategies, methods, or materials that colleagues use in teaching the same course or grade level.
	<input type="checkbox"/> There is no plan in place to assign staff members into teams or to provide them with time to collaborate.
Initiating	<input type="checkbox"/> Teachers are encouraged but not required to work together collaboratively.
	<input type="checkbox"/> Some staff may elect to work with colleagues on topics of mutual interest.
	<input type="checkbox"/> Staff members are congenial but are not co-laboring in an effort to improve student achievement.
Implementing	<input type="checkbox"/> Teachers have been assigned to collaborative teams and have been provided time for collaboration during the regular contractual day.
	<input type="checkbox"/> Teams may be unclear regarding how they should use the collaborative time.



	<input type="checkbox"/> Topics often focus on matters unrelated to teaching and learning.
	<input type="checkbox"/> Some teachers believe the team meeting is not a productive use of their time.
Developing	<input checked="" type="checkbox"/> Teachers have been assigned to collaborative teams and have been provided time for collaboration on a weekly basis during the regular contractual day. Guidelines, protocols, and processes have been established in an effort to help teams use collaborative time to focus on topics that will have a positive impact on student achievement.
	<input checked="" type="checkbox"/> Team leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles.
	<input checked="" type="checkbox"/> Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing their efforts on discovering better ways to achieve those goals.
Sustaining	<input type="checkbox"/> The collaborative team process is deeply engrained in the school culture.
	<input checked="" type="checkbox"/> Staff members view it as the engine that drives school improvement.
	<input type="checkbox"/> Teams are self-directed and very skillful in advocacy and inquiry.
	<input type="checkbox"/> They consistently focus on issues that are most significant in improving student achievement and set specific, measurable goals to monitor improvement.
	<input checked="" type="checkbox"/> The collaborative team process serves as a powerful form of job-embedded professional development because members are willing and eager to learn from one another, identify common problems, engage in action research, make evidence of student learning transparent among members of the team, and make judgments about the effectiveness of different practices on the basis of that evidence.



	<p>☒ The team process directly impacts teacher practice in the classroom, helping each teacher clarify what to teach, how to assess, and how to improve instruction.</p>
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Overall Stage of Implementation

Developing

Evidence/Justification

The staff and teams continue to grow in their collaborative process. Each year has seen a change in team membership. Fortunately, team leadership has been fairly consistent. Last year teams started slow because of the impact of Covid and the stress being felt throughout the system. By the end of the year the teams were back to being focused on the PLC collaborative processes. This year the teams are in high gear and are engaging in the work of collaborative teams with greater consistency. There is greater alignment throughout the school with the use of protocols that help foster their collaborative efforts.



We have identified and honor the commitments we have made to the members of our collaborative teams in order to enhance the effectiveness of our team. These articulated collective commitments or norms have clarified expectations of how our team will operate, and we use them to address problems that may occur on the team.

Pre-Initiating	<input type="checkbox"/> No attention has been paid to establishing clearly articulated commitments that clarify the expectations of how the team will function and how each member will contribute to its success.
	<input type="checkbox"/> Norms do emerge from each group based on the habits that come to characterize the group, but they are neither explicit nor the result of a thoughtful process.
	<input type="checkbox"/> Several of the norms have an adverse effect on the effectiveness of the team.
Initiating	<input type="checkbox"/> Teams have been encouraged by school or district leadership to create norms that clarify expectations and commitments.
	<input type="checkbox"/> Recommended norms for teams may have been created and distributed.
	<input type="checkbox"/> Norms are often stated as beliefs rather than commitments to act in certain ways.
Implementing	<input type="checkbox"/> Each team has been required to develop written norms that clarify expectations and commitments.
	<input type="checkbox"/> Many teams have viewed this as a task to be accomplished.
	<input type="checkbox"/> They have written the norms and submitted them, but do not use them as part of the collaborative team process.
Developing	<input type="checkbox"/> Teams have established the collective commitments that will guide their work, and members have agreed to honor the commitments.



