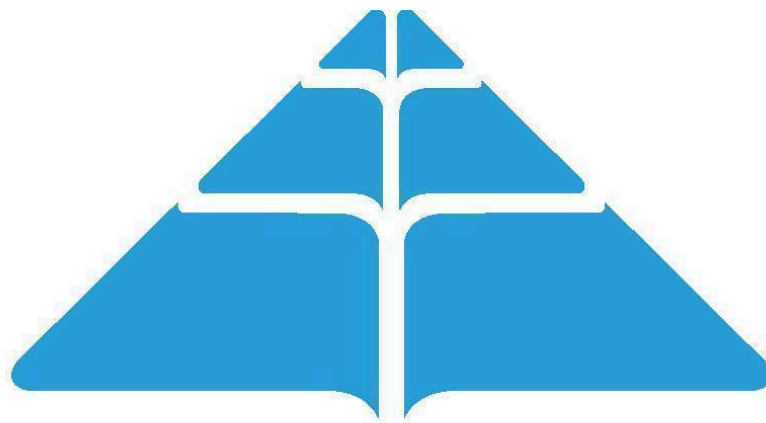


District Name	Fort Smith
School Name	Northside High School
School Principal	Chris Carter
Coach	Jack Baldermann
Date of Completion	March 31, 2023



Solution Tree



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Principal's Narrative

After being designated as a Model PLC School in the Spring of 2020, Northside High School entered into the grant process the following school year in the midst of masks and social distancing. Today we remain on our continuous improvement journey. There were, of course, early adapters, but the process of building buy-in from all stakeholders took time. The Guiding Coalition members really took ownership of the PLC process and led our staff to create new vision and mission statements as well as strong collective commitments. Our vision was revisited during the 2021-2022 school year and our collective commitments were pared down in August 2022 to more manageable verbiage and both are now actively used to develop work for all staff and students. Slowly, remaining staff members began to invest themselves, their time, and their efforts into the culture change. Many now look forward to their weekly team meetings as well as their own training time with Solution Tree content experts. Teams are so invested in the work that we now provide monthly protected planning time for two hours after school so teams can work and get compensated with standard based curriculum funds (SBC) for their extra efforts. Both district and building level administration provide funds for substitutes as needed to allow teams maximum collaborative time together. Now, the majority of staff members are actively involved in the work of a true professional learning community and have adopted an “our kids” mentality.

Individual teams created norms and established a culture of collaboration, celebration, and accountability for one another; the core four PLC questions are part of every team's norms. Each team also creates quarterly SMART goals. Administration, instructional coaches, and staff consistently celebrate teacher achievement and commitment to all students. The graduation progress of every student is actively watched, monitored, and attended to with fidelity starting in the fall of freshman year. Specifically, the English 12 team tracks all student failures throughout the fall semester and works with administration, instructional coaches, and the graduation coach to curb failures during the fall semester of senior year. NWEA MAP data is analyzed on a consistent basis and focus groups of 9th and 10th grade students are created by teachers and instructional coaches for targeted interventions in reading and math. All interim and state assessment data is consistently examined student by student by skill and pushed out to instructional teams for analysis and action. Regular and consistent collaboration on data when appropriate is a minimum requirement for teams and a data tracking sheet is used by every team. The data tracking sheet ensures that data is not only analyzed but acted upon. Teachers now use assessments in a formative way to guide future instruction and/or interventions within their teams. Instructional coaches also encourage staff to include student self-reflection in their assessments and actively teach students to assess their own quality of work and growth toward proficiency. Schoolwide data is posted in the staff workroom and pushed out to teams. Instructional coaches facilitate conversations with teams meant to track student progress toward graduation and get students who are off track back on track for graduation as quickly as possible. Collectively, we are trying to move away from tracking “bubble students” and toward moving “band students” and helping district level administrators to understand why this matters more to our overall student growth.

