



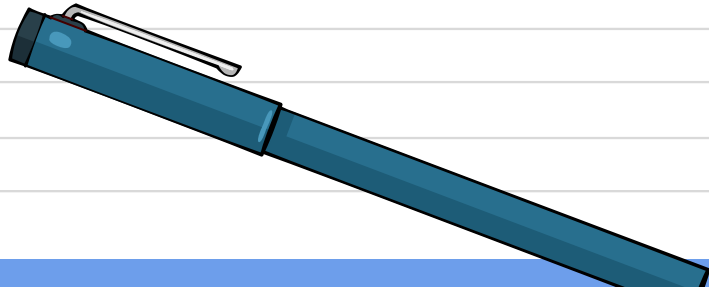
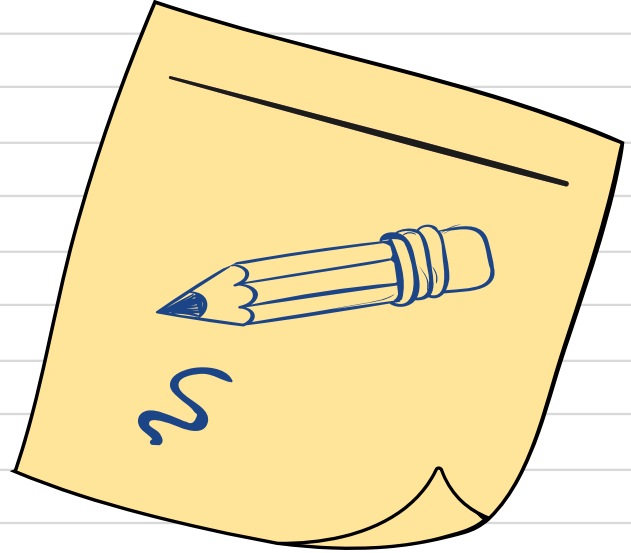
PLC

REFRESH

August 10, 2023

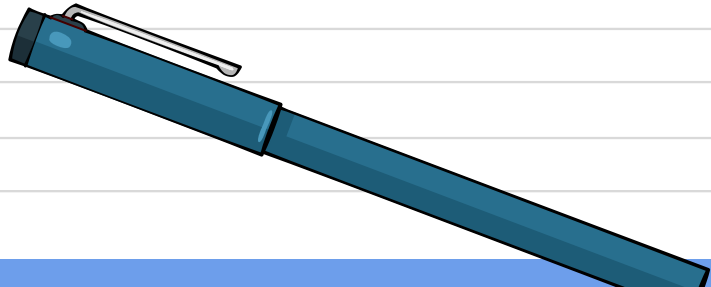
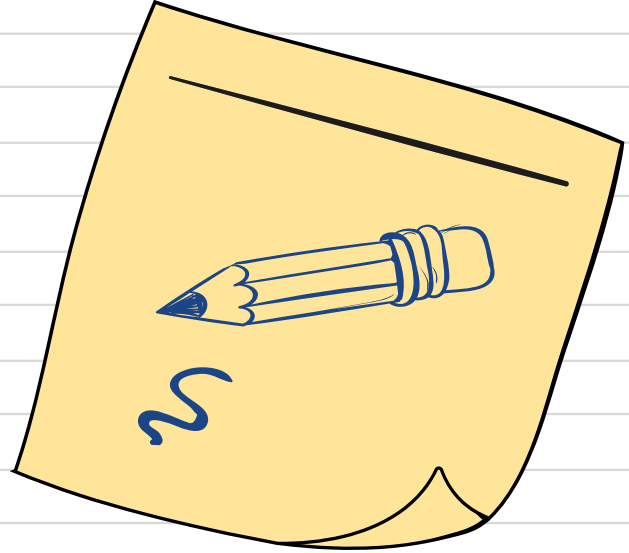
What is a PLC

“Ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.”



What is a PLC

“**Ongoing process** in which educators work **collaboratively** in recurring cycles of **collective inquiry** and **action research** to achieve better **results** for the students they serve.”