	<input type="checkbox"/> The commitments are stated in terms of specific behaviors that members will demonstrate.
	<input type="checkbox"/> The team begins and ends each meeting with a review of the commitments to remind each other of the agreements they have made about how they will work together.
	<input type="checkbox"/> They assess the effectiveness of the commitments periodically and make revisions when they feel that will help the team become more effective.
Sustaining	<input checked="" type="checkbox"/> Team members honor the collective commitments they have made to one another regarding how the team will operate and the responsibility of each member to the team.
	<input checked="" type="checkbox"/> The commitments have been instrumental in creating an atmosphere of trust and mutual respect.
	<input type="checkbox"/> They have helped members work interdependently to achieve common goals because members believe they can rely upon one another.
	<input checked="" type="checkbox"/> The commitments facilitate the team's collective inquiry and help people explore their assumptions and practices.
	<input checked="" type="checkbox"/> Members recognize that their collective commitments have not only helped the team become more effective but have also made the collaborative experience more personally rewarding.
	<input checked="" type="checkbox"/> Violations of the commitments are addressed.
	<input checked="" type="checkbox"/> Members use them as the basis for crucial conversations and honest dialogue when there is concern that one or more members are not fulfilling commitments.



Overall Stage of Implementation
Sustaining
Evidence/Justification
<p>Each team revisited their norms from the previous year at the beginning of the year. Some teams developed new norms since they have new team members. Team members are aware that members of the team bring different strengths to the collaborative efforts and demonstrate a respect for those differences. Open and honest dialogue occurs between members of a team when necessary. This is handled in a professional, heartfelt manner and for the good of the team.</p>

The PLC at Work® Continuum: Using School Improvement Goals to Drive Team Goals

Learning by Doing (3rd Ed.). Pages 105-106

We assess our effectiveness on the basis of results rather than intentions.

The members of each of our collaborative teams are working interdependently to achieve one or more SMART goals that align with our school goals. Each team has identified specific action steps members will take to achieve the goal and a process for monitoring progress toward the goal. The identification and pursuit of SMART goals by each collaborative team are critical elements of the school's continuous improvement process.

Pre-Initiating	<input type="checkbox"/> Goals have not been established at the district or school level.
	<input type="checkbox"/> Teams are not expected to establish goals.
Initiating	<input type="checkbox"/> Teams establish goals that focus on adult activities and projects rather than student learning.
Implementing	<input type="checkbox"/> Teams have been asked to create SMART goals, but many teachers are wary of establishing goals based on improved student learning.
	<input type="checkbox"/> Some attempt to articulate very narrow goals that can be accomplished despite students learning less.
	<input type="checkbox"/> Others present goals that are impossible to monitor.
	<input type="checkbox"/> Still others continue to offer goals based on teacher projects. There is still confusion regarding the nature of and reasons for SMART goals.
Developing	<input type="checkbox"/> All teams have established annual SMART goals as an essential element of their collaborative team process.



	<input type="checkbox"/> Teams have established processes to monitor their progress, and members work together in an effort to identify strategies for becoming more effective at achieving the team’s SMART goal.
Sustaining	<input checked="" type="checkbox"/> Each collaborative team of teachers has established both an annual SMART goal and a series of short-term goals to monitor their progress.
	<input checked="" type="checkbox"/> They create specific action plans to achieve the goals, clarify the evidence that they will gather to assess their progress, and work together interdependently to achieve the goal.
	<input checked="" type="checkbox"/> This focus on tangible evidence of results guides the work of teams and is critical to the continuous improvement process of the school.
	<input checked="" type="checkbox"/> The recognition and celebration of efforts to achieve goals help sustain the improvement process.

Overall Stage of Implementation	
Sustaining	
Evidence/Justification	
<p>Each team is expected to set SMART goals that are connected to the school-wide goals. Since the school-wide goals were developed by the Guiding Coalition it was not difficult for the teams to see that if they accomplish their SMART Goal then the school-wide goals have a greater chance of being accomplished. There is a plan in place to periodically monitor the progress of team generated SMART Goals.</p>	

The PLC at Work® Continuum: Clarifying What Students Must Learn

Learning by Doing (3rd Ed.). Pages 128-129

We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we work collaboratively to clarify what students must learn.