Teams built a guaranteed viable curriculum to eliminate curricular discrepancies and are also now leading this same work at the district level as our district moves toward aligning curriculum and summative assessments between the two high schools. Any team that struggles to meet minimum expectations of collaboration are supported both directly and indirectly by administration and/or instructional coaches

Looking toward sustaining the work we have already started, administration and instructional coaches are developing a core set of seven HRS instructional strategies to emphasize during the 2023-2024 school year



and plan to implement ‘instructional rounds,’ a formalized observation system and a requirement for all staff. We also want to encourage more academic reading in teams and administration is willing to provide funds for books on pedagogy, instruction, and content specific instructional strategies. We continuously refine our enrichment/intervention program (WIN) so that all students are being properly challenged and experiencing growth; that will continue to be a priority focus for our core teams. Administration invited instructional coaches and department chairs, as well as teachers, to provide input on the master schedule for next year and is poised to create the strongest, most effective teams ever. For future staffing needs, instructional coaches, department chairs, and/or PLC team leads participate in interviews, but another area for growth includes establishing that team norms and expectations must be clearly communicated to interviewees during the interview process. We are establishing a stronger system to help new hires become active and valued members of their collaborative team and for providing support throughout their transition into our school. We also created a formal system for dealing with grievances within teams that will be launched in the fall. Administration will continue to provide opportunities for all staff members to have choice and voice in decision making, and the Renaissance Team will continue to provide celebrations and launches that are integral to building community and collective efficacy amongst staff. Collective efficacy will continue to require strong focus because it is so foundational to the work of PLCs.

Coach’s Narrative:


After more than three years of the most recent work to implement the Professional Learning Community process, Northside has much to be proud of and remains on a continuous improvement journey. At the start of the journey, Northside became the first high school in Arkansas to earn Model Professional Learning Community status. A culture had been established where a shared mission, vision and values had clearly been collaboratively built and implemented. Teacher-led data teams were instituted and intervention time was present. Genuine student achievement gains had been made most notably demonstrated in the increase in test scores and some of the best graduation rates the school had ever achieved.

I have witnessed first hand the sincere, positive commitment and energy that has led to genuine implementation, gains in student success and a faculty/staff that is practicing many PLC concepts with fidelity and enthusiasm. The administration have been true believers who research and take all they learn and communicate it to their team with a focus on follow through and implementation.

Four of the best examples of this work were 1) work sessions and meetings where the administration and staff became knowledgeable about what it meant to be a Professional Learning community, 2) the collaboratively built Mission, Vision and Values, 3) the installation of teacher-led data teams that create targets and formative assessments that lead to student learning gains and test score increases (from 2018 through 2021 and should occur again in 2023), 4) the intense whole school approach to setting Graduation rate goals and tracking of the progress of every student that has led to excellent graduation rates.

In the spring of 2020, after an incredible amount of work and an intense focus on student learning gains, Northside was poised to achieve continued progress on the test score increase journey.

In the next 18 months, the pandemic hit, a significant turnover in administration occurred, and an entire grade level (9th grade) was added to Northside. In my career I have never made excuses and have been tenacious



about a Results Orientation. However, the emerging research is clear that the pandemic impacted high poverty and diverse schools disproportionately. This was true for Northside. The culture here has been and is centered on relationships between staff and students. The lack of contact between students and their teachers significantly impacted student learning and eventually performance on the state exam. It is imperative to recognize that prior to the pandemic scores were increasing. The entire team was in survival mode and offered a valiant effort to see students continue to graduate at high levels, but the significant decrease in instructional time was detrimental.

A school that had moved from D to C and on the verge of B status had been rocked by the upheaval. With the incredible decrease in student-teacher contact time coupled with additional challenges that were more prevalent at a high poverty school, test score performance (as you would expect) declined. That does not eliminate the true work and improvement that has taken place and that continues.


Northside was in survival mode yet continued to track and support student success (most notably in graduation rates). The team tracked every student and did all they could under unprecedented circumstances to see their beloved students not drop out. The heart of true PLC work and thinking was present and resulted in better than expected student success in this vital area. The results include graduation rates higher than the state and district average every year despite Northside having a much higher percentage of students living in economic poverty (compared to the state and district). To track Northside's improvement, please consider the graduation rate in 2017 stood at 87% compared to graduation rates constantly in the low 90s during the past 4 years and reaching 94% right before the pandemic hit.

Another key indicator (beyond test scores during the pandemic and the state grade) is the significant improvement Northside achieved in the U.S. News and World Report National High School rankings. Northside improved from 152 in Arkansas and currently stands at 120 (2022 rank). Moving up 30 slots makes Northside one of the more improved high schools in Arkansas.