**Kids learn more when
adults learn more!**



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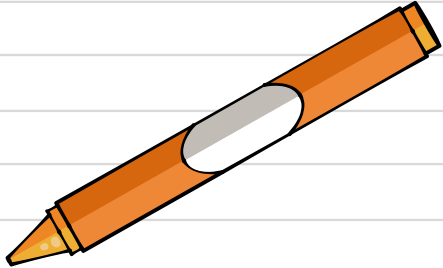


01

The Pillars of PLC



Refocusing our
Mission



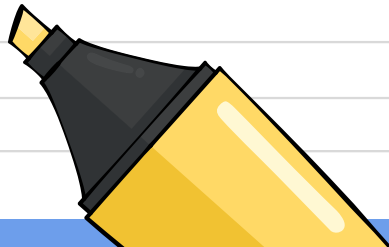
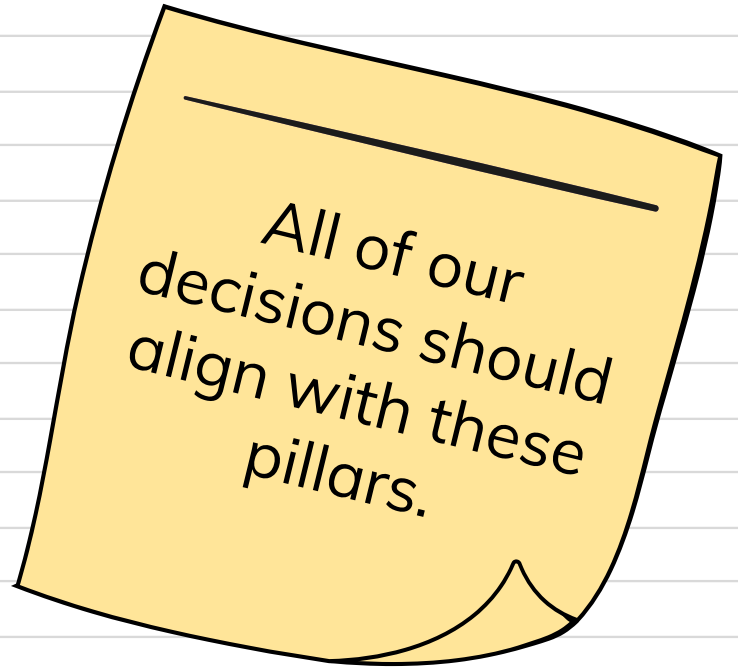


Mission

Vision

Values

Goals



Mission

Our mission is to create a positive environment where we ALL take ownership of our learning goals.

Vision

Our vision is to become a school that collaboratively sets high expectations and goals in order to create independent, lifelong learners.

Values

- We will work collaboratively and take collective responsibility for the success of each student.
- We will use evidence of student learning to inform and improve our practice and to better meet the individual needs of students.
- We will initiate individual and small-group instruction to provide additional learning time for students who need it.
- We will provide families with resources, strategies and information to keep them engaged in their child's education.
- We will create an environment where students feel emotionally secure.



ELA 2023

64.3%
Meets and Exceeds

Does Not Meet and Approaches	56.7%	52.2%	43%	47.6%	38.9%	35.7%
	2017	2018	2019	2021	2022	2023



66.4%

**Meets and
Exceeds**

Math 2023

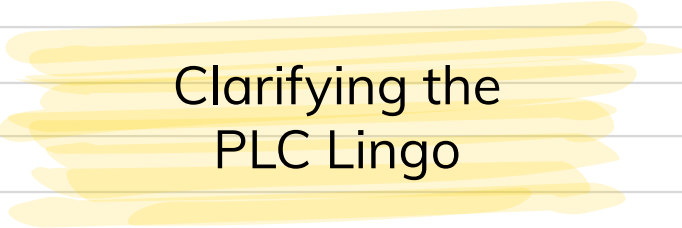

Goals

What are our goals as
a school?

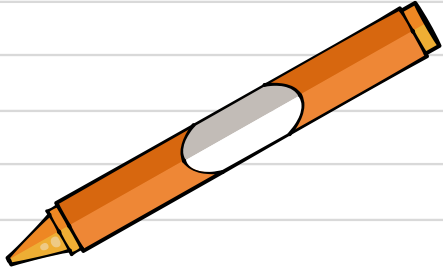


02

Knowing the Language



Clarifying the
PLC Lingo



Using the Right Language

- The school and district operate as a Professional Learning Community (PLC).
- PLC is a *noun* not a *verb*. It defines **who we are**, not what we do.
- Collaborative teams meeting twice a week to engage in the “right work.”

Let's review some language of PLCs...

3 Big Ideas

- 1.
- 2.
- 3.

4 Critical Questions

- 1.
- 2.
- 3.
- 4.

5 "Tights"

- 1.
- 2.
- 3.
- 4.
- 5.

Let's review some language of PLCs...

3 Big Ideas

1. Focus on Learning
2. Building a Collaborative Culture
3. Focus on Results

4 Critical Questions

1. What do we want students to know?
2. How will we know if they learned it?
3. What will we do if they don't learn it?
4. What will we do if they already learned it?

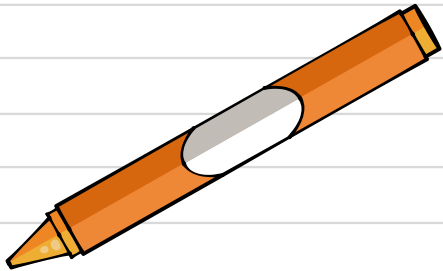

5 "Tights"

1. Work in collaborative teams that take collective responsibility for student learning rather than work in isolation.
2. Implement a guaranteed and viable curriculum, unit by unit.
3. Monitor student learning with an ongoing assessment process that includes frequent, team-developed common formative assessments.
4. Use results of common formative assessments to improve individual practice, build the team's capacity to achieve goals, and intervene or extend learning on behalf of students.
5. Provide systematic intervention and enrichment.



03

Collaborative Teams



Naming the
Right Work



Four *Critical* Questions that Drive the Work of an *Effective* PLC

- **What is it we want our students to know and be able to do?**
[Prioritized, “must learn” standards & viable curriculum]
- **How will we know if each student has learned it?**
[Team-developed, common formative assessments]
- **How will we respond when some students do not learn it?**
[Timely, directive, systematic intervention]
- **How will we extend the learning for students who have demonstrated proficiency?**
[Timely enrichment and extension]



Challenges
or
Concerns

Now separate your sticky notes into two piles...

Things
We Can
Control

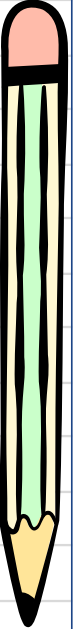
Things
We Can't
Control



Thinking About Your Space

What will keep us focused?

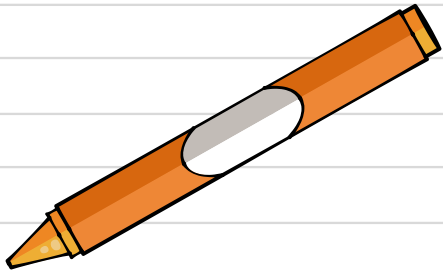

- Mission, Vision, Values, Goals
- Data Protocols
- Learning-Assessment Cycle
- Tiers
- What we can control





04

Tiers of Instruction



Clarifying the Three
Tiers of Instruction

Tiers of Instruction





Tiers of Instruction

Tier 1

Who receives?

Who provides?

When?

Where?

How often?

Tier 2

Who receives?

Who provides?

When?

Where?

How often?

Tier 3

Who receives?

Who provides?

When?

Where?

How often?