We work with colleagues on our team to build shared knowledge regarding state, provincial, or national standards; district curriculum guides; trends in student achievement; and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.

Pre-Initiating	<input type="checkbox"/> Teachers have been provided with a copy of state, provincial, or national standards and a district curriculum guide.
	<input type="checkbox"/> There is no process for them to discuss curriculum with colleagues and no expectation they will do so.
Initiating	<input type="checkbox"/> Teacher representatives have helped to create a district curriculum guide.
	<input type="checkbox"/> Those involved in the development feel it is a useful resource for teachers.
	<input type="checkbox"/> Those not involved in the development may or may not use the guide.
Implementing	<input type="checkbox"/> Teachers are working in collaborative teams to clarify the essential learning for each unit and to establish a common pacing guide.
	<input type="checkbox"/> Some staff members question the benefit of the work.



	<input type="checkbox"/> They argue that developing curriculum is the responsibility of the central office or textbook publishers rather than teachers.
	<input type="checkbox"/> Some are reluctant to give up favorite units that seem to have no bearing on essential standards.
Developing	<input checked="" type="checkbox"/> Teachers have clarified the essential learning for each unit by building shared knowledge regarding state, provincial, or national standards; by studying high-stakes assessments; and by seeking input regarding the prerequisites for success as students enter the next grade level.
	<input checked="" type="checkbox"/> They are beginning to adjust curriculum, pacing, and instruction based on evidence of student learning.
Sustaining	<input type="checkbox"/> Teachers on every collaborative team are confident they have established a guaranteed and viable curriculum for their students.
	<input type="checkbox"/> Their clarity regarding the knowledge and skills students must acquire as a result of each unit of instruction, and their commitment to providing students with the instruction and support to achieve the intended outcomes, give every student access to essential learning.

Overall Stage of Implementation
Developing
Evidence/Justification



All teams developed a list of essential learning outcomes during the first year of the project. The teams are now engaged in clarifying the learning targets for each of the ELO's. This is a work in progress, and will prove to be very beneficial as they make instructional and assessment decisions.

The PLC at Work® Continuum: Turning Data into Information

Learning by Doing (3rd Ed.). Pages 151-152

Individual teams and schools seek relevant data and information and use them to promote continuous improvement.

Collaborative teams of teachers regard ongoing analysis of evidence of student learning as a critical element in the teaching and learning process. Teachers are provided with frequent and timely information regarding the achievement of their students. They use that information to:

- *Respond to students who are experiencing difficulty*
- *Enrich and extend the learning of students who are proficient*
- *Inform and improve the individual and collective practice of members*
- *Identify team professional development needs*
- *Measure progress toward team goals*

Pre-Initiating	<input type="checkbox"/> The only process for monitoring student learning is the individual classroom teacher and annual state, provincial, or national assessments.
	<input type="checkbox"/> Assessment results are used primarily to report on student progress rather than to improve professional practice.
	<input type="checkbox"/> Teachers fall into a predictable pattern: they teach, they test, they hope for the best, and then they move on to the next unit.



Initiating	<input type="checkbox"/> The district has created benchmark assessments that are administered several times throughout the year.
	<input type="checkbox"/> There is often considerable lag time before teachers receive the results.
	<input type="checkbox"/> Most teachers pay little attention to the results.
	<input type="checkbox"/> They regard the assessment as perhaps beneficial to the district but of little use to them.
	<input type="checkbox"/> Principals are encouraged to review the results of state assessments with staff, but the fact that the results aren't available until months after the assessment and the lack of specificity mean they are of little use in helping teachers improve their practice.
Implementing	<input type="checkbox"/> Teams have been asked to create and administer common formative assessments and to analyze the results together.
	<input type="checkbox"/> Many teachers are reluctant to share individual teacher results and want the analysis to focus on the aggregate performance of the group.
	<input type="checkbox"/> Some use the results to identify questions that caused students difficulty so they can eliminate the questions.
	<input type="checkbox"/> Many teams are not yet using the analysis of results to inform or improve professional practice.
Developing	<input checked="" type="checkbox"/> The school has created a specific process to bring teachers together multiple times throughout the year to analyze results from team-developed common assessments, district assessments, and state or provincial and national assessments.
	<input checked="" type="checkbox"/> Teams use the results to identify areas of concern and to discuss strategies for improving the results.
Sustaining	<input checked="" type="checkbox"/> Teachers are hungry for information on student learning.