Administration turnover and the lack of consistency has impacted implementation. It should be noted that many dedicated and talented administrators have served Northside well including two quality principals, but the team has changed significantly every year of the grant with only one member being present all 3 years and 11 different administrative leaders in the positions during the 3 year grant cycle. Despite the changes Northside should be on track for some of its best student achievement data ever (a point I will return to in my closing).

Another highlight is that teachers from a variety of disciplines have incorporated the student-centered assessment improvements outlined by consultant Dr. Tony Reibel in their work. The Ft. Smith School District is also moving to district-wide common essentials and summative assessments. The work done by the Northside PLC teams and instructional coaches has largely been adopted as the official curriculum for the Ft. Smith Public Schools. This would not have been accomplished if not for the work done during the duration of this grant.

There are two major areas of focus that need continued attention for Northside to remain a Model PLC. First, the teacher-led collaborative data teams need to collaboratively analyze student performance information. Common formative assessments and their requisite targets are often present, but the teams need to analyze and act on the data in a timely manner.



Second, the effectiveness of interventions and re-teaching needs to be monitored, celebrated and used to drive further student growth. Student by student by target data needs to be utilized to drive instruction and re-teaching on a consistent basis.

The ambitious S.M.A.R.T. goals, when realized at the end of this grant cycle, will result in some of the best, if not the best, achievement in Northside's history. This is clear evidence that the work done by the Northside team on behalf of its students has made a powerful and positive difference.

PLC at Work® Continuums

Learning by Doing (third edition), page 6

The PLC at Work Continuums are based on the premise that it is easier to get from point A to point B if you know where point B is and can recognize it when you get there. The sustaining stage of the continuum explains point B in vivid terms. It describes the better future your school is moving toward on its PLC journey. A journey from A to B, however, also requires some clarity regarding the starting point. The continuum is also a tool to help educators assess the current position of their school or team so that they can move forward purposefully rather than fitfully.

Pre-Initiating Stage

The school has not yet begun to address this PLC principle or practice.

Initiating Stage

The school has made an effort to address this principle or practice, but the effort has not yet begun to impact a critical mass of staff members.

Implementing Stage

A critical mass of staff members is participating in implementing the principle or practice, but many approach the task with a sense of compliance rather than commitment. There is some uncertainty regarding what needs to be done and why it should be done.

Developing Stage

Structures are being altered to support the changes, and resources are being devoted to moving them forward. Members are becoming more receptive to the principle, practice, or process because they have experienced some of its benefits. The focus has shifted from "Why are we doing this?" to "How can we do this more effectively?"

Sustaining Stage

The principle or practice is deeply embedded in the culture of the school. It is a driving force in the daily work of staff. It is deeply internalized, and staff would resist attempts to abandon the principle or practice

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 type="checkbox"/> Structures and processes have been altered to align with the purpose and priorities.
	<input 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

- The School Improvement Plan that includes school goals was developed alongside the leadership team, and vetted by the faculty at large.
- Student performance data is monitored and shared with faculty (summative and interim assessment data). Intervention groups are driven by this performance data.
- [2021-2022 Data Dive](#)



- Collaborative teams check individual target performance by individual students alongside team SMART goals to measure growth.

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 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 type="checkbox"/> People throughout the school are changing their behavior to align with the priorities.
	<input 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 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

- District is supportive in providing subs as requested for on and off site PLC training.
- Faculty meetings are started with recognition of staff showing evidence of aligning with school goals and priorities.
- Collaborative teams meet weekly and team members participate in agenda items.

- Collaborative teams use data from common formative assessments in order to determine intervention needs.
- All teams are collecting and comparing proficiency data on essential standards.
- All PLC teams have a set of meeting norms and hold each other accountable to those norms.

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.
Initiating	<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.
	<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.
Implementing	<input type="checkbox"/> It does little to impact professional practice or the assumptions behind those practices.
	<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.
Developing	<input type="checkbox"/> Some teachers are concerned that these efforts will deprive them of academic freedom.
	<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	
<ul style="list-style-type: none"> • The faculty collectively committed and implements our mission: Northside High School is a learning community that equips, encourages, and empowers all individuals to reach their full potential. • Student performance information is posted in the faculty lounge, and is followed up in team meetings. • Our graduation coach and a team of administrators and counselors relentlessly monitor and track students, and create action plans in order to reach our graduation goal. • Area for growth: seek, create, define clarity 	

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	
<ul style="list-style-type: none"> • Teams continue to amplify their work on essential standards, learning targets, and assessments. • Cross curricular alignment takes place between English and Social Studies courses with Social Studies courses providing explicit instruction for learning targets being taught in English at the same time (i.e. argumentative writing, identifying central idea, etc.). 	