Tiers of Instruction

Tier 1 (Prevention~80% of students)	Tier 2 (Intervention~15% of students)	Tier 3 (Remediation~5% of students)
<ul style="list-style-type: none">● On grade level instruction/essential curriculum● All students receive it● Provided by teachers within the classroom● Reteaching of pre-determined learning targets based on CFA data before summative assessment is administered	<ul style="list-style-type: none">● Supplemental interventions/reteaching after the summative assessment (small group instruction)● Interventions should be timely, targeted, flexible and based on evidence of mastery● Provided by teachers within the classroom● This is IN ADDITION TO Tier 1 instruction	<ul style="list-style-type: none">● Intensive interventions and instruction● Individualized or small group● Provided by highly trained staff within the schedule 4-5 times per week● Multiple year gap on universal skills● This is IN ADDITION TO Tier 1 and Tier 2 instruction



Tiers of Instruction

	Tier 1	Tier 2	Tier 3
Who receives the instruction?	Everyone	Students who need more time and support with grade level standards	Students who need remediation on previous skills
Who provides the instruction?	Classroom teacher	Classroom teacher	Classroom teacher, Special Ed,
When is the instruction provided?	Daily during Tier 1 instruction	2-3 times per week during Tier 2 instruction	Daily during Tier 3 instruction
Where is the instruction provided?	In the classroom	In the classroom, small group	In the classroom
How often is student progress monitored?	Constantly through informal and formal assessments	Every 2-3 weeks	Weekly