	<input checked="" type="checkbox"/> All throughout the year, each member of a collaborative team receives information that illustrates the success of his or her students in achieving an agreed-upon essential standard on team-developed common assessments he or she helped create, in comparison to all the students attempting to achieve that same standard.
	<input checked="" type="checkbox"/> Teachers use the results to identify the strengths and weaknesses in their individual practice, to learn from one another, to identify areas of curriculum proving problematic for students, to improve their collective capacity to help all students learn, and to identify students in need of intervention or enrichment.
	<input checked="" type="checkbox"/> They also analyze results from district, state or provincial, and national assessments and use them to validate their team assessments.

Overall Stage of Implementation
Sustaining
Evidence/Justification
<p>Multiple screeners are used in the school to monitor the progress of students and develop strategies to remediate and enrich student learning. The data is shared regularly and with a great sense of importance. Data analysis tools have been introduced to the staff and there is greater consistency in analyzing data to reflect on instructional strategies.</p>

The PLC at Work® Continuum: Monitoring Each Student’s Learning

Learning by Doing (3rd Ed.). Pages 153-155

We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore collaboratively we will monitor each student’s learning.

We will work with colleagues on our team to clarify the criteria by which we will judge the quality of student work, and we practice applying those criteria until we can do so consistently.

Pre-Initiating	<input type="checkbox"/> Each teacher establishes his or her own criteria for assessing the quality of student work.
Initiating	<input type="checkbox"/> Teachers have been provided with sample rubrics for assessing the quality of student work.
Implementing	<input type="checkbox"/> Teachers working in collaborative teams are attempting to assess student work according to common criteria.
	<input type="checkbox"/> They are practicing applying the criteria to examples of student work, but they are not yet consistent.
	<input type="checkbox"/> The discrepancy is causing some tension on the team.
Developing	<input checked="" type="checkbox"/> Teachers working in collaborative teams are clear on the criteria they will use in assessing the quality of student work and can apply the criteria consistently.



Sustaining	<input checked="" type="checkbox"/> Collaborative teams of teachers frequently use performance-based assessments to gather evidence of student learning.
	<input checked="" type="checkbox"/> Members have established strong inter-rater reliability and use the results from these assessments to inform and improve their individual and collective practice.
	<input checked="" type="checkbox"/> The team's clarity also helps members teach the criteria to students, who can then assess the quality of their own work and become more actively engaged in their learning.

Overall Stage of Implementation

Sustaining

Evidence/Justification

The teams understand the importance of aligning and calibrating the scoring of student work. They develop and use rubrics and/or checklists that are student friendly. They involve students in the assessment process as well. All teams are frequently monitoring student student learning to regularly reflect on if the students are understanding the learning targets.



We monitor the learning of each student’s attainment of all essential outcomes on a timely basis through a series of frequent, team-developed common formative assessments that are aligned with high-stakes assessments students will be required to take.

Pre-Initiating	<input type="checkbox"/> Each teacher creates his or her own assessments to monitor student learning.
	<input type="checkbox"/> Assessments are typically summative rather than formative.
	<input type="checkbox"/> A teacher can teach an entire career and not know if he or she teaches a particular skill or concept better or worse than the colleague in the next room.
Initiating	<input type="checkbox"/> The district has established benchmark assessments that are administered several times throughout the year.
	<input type="checkbox"/> Teachers pay little attention to the results and would have a difficult time explaining the purpose of the benchmark assessments.
Implementing	<input type="checkbox"/> Teachers working in collaborative teams have begun to create common assessments.
	<input type="checkbox"/> Some attempt to circumvent the collaborative process by proposing the team merely use the quizzes and tests that are available in the textbook as their common assessments.