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.
Implementing	<input type="checkbox"/> There is no attempt to translate the beliefs into the specific commitments or behaviors that staff will model.
	<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.
Developing	<input type="checkbox"/> Many staff object to specifying these commitments and prefer to focus on what other groups must do to improve the school.
	<input type="checkbox"/> Staff members have been engaged in the process to articulate the collective commitments that will advance the school toward its vision.
Sustaining	<input type="checkbox"/> They endorse the commitments and seek ways to bring them to life in the school.
	<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.
	<input checked="" type="checkbox"/> 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	
<ul style="list-style-type: none"> • Northside Collective Commitments were developed and modified by the leadership team and are as follows: <ul style="list-style-type: none"> o Grizzlies put students first. o Grizzlies focus on learning. o Grizzlies support each other. o Grizzlies commit to growth. o Grizzlies follow instructions. • Collective Commitments are at the forefront of planning professional development and communicating rationales for processes and procedures to the staff. 	



- [February 17th Professional Development](#) day and all sessions were built around the Northside Collective Commitments.
- Teachers can disagree but still cooperate better than prior to doing this work
- Need to have more celebrations

Common School Goals

We have articulated our long-term priorities, short-term targets, and timelines for achieving those targets.

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 type="checkbox"/> The school goal has been translated into specific goals that directly impact student achievement for each collaborative team.
	<input type="checkbox"/> If teams are successful in achieving their goals, the school will achieve its goal as well.
	<input 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.
	<input checked="" type="checkbox"/> 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



- Collaborative teams have SMART goals that support the school goals. These goals are monitored at least by quarter.
 - example, include English 12 SMART goals that align with graduation
- [School goals for 22-23](#)
- [Credit Deficiencies List](#)
 Google sheet that documents the credit deficiencies for all grades. This is updated after counselors complete credit checks. The tab labeled "Karen" is the one the graduation coach updates as students complete their credit recovery. This is ongoing and up to date.
- [Active Seniors in Credit Recovery](#)
184 seniors needed credit recovery in August 2022
144 are now "on track" !! (3.30.23)
17 just need one course to complete in credit recovery
 Only **6** students are are High Risk (4+ courses needed to graduate)
- PGP's are aligned with school goals
- Teachers hold one another accountable
- Create a network to celebrate team successes and shoutouts

The PLC at Work® Continuum: Building a Collaborative Culture Through 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 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 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 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 checked="" 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 checked="" type="checkbox"/> Teams are self-directed and very skillful in advocacy and inquiry.
	<input checked="" 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.
	<input checked="" type="checkbox"/> 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.

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.

Overall Stage of Implementation	
Sustaining	
Evidence/Justification	
<ul style="list-style-type: none"> • Teams meet on a weekly basis and agenda items are driven by the four critical questions of the PLC process. • While there are teams who are engaged in continuous improvement, the majority of teams have embraced the tenets of being an effective collaborative team. • Team structure is ingrained in our culture; our staff mindset is “not more work; more support.” 	

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.
	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 checked="" 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	
<ul style="list-style-type: none"> • All PLC teams have a set of meeting norms and hold each other accountable to those norms. These norms are posted on all weekly agendas. • Math PLC Agenda Example w/ Norms • Sample English 10 Agenda • Meetings are closed by three questions: 	





- “How did we impact student learning today?”
 “What did we commit to doing before our next meeting?”
 “What did we commit to bring with us to our next meeting?”
- Commitments are established but not well communicated
 - Team members sometimes avoid conflict, so we are implementing a Northside Help Desk form.

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.

<p>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.</p>	
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	
<ul style="list-style-type: none"> • Sample English 9 Agenda • Sample English 12 Agenda 	

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.

