# Missouri Professional Learning Communities

PLC On Site Review Summary for

Raymore Elementary
September 24, 2015

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.
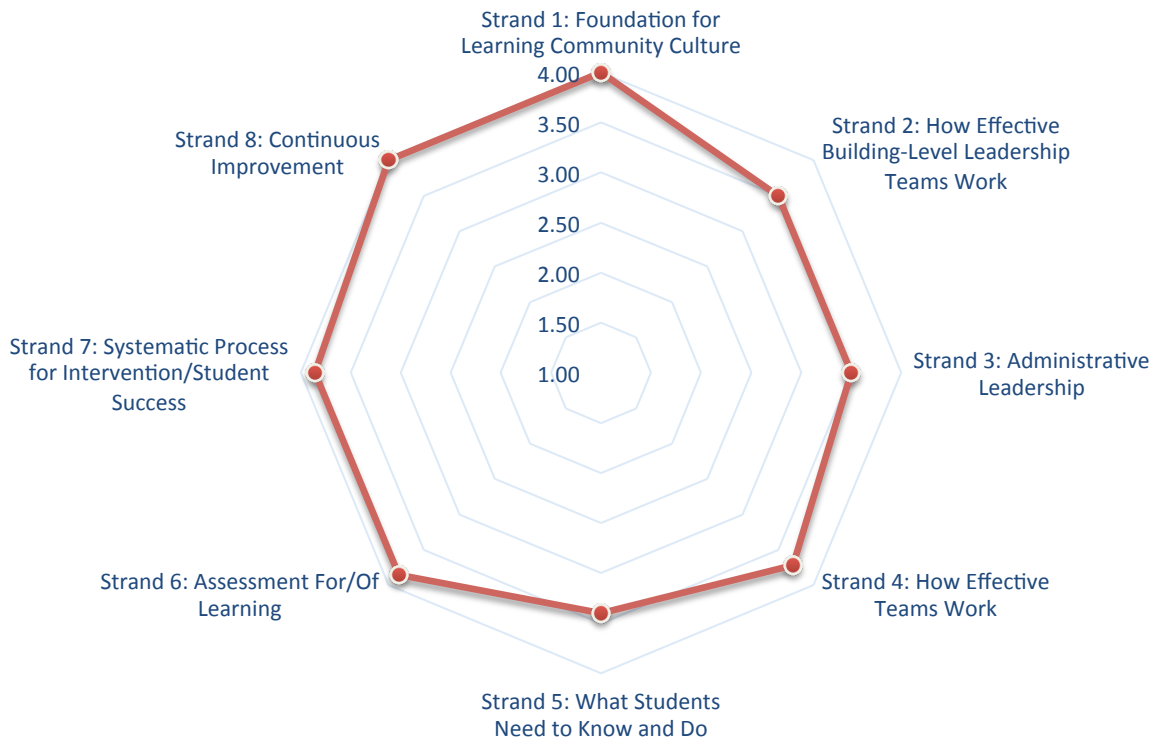
3rd Year Active Level	Raymore Elementary	9/24/15	Total
PLC Implementation Rubric Summary Sheet			**172**

NOTES: The results of the Implementation Rubric have 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.

	Implementation Level (1-4)
Strand 1: Foundation for Learning Community Culture	
A. Mission	4
B. Vision	4
C. Values/Commitments	4
D. SMART Goals	4
E. School Culture:	4
Strand 2: How Effective Building-Level Leadership Teams Work	
A. Shared Leadership	4
B. Meeting Conditions	4
C. Communication	4
D Progress Monitoring	3
E. Feedback to Teams	3
F. Support	3
Strand 3: Administrative Leadership	
A. Modeling	4
B. Change	3
C. Communication	4
D. Shared Leadership	3
Strand 4: How Effective Teams Work	
A. Meeting Conditions	4
B. Collaborative Meetings	3
C. Corollary Questions	4
D. Team Monitoring	3
E. Evidence	4
F. Focusing on Results From Data	4
G. Trust/Participation	4
Strand 5: What Students Need to Know and Do	
A. Essential Learning	4
B. Identified ELOs	4
C. Unwrapped ELOs	3
D. Instructional Timeline (map)	3
E. Review & Revise ELOs	3

Strand 6: Assessment For/Of Learning	
A. Purpose and Type	4
B. Methods	4
C. Feedback	4
D. Student Involvement	4
E. Scoring	3
F. Data	4
G. Grading Practices	4
Strand 7: Systematic Process for Intervention/Student Success	
A. Collective Responsibility	4
B. Data Communication	4
C. Tier 1	4
D. Tier 2	4
E. Tier 3	4
F. Protocols for Enrichment	3
G. School-Wide Implementation	4
Strand 8: Continuous Improvement	
A. Induction	4
B. Action Research	4
C. Data Analysis	4
D. Celebration	4
E. Fidelity	4
TOTAL FOR ALL LEVELS	**172**

NOTES AND EXCEPTIONS:

As a result of Raymore Elementary meeting proficient/deep implementation in all 46 indicators, the requirements for implementation have been met for consideration as an Exemplary PLC School.

COMMENTS IDENTIFYING STRENGTHS AND AREAS IN NEED OF IMPROVEMENT

Strand #1 Foundation for Learning Community Culture

Based upon the documentation provided, it is apparent that mission and vision were revisited and confirmed at the beginning of this school year. During the leadership team interview, the theme of the conversation was centered on what was best for students. When visiting classrooms, this documentation was posted and evident through "Our Belief Board" displays. The SMART goals are routinely reviewed and reflected upon through the PDSA. Goals were set by the district in terms of MPI with a building focus towards achievement of this school's MPI. As results are available this year, we are certain that this will be established for this school year. Student achievement goals, literacy goals, technology goals and culture goals are all set, indicating the importance of all components. This is evidence that goals are set, reviewed and reflected upon in a consistent process.

Strand #2 How Effective Building-Level Leadership Teams Work

Positives in strand two include agendas regularly reported in Google Docs and the practice of established roles was evidenced through documentation provided as well as mentioned during the BLT interview. It is positively noted that great efforts have been made to represent all factions of the school family on the BLT. Additionally, the regularity with which the BLT meets is commendable and noted. A feedback form is included in the documentation provided. It is assumed this will be used as a reflection tool throughout the year as data cycles continue to be implemented.

Strand #3 Administrative Leadership

The transition of principals appears to have been seamless. Deep level of implementation in communication was supported through the staff updates, parent newsletters, obvious commitment to both electronic and paper forms of communication. During student interviews, even students commented on the amount of communication sent to families in various forms. Additionally, parent communication is also available through Twitter and on the school website.

Strand #4 How Effective Teams Work

The commitment to regular collaboration through BLT, team meetings, vertical meetings, intervention and support meetings are regularly scheduled and demonstrate the commitment to multiple methods of communication and true collaborating. The intentional use of technology has allowed teachers to share information and resources in a systematic format. Visits to multiple grade level classrooms indicate high levels of communication as evidenced through a uniform commitment to learning targets.

Strand #5 What Students Need to Know and Do

Teams are communicating deep understanding of learning targets and students can articulate them. An excellent analogy of proficiency scales 1-4 is like "riding a bike" was provided during the student interview. Students were able to demonstrate involvement in their own learning through personal goal notebooks, understanding proficiency scales, and tracking their own data.

Strand #6 Assessment for/of Learning

It is apparent that all faculty have a deep understanding of the purpose and function of assessment. The assessments are varied and results are studied and utilized. The formative assessment practices observed were highly engaging and purposeful in driving next steps in instruction and performance by students. Next steps for staff would include a formal procedure for inner-rater reliability in terms of scoring performance events and constructed response assessment items. Staff has indicated that a formal process is in place for maintaining inner-rater reliability. While visiting multiple classrooms, the level of feedback provided to students (based on the proficiency scale) was noted and beneficial to students.

**Strand #7 Systematic Process for Intervention/Student Success**

All components reflect a thoroughly implemented system for intervention and student success. Not only are the systems in place, a thoughtful reflection process is apparent in this strand. All staff members at Raymore Elementary demonstrate a positive attitude which is reflected in student attitudes toward learning. Tier 2 and Tier 3 students are identified systematically and not expected to stay in this placement for extended periods. Raymore Elementary has noted that they are working towards mirroring the reading intervention system of support in the area of math. A systematic system of enrichment was noted in the documentation; however, supporting documents demonstrating enrichment protocols could be included.

Strand #8 Continuous Improvement

The process for insuring that the transition from one building administrator to another appears to have been relatively seamless, and the important work of the building has been sustained through the adherence to the implementation rubric and a thorough method of documentation. This team of reviewers commented on the continuity that the structures allowed a new principal to "take the reins" in a way that caused little distraction or "dipping" to occur. District artifacts demonstrate a high commitment to the induction process. Raymore has not allowed demographics to become an excuse for not achieving. However, we do suggest that data is disaggregated uniformly to ensure that equal achievement is realized by all groups (for example, are girls achieving at the same level as boys in math?). Celebrations are a part of this school's culture.

Lindsay Meyer - 1st grade, Samantha Copeland - 2nd grade, Laura Moots - 3rd grade, Christal Heier - 4th grade, Bethany Woodson - Sped, Melissa Lucas - Asst Principal, Jennika Mille - Principal, Dr. Michelle Hofmann - Assistant Superintendent, Julie Stevenson - KC RPDC Consultant, Dr. Rob Gordon - State PLC Field Director

Indicator Levels
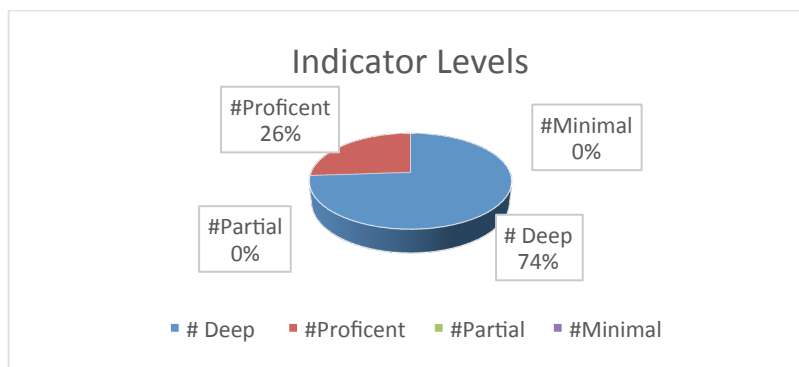
	Average Score
Strand 1: Foundation for Learning Community Culture	4.00
Strand 2: How Effective Building-Level Leadership Teams Work	3.50
Strand 3: Administrative Leadership	3.50
Strand 4: How Effective Teams Work	3.71
Strand 5: What Students Need to Know and Do	3.40
Strand 6: Assessment For/Of Learning	3.86
Strand 7: Systematic Process for Intervention/Student Success	3.86
Strand 8: Continuous Improvement	4.00