	<input type="checkbox"/> Some administrators question the ability of teachers to create good assessments and argue that the district should purchase commercially developed tests.
Developing	<input checked="" type="checkbox"/> Teachers working in collaborative teams have created a series of common assessments and agreed on the specific standard students must achieve to be deemed proficient.
	<input checked="" type="checkbox"/> The user-friendly results of common assessments are providing each member of the team with timely evidence of student learning.
	<input checked="" type="checkbox"/> Members are using that evidence to improve their assessments and to develop more effective instructional strategies.
Sustaining	<input checked="" type="checkbox"/> Collaborative teams of teachers gather evidence of student learning on a regular basis through frequent common for formative assessments.
	<input type="checkbox"/> The team analysis of results drives the continuous improvement process of the school. Members determine the effectiveness of instructional strategies based on evidence of student learning rather than teacher preference or precedent.
	<input checked="" type="checkbox"/> Members who struggle to teach a skill are learning from those who are getting the best results.
	<input checked="" type="checkbox"/> The frequent common formative assessments provide the vital information that fuels the school's system of interventions and extensions.
	<input type="checkbox"/> The assessments are formative because (1) they are used to identify students who need additional time and support for learning, (2) the students receive the additional time and support for learning, and (3) students are given another opportunity to demonstrate that they have learned.

Overall Stage of Implementation



Developing
Evidence/Justification
<p>Teams have improved greatly in this area. They use frequent formative assessments to monitor student learning. As they become more consistent using a data protocol they will reach a higher level of influencing their practices as well as intervening for students.</p>

The PLC at Work® Continuum: Providing Students with Systematic Interventions and Extensions

Learning by Doing (3rd Ed.). Pages 176-177

We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we provide students with systematic interventions when they struggle and extensions when they are proficient.

<p>We provide a system of interventions that guarantees each student will receive additional time and support or learning if he or she experiences initial difficulty. Students who are proficient have access to enriched and extended learning opportunities.</p>	
<p>Pre-Initiating</p>	<p><input type="checkbox"/> What happens when a student does not learn will depend almost exclusively on the teacher to whom the student is assigned.</p>
	<p><input type="checkbox"/> There is no coordinated school response to students who experience difficulty.</p>





	<input type="checkbox"/> Some teachers allow students to turn in late work; some do not.
	<input type="checkbox"/> Some teachers allow students to retake a test; some do not.
	<input type="checkbox"/> The tension that occurs at the conclusion of each unit when some students are proficient and ready to move forward and others are failing to demonstrate proficiency is left to each teacher to resolve.
Initiating	<input type="checkbox"/> The school has attempted to establish specific policies and procedures regarding homework, grading, parent notification of student progress, and referral of students to child study teams to assess their eligibility for special education services.
	<input type="checkbox"/> If the school provides any additional support for students, it is either a “pull-out” program that removes students from new direct instruction or an optional after-school program.
	<input type="checkbox"/> Policies are established for identifying students who are eligible for more advanced learning.
Implementing	<input type="checkbox"/> The school has taken steps to provide students with additional time and support when they experience difficulty.
	<input type="checkbox"/> The staff is grappling with structural issues such as how to provide time for intervention during the school day in ways that do not remove the student from new direct instruction.
	<input type="checkbox"/> The school schedule is regarded as a major impediment to intervention and enrichment, and staff members are unwilling to change it.
	<input type="checkbox"/> Some are concerned that providing students with additional time and support is not holding them responsible for their own learning.
Developing	<input checked="" type="checkbox"/> The school has developed a schoolwide plan to provide students who experience difficulty with additional time and support for learning in a way that is timely, directive, and systematic.