<p>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.</p>	
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 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 type="checkbox"/> They are beginning to adjust curriculum, pacing, and instruction based on evidence of student learning.
Sustaining	<input checked="" type="checkbox"/> Teachers on every collaborative team are confident they have established a guaranteed and viable curriculum for their students.
	<input checked="" 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

Sustaining

Evidence/Justification

- Teams have collectively developed a guaranteed and viable curriculum for their students.
- Departments are working to better align vertically from one course to the next.
- FSPS is continuing to develop district level curriculum guides by allowing secondary schools to work together.
- Northside Math developed curriculum guides, pacing guides, unit plans, and unpacked essential standards have been adopted as the official Fort Smith Public Schools plans.
- Example Unit: [Algebra 1 Standards Overview](#) [Algebra 1 Unit 1 Plan & Pacing Guide](#), [APR.A.1 Unpacked](#)
- All teams have GVC but not all teams are consistently adjusting instruction based on data

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 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 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	
<ul style="list-style-type: none"> • We believe teachers should create their own assessments to review performance data and create action plans. • Teachers have shown a high interest in information for student learning in many ways, including seeking opportunities for professional learning from our assessment coach, having department studies of books such as "The New Classroom Instruction that Works." • Science department creates and utilizes their own interim assessments that is based off of the ACT Aspire • We do have weekly time to meet/plan, but need to work on using data to drive instruction in a more timely manner 	

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.
Developing	<input type="checkbox"/> The discrepancy is causing some tension on the team.
	<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 type="checkbox"/> Collaborative teams of teachers frequently use performance-based assessments to gather evidence of student learning.
	<input 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 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

Developing

Evidence/Justification

- Improvement is needed in the area of having students assess the quality of their own work and learning. This is the next step in our process to move from developing to sustaining.
 - [Sample World History Assessment](#)
 - [Sample Economics Assessment](#)
 - [Sample English 9 Assessment](#)
- We also need to increase the use of performance-based assessments to gather evidence of student learning.
- Work on building efficacy with new staff/team members

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 type="checkbox"/> Collaborative teams of teachers gather evidence of student learning on a regular basis through frequent common 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 type="checkbox"/> Members who struggle to teach a skill are learning from those who are getting the best results.
	<input 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

- Teachers use common formative assessments to drive interventions during WIN time.
- Teachers use the data to inform how to close gaps in student learning but teachers are not reflecting on instructional based strategies.

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.

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



	<input 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 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 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 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 type="checkbox"/> All students are guaranteed access to this system of interventions regardless of the teacher to whom they are assigned.
	<input 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	
Developing	
Evidence/Justification	
	<ul style="list-style-type: none"> • We provide a system of interventions that give an opportunity for each student to receive additional time and support for learning if he or she experiences initial difficulty. We call this time WIN (What I Need). • Our school utilizes RTI Scheduler to plan and execute schedules easily and effectively. Teachers create sessions then draft students to come to their room during our Intervention time. • We need to improve in the area of students having access to enriched and extended learning opportunities.

PLC at Work® Sustainability Continuums

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	<input type="checkbox"/> Hiring decisions are made by the personnel office.
	<input type="checkbox"/> 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.
	<input type="checkbox"/> New staff members may be assigned a mentor.
Implementing	<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 checked="" 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.
	<input checked="" type="checkbox"/> The collaborative team process is considered the primary strategy for supporting new staff members as they make their transition into the school.
Developing	<input 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 type="checkbox"/> The principal continues to meet with the new staff members on a regular basis.
	<input type="checkbox"/> Teacher leaders have created an ongoing professional development program based on the needs of new teachers.
	<input type="checkbox"/> The program is presented each month.
Sustaining	<input type="checkbox"/> Selection and orientation of new staff members are recognized as a joint responsibility of teachers and administrators.
	<input 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 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.

Overall Stage of Implementation

Implementing

Evidence/Justification

- Our applicant pool is often quite smaller making reaching higher levels of achievement here challenging.
- Often the master is not set during the hiring window making it difficult to observe a related essential skill.

- This is an area where continued growth is needed.
- Aligning the PLC process with hiring new teachers needs to be addressed and action taken.

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 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 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

Developing

Evidence/Justification

- The administrative team often aligns training and resources so teacher teams can best serve their students. They have actively problem solved and taken action on teacher suggestions and needs.
- The principal provