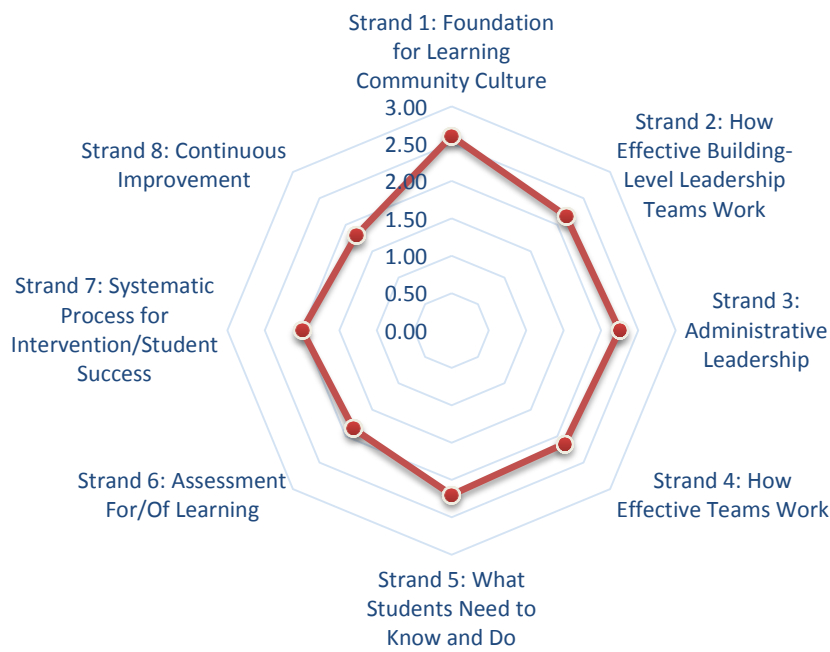# Missouri Professional Learning Communities

Site Review Summary for

Fulton Middle School
March 7, 2014

This document represents a summary of findings as a result of a thorough assessment of the depth of implementation of professional learning community practices. To be considered for Exemplary PLC status, a school must achieve a score of "Proficient" or "Deep" on all indicators embedded within the eight strands of the Missouri PLC Curriculum. The graph below shows, at a glance, your overall assessment, with more detailed information included within the report.

Strand 1: Foundation for Learning Community Culture
Strand 2: How Effective Building-Level Leadership Teams Work
Strand 3: Administrative Leadership
Strand 4: How Effective Teams Work
Strand 5: What Students Need to Know and Do
Strand 6: Assessment For/Of Learning
Strand 7: Systematic Process for Intervention/Student Success
Strand 8: Continuous Improvement

3.00
2.50
2.00
1.50
1.00
0.50
0.00

Year 3	Fulton Middle School	Date	Total
PLC Implementation Rubric Summary Sheet		3/7/2014	**97**

NOTES: The results of the Implementation Rubric has been transferred to this summary sheet by marking the level of implementation for each indicator (4=Deep; 3=Proficient; 2=Partial; 1=Minimal). Throughout the IR, the phrase "inconsistently and/or in a limited fashion" is used. "Inconsistently" will be defined as implements sometimes and not others, irregularly. "In a limited fashion" will be defined as may be implemented regularly, but poorly, partially, or inappropriately. Both or either descriptors may be appropriate for a given situation.	**(Optional) Choose evidence from pull down menu**	**(Optional) More detailed description of the artifact**

	Implementation Level
Strand 1: Foundation for Learning Community Culture	
A. Mission	**3**
B. Vision	**2**
C. Values/Commitments	**2**
D. SMART Goals	**3**
E. School Culture:	**3**
Strand 2: How Effective Building-Level Leadership Teams Work	
A. Shared Leadership	**3**
B. Meeting Conditions	**3**
C. Communication	**2**
D Progress Monitoring	**2**
E. Feedback to Teams	**1**
F. Support	**2**
Strand 3: Administrative Leadership	
A. Modeling	**3**
B. Change	**2**
C. Communication	**2**
D. Shared Leadership	**2**
Strand 4: How Effective Teams Work	
A. Meeting Conditions	**2**
B. Collaborative Meetings	**2**
C. Corollary Questions	**2**
D. Critical Issues	**2**
E. Evidence	**2**
F. Focusing on Results From Data	**2**
G. Trust/Participation	**3**

Strand 5: What Students Need to Know and Do	
A. Essential Learning	**2**
B. Identified ELOs	**3**
C. Unwrapped ELOs	**2**
D. Instructional Timeline (map)	**1**
E. Review & Revise ELOs	**3**
Strand 6: Assessment For/Of Learning	
A. Purpose and Type	**3**
B. Methods	**2**
C. Feedback	**2**
D. Student Involvement	**1**
E. Scoring	**2**
F. Data	**1**
G. Grading Practices	**2**
Strand 7: Systematic Process for Intervention/Student Success	
A. Collective Responsibility	**3**
B. Data Communication	**2**
C. Tier 1	**2**
D. Tier 2	**2**
E. Tier 3	**1**
F. Protocols for Enrichment	**1**
G. School-Wide Implementation	**3**
Strand 8: Continuous Improvement	
A. Induction	**2**
B. Action Research	**1**
C. Data Analysis	**1**
D. Celebration	**3**
E. Fidelity	**2**
TOTAL FOR ALL LEVELS	**97**

NOTES AND EXCEPTIONS:

COMMENTS IDENTIFYING STRENGTHS AND AREAS IN NEED OF IMPROVEMENT

Strand #1 Foundation for Learning Community Culture

Focus on the building mission is clear. It is posted and visible on FMS t-shirts. Staff members can articulate the FMS mission. Two SMART goals are the focus for this year: attendance and reducing D's and F's. While data on attendance was visible, there was no data on the D and F list goal posted in the building. School culture is improving. **Next steps**: In order to fully accomplish the vision, make sure that all adults understand and commit to the collective commitments. For example, have each adult write one specific thing they will do to implement one of the collective commitments. Post those statements publicly and monitor them.

Strand #2 How Effective Building-Level Leadership Teams Work

The PLC Leadership Team is greatly improved this year. It is evident that shared leadership is a priority. They meet consistently once a month or more often as needed. **Next steps**: Focus on the role of the Leadership Team in providing feedback, accountability and support to the building collaborative teams, especially the grade level and content teams. Make sure that the Leadership Team is modeling best team practices.

Strand #3 Administrative Leadership

Chris clearly demonstrates a commitment to Professional Learning Communities, and he encourages and supports shared leadership. **Next steps**: Chris needs to clearly communicate "loose" and "tight" expectations around the PLC work. It is noted that good progress has occurred this year; however, it is crucial that strong follow through, monitoring and accountability is present to ensure this progress continues.

Strand #4 How Effective Teams Work

Trust is improving at FMS. The work done this year has increased the level of trust between and among staff and teams. **Next steps**: Take the 5 Dysfunctions of a Team survey again this year to look for growth. Your collaborative time should primarily focus on grade level and content area teams with data being the primary source of conversation. The focus of collaborative team meetings should be instructional practice and evidence of student learning. All content teams should be using the Data Team cycle on a regular basis.

Strand #5 What Students Need to Know and Do

All teams have identified Priority Standards, and ELA and Math are in the process of revising them to meet Common Core. Some teams have started the process of unwrapping. The recent addition of white boards outside of each classroom with the day's learning target is an excellent idea. **Next steps**: Continue to unwrap the Priority Standards and organize them in an instructional timeline. Some attention needs to be given to vertical alignment of standards with both the elementary and high schools. Vertical teams in the district should also be considered collaborative teams in nature.

Strand #6 Assessment for/of Learning

Teachers were able to articulate the use of formative and summative assessments and indicated that common summative assessments are being developed and used. Initial conversations around grading practices are beginning to happen. **Next steps**: involving students in both the assessment process and providing effective feedback. Students were not able to talk about their involvement in their own learning. Continue conversations about grading practices. We noticed lots of information posted about behavior throughout the school. You should be posting like amounts of academic information especially data! Data walls were not evident either in the halls or in classrooms. Professional Learning Communities are all about data and value the public display of data to indicate current levels of student learning.

Strand #7 Systematic Process for Intervention/Student Success

Structured time for intervention is evident and some structured activities are occurring. Rewards are also available for students who have already demonstrated mastery of content. **Next steps**: Develop Tier 2 and Tier 3 interventions as well as a decision-making process for moving students into and out of specific interventions. Collect and analyze data to determine the effectiveness of current interventions. Develop protocols for enrichment to stretch student learning. Develop more effective interventions for intentional non-learners.

Strand #8 Continuous Improvement
There was good evidence of meaningful celebration among students and adults related to learning. Some induction activities were noted. These need to be more systematic. **Next steps**: FMS has made good progress this year in their PLC journey. The focus of the building needs to be centered on student learning as indicated by formative and summative assessments. Everything you do should be centered on data and what it is telling you about student learning. A first step would be to prioritize collaborative time around content and grade level teams.

Individuals Present at Exit Conference
Ginny Vandelicht, Chris Crane, Trish Alexander, Kati Wallace, Ryan Krankowski, Corine Tobias, Emily Cathey, Kathryn Walker

Indicator Levels

Deep 0%
#Minimal 18%
#Proficent 28%
#Partial 54%

Legend: # Deep ■ #Proficent ■ #Partial ■ #Minimal

Strand Averages

- Strand 8: Continuous Improvement
- Strand 7: Systematic Process for…
- Strand 6: Assessment For/Of Learning
- Strand 5: What Students Need to Know…
- Strand 4: How Effective Teams Work
- Strand 3: Administrative Leadership
- Strand 2: How Effective Building-Level…
- Strand 1: Foundation for Learning…

0   0.5   1   1.5   2   2.5   3