	<input checked="" type="checkbox"/> It has made structural changes such as modifications in the daily schedule to support this system of interventions.
	<input checked="" type="checkbox"/> Staff members have been assigned new roles and responsibilities to assist with the interventions.
	<input checked="" type="checkbox"/> The faculty is looking for ways to make the system of interventions more effective.
Sustaining	<input checked="" type="checkbox"/> The school has a highly coordinated system of interventions and extensions in place.
	<input checked="" type="checkbox"/> The system is very proactive. Coordination with sender schools enables the staff to identify students who will benefit from additional time and support for learning even before they arrive at the school.
	<input checked="" type="checkbox"/> The system is very fluid. Students move into intervention and enrichment easily and remain only as long as they benefit from it.
	<input checked="" type="checkbox"/> The achievement of each student is monitored on a timely basis. Students who experience difficulty are required, rather than invited, to utilize the system of support. The plan is multilayered.
	<input checked="" type="checkbox"/> If the current level of time and support is not sufficient to help a student become proficient, he or she is moved to the next level and receives increased time and support.
	<input checked="" type="checkbox"/> All students are guaranteed access to this system of interventions regardless of the teacher to whom they are assigned.
	<input checked="" type="checkbox"/> The school responds to students and views those who are failing to learn as “undersupported” rather than “at risk.”

Overall Stage of Implementation
Sustaining

Evidence/Justification

Human resources have been developed and roles and responsibilities have been reassigned to create a systematic intervention process that guarantees all students have access to grade level essential learning outcomes. Intervention systems are in place and a master schedule developed that ensures students will receive additional time and support that is administered by highly trained staff.

The PLC at Work® Continuum: Selecting and Retaining New Instructional Staff Members

Learning by Doing (3rd Ed.). Page 204

Our school has a thorough process for selecting new instructional staff that includes input from several sources and evidence of the candidate’s teaching effectiveness. Once a new staff member is hired, we have an ongoing process of orientation that ensures the teacher has the benefit of a collaborative culture, the wisdom of his or her colleagues, and ongoing monitoring and support.

Our instructional staff selection process includes input from several sources and evidence of the candidate’s teaching effectiveness. We have an intentional orientation program that ensures new staff members have the ongoing support of both their teammates and the administration.

Pre-Initiating

- Hiring decisions are made by the personnel office.
- The school site has little or no say regarding who will be assigned to the school.

	<input type="checkbox"/> The orientation for new staff members is limited to the first week of school and focuses on helping new staff members learn about policies and procedures.
Initiating	<input type="checkbox"/> The principal has the major responsibility for hiring decisions.
	<input type="checkbox"/> The principal makes those decisions primarily based on his or her perceptions of candidates during the interview process.
Implementing	<input checked="" type="checkbox"/> New staff members may be assigned a mentor.
	<input checked="" type="checkbox"/> The principal solicits the opinion of others in making hiring decisions.
	<input checked="" type="checkbox"/> The assistant principal, department chairperson, or team leaders are included in the interview process.
	<input type="checkbox"/> They have worked together to create interview questions that present the candidates with scenarios to determine if they will be a good fit for the PLC process and for their potential team.
Developing	<input type="checkbox"/> The collaborative team process is considered the primary strategy for supporting new staff members as they make their transition into the school.
	<input checked="" type="checkbox"/> Because the collaborative team is primarily responsible for ensuring new staff members have a positive experience in the school, team members participate in the interview and selection process.
	<input type="checkbox"/> In addition to scenario-based questions, the process includes a thorough review with each finalist of the team's norms, essential outcomes, common assessments, and protocols for analyzing data.
	<input type="checkbox"/> The principal and team also observe finalists teach an essential skill. Once a candidate is hired, every team member accepts responsibility for his or her success.
	<input checked="" type="checkbox"/> The principal continues to meet with the new staff members on a regular basis.
	<input checked="" type="checkbox"/> Teacher leaders have created an ongoing professional development program based on the needs of new teachers.
Sustaining	<input type="checkbox"/> The program is presented each month.
	<input checked="" type="checkbox"/> Selection and orientation of new staff members are recognized as a joint responsibility of teachers and administrators.
	<input checked="" type="checkbox"/> Members of a teaching team are fully engaged in the selection process, and their perceptions and preferences play a major role in hiring.
	<input type="checkbox"/> Teachers have assumed the leadership role in the monthly orientation program.
	<input checked="" type="checkbox"/> Every new staff member recognizes that there are many people to turn to and talk to for assistance who are interested in their success.