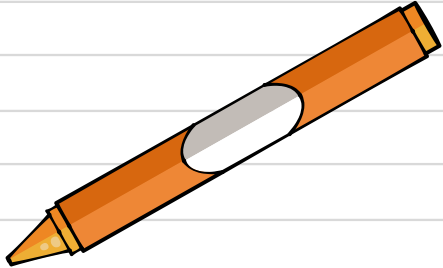



**The MORE TARGETED
the intervention, the
MORE LIKELY it will
work.**



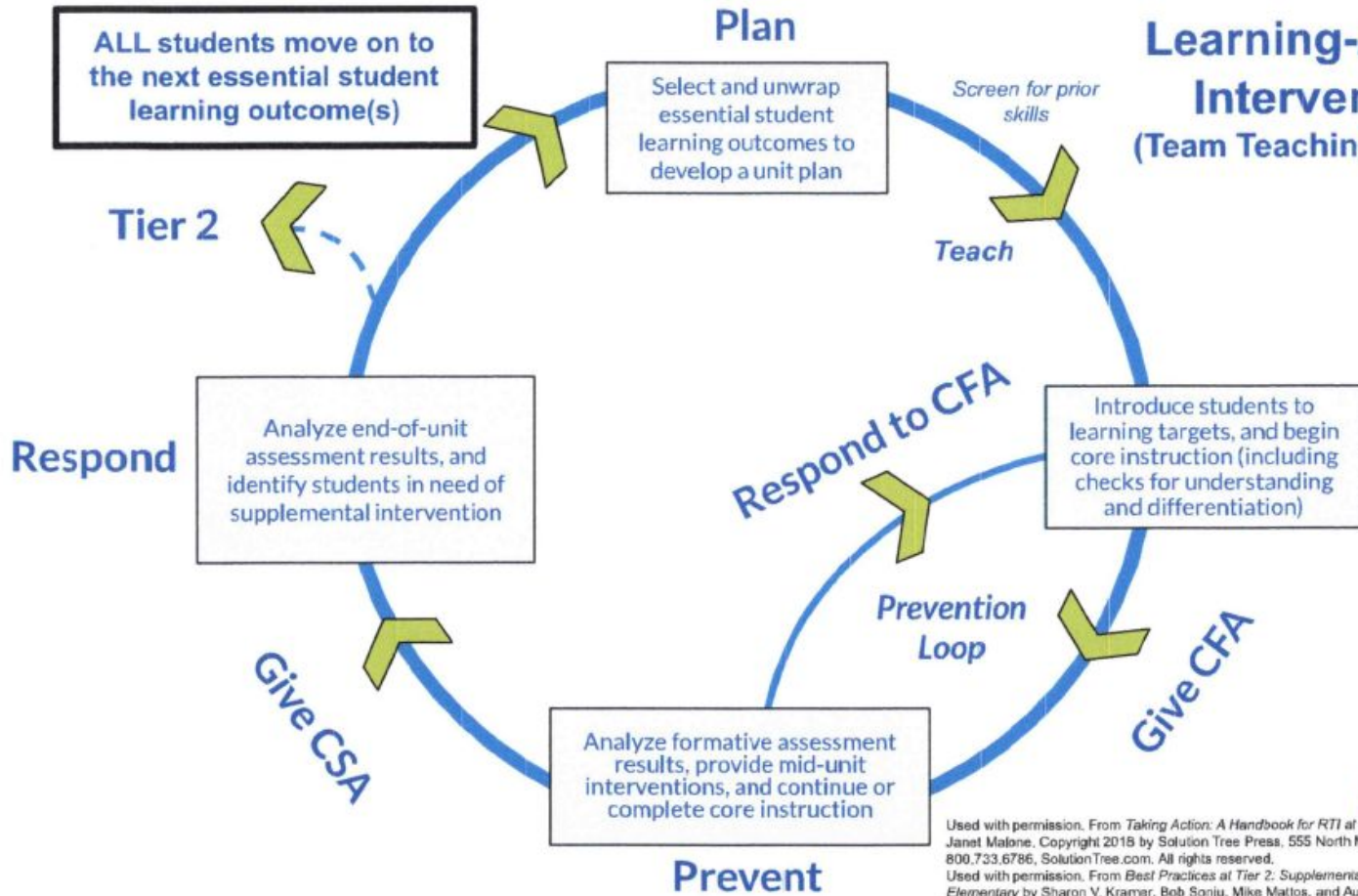
05

Learning-Assessing Cycle



Understanding the
Process

Learning-Assessment-Intervention Cycle (Team Teaching-Assessing Cycle)



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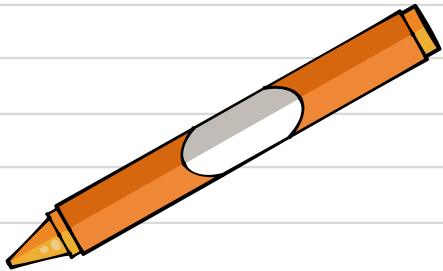

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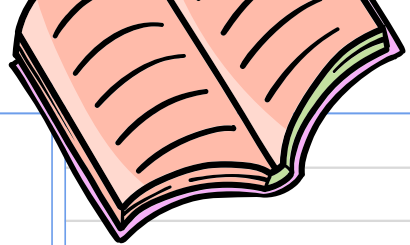
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Action

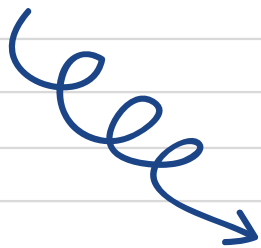
Plan



Naming Next Steps for
Your Team



**Work with your team
to examine your
current reality. Be
ready to share with
the group.**



REPRODUCIBLE

Critical Issues for Team Consideration

Team Name: _____

Team Members: _____

Use the scale below to indicate the extent to which each of the following statements is true of your team.

1	2	3	4	5	6	7	8	9	10
Not True of Our Team			Our Team Is Addressing				True of Our Team		

- ___ We have identified team norms and protocols to guide us in working together.
- ___ We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.
- ___ Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.
- ___ We have aligned the essential learnings with state and district standards and the high-stakes exams required of our students.
- ___ We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.
- ___ We have agreed on how to best sequence
- ___ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.
- ___ We have developed common summative assessments that help us assess the strengths and weaknesses of our program.
- ___ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.
- ___ We have agreed on the criteria we will use in judging the quality of student work related to the essential learnings of our course, and we practice applying those criteria to ensure consistency.



What if we
tried...