	<input type="checkbox"/> The comprehensive orientation process is so much a part of the school's culture that it continues without interruption even when the principal and key teacher leaders are no longer at the school.
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Overall stage of Implementation	
Developing	

Evidence/Justification	
Members of team are involved in the process of interviewing	

The PLC at Work[®] Continuum: Retaining Veteran Staff Members

Learning by Doing (3rd Ed.). Page 206

Our school has a process to identify and seek to remove obstacles to teacher satisfaction and our school's progress on the PLC journey. Expressions of appreciation and admiration are commonplace throughout the school. The leadership team conducts stay interviews with key staff to explore ways to enrich their jobs.

Our school has a low rate of teacher turnover because of an ongoing process to create the conditions that lead to high levels of teacher satisfaction. We recognize that working together to make our school a high-performing PLC is a key factor in creating the satisfaction and sense of accomplishment that lead to high teacher retention rates.

Pre-Initiating	<input type="checkbox"/> There is no process for gathering information about the concerns and hopes of veteran staff members outside of the negotiation process.
	<input type="checkbox"/> Administrators are often surprised to hear the concerns and question how widespread they might be.
Initiating	<input type="checkbox"/> The personnel office administers teacher satisfaction surveys each year and conducts exit interviews when staff members leave the district to find out why they are leaving.



Implementing	<input type="checkbox"/> The principal meets with a representative group of teachers on a quarterly basis to identify and address issues that are of concern to the faculty.
Developing	<input checked="" type="checkbox"/> The principal and assistant principal make a point to express appreciation to staff members individually and collectively.
	<input checked="" type="checkbox"/> The principal and assistant principal send personal notes of appreciation to individual members of the staff on a regular basis.
	<input checked="" type="checkbox"/> The school's progress on the PLC journey is noted and celebrated.
Sustaining	<input checked="" type="checkbox"/> The leadership team recognizes that one of its primary responsibilities is to identify and remove obstacles and impediments so that educators can succeed at what they are being asked to do.
	<input checked="" type="checkbox"/> The principal conducts stay interviews with key individual staff members to express appreciation and explore strategies for enriching their jobs.

Overall stage of Implementation
Sustaining

Evidence/Justification

The PLC at Work® Continuum: Responding to Conflict

Learning by Doing (3rd Ed.). Page 227

We have established processes for addressing conflict and use conflict as a tool for learning together in order to improve our school.

Members of the staff recognize that conflict is an essential and inevitable by-product of a successful substantive change effort. They have thoughtfully and purposefully created processes to help use conflict as a tool for learning together and improving the school.

Pre-Initiating	<input type="checkbox"/> People react to conflict with classic fight-or-flight responses.
	<input type="checkbox"/> Most staff members withdraw from interactions in order to avoid contact with those they find disagreeable.
	<input type="checkbox"/> Others are perpetually at war in acrimonious, unproductive arguments that never seem to get resolved. Groups tend to regard each other as adversaries.
Initiating	<input type="checkbox"/> Addressing conflict is viewed as an administrative responsibility.
	<input type="checkbox"/> School leaders take steps to resolve conflict as quickly as possible. The primary objective in addressing disputes is to restore the peace and return to the status quo.
Implementing	<input checked="" type="checkbox"/> Teams have established norms and collective commitments in an effort both to minimize conflict and to clarify how they will address conflict at the team level.
	<input type="checkbox"/> Nonetheless, many staff members are reluctant to challenge the thinking or behavior of a colleague.
	<input type="checkbox"/> If the situation becomes too disturbing, they will expect the administration to intervene.
Developing	<input checked="" type="checkbox"/> Staff members have created processes to help identify and address the underlying issues causing conflict.
	<input type="checkbox"/> They are willing to practice those processes in an effort to become more skillful in engaging in crucial conversations that seek productive resolution to conflict.
Sustaining	<input checked="" type="checkbox"/> Staff members view conflict as a source of creative energy and an opportunity for building shared knowledge.
	<input checked="" type="checkbox"/> They have created specific strategies for exploring one another's thinking, and they make a conscious effort to understand as well as to be understood.
	<input checked="" type="checkbox"/> They seek ways to test their competing assumptions through action research and are open to examining research, data, and information that support or challenge their respective positions.
	<input checked="" type="checkbox"/> They approach disagreements with high levels of trust and an assumption of good intentions on the part of all members because they know they are united by a common purpose and the collective pursuit of shared goals and priorities.



Overall stage of Implementation

Sustaining

Evidence/Justification

The PLC at Work® Continuum: Implementing the PLC Process Districtwide

Learning by Doing (3rd Ed.). Page 249

The central office leadership provides the clear parameters and priorities, ongoing support, systems for monitoring progress, and sustained focus essential to implementing the professional learning community process in schools throughout the district.

The district has demonstrated a sustained commitment to improving schools by developing the capacity of school personnel to function as a PLC. District leaders have been explicit about specific practices they expect to see in each school, have created processes to support principals in implementing those practices, and monitor the progress of implementation.	
Pre-Initiating	<input checked="" type="checkbox"/> There is no focused and sustained districtwide process for improving schools.
	<input checked="" type="checkbox"/> Improvement efforts tend to be disconnected, episodic, and piecemeal. Projects come and go, but the cultures of schools remain largely unaffected.
Initiating	<input type="checkbox"/> The district has announced that schools should operate as professional learning communities and may have articulated a rationale in support of PLCs, but the process remains ambiguous, and educators at the school site view it as just one of many initiatives raining down upon them from the central office.
	<input type="checkbox"/> Little is done to monitor implementation. Some central office leaders and principals demonstrate indifference to the initiative.
Implementing	<input type="checkbox"/> Central office leaders made a concerted effort to build shared knowledge and to establish a common language regarding the PLC process throughout the district.
	<input type="checkbox"/> They have called for schools to operate as PLCs and clarified some of the specific structural changes to support teacher collaboration and systems of interventions that they expect to see in each school. They monitor the implementation of the structural changes and offer assistance to schools that seek it.
	<input type="checkbox"/> Some schools move forward with effective implementation, while others merely tweak their existing structures. Professional practice is impacted in some schools and not in others.
Developing	<input type="checkbox"/> Central office leaders have put processes in place to develop the capacity of principals to lead the PLC process in their schools, monitor implementation of the PLC process, and respond to schools that are experiencing difficulty.
	<input type="checkbox"/> Building-level and central office leaders have begun to function as their own collaborative team and work interdependently to achieve common goals and identify and resolve issues that are interfering with the PLC process.
	<input type="checkbox"/> Individual schools are examining ways to become more effective in the PLC process.



Sustaining	<input type="checkbox"/> Administrators at all levels function as coordinated, high-performing teams characterized by a deep understanding of and commitment to the PLC process.
	<input type="checkbox"/> They consider that process not as one of several improvement initiatives, but rather as the process by which they will continuously improve student and adult learning.
	<input type="checkbox"/> They are intensely focused on student learning and make student achievement data transparent among all members.
	<input type="checkbox"/> They work together collaboratively to resolve problems, develop a deeper understanding of the PLC process, and learn from one another.
	<input type="checkbox"/> They are committed to the collective success of the team and the individual success of each member.

Overall stage of Implementation
Pre-Initiating

Evidence/Justification

Complete one worksheet for each indicator marked pre-initiating, initiating, or implementing.

Implementing the PLC Process Districtwide- Initiating

Indicator of a PLC at Work:	
<p>What steps or activities must be initiated to create this condition in your school?</p>	<ul style="list-style-type: none"> ● Invite the superintendent and school board members to attend a PLC Institute this Summer ● Share the good news Communicate the celebrations and great work that is going on (video link to student sharing) (SMORE, Facebook - ask for a separate Facebook page for elementary) ● Build shared knowledge about the advantages of collaborative work whenever possible
<p>Who will be responsible for initiating or sustaining these steps or activities?</p>	<ul style="list-style-type: none"> ● Tim, Kim, Clare, Mandy, Carrie, will offer the invitation ● Guiding Coalition members
<p>What is a realistic timeline for each step or phase of the activity?</p>	<ul style="list-style-type: none"> ● Invitation 2/16/2022 ● Clare will request for separate Facebook page by February 25, 2022 ● On going
<p>What will you use to assess the effectiveness of your initiative?</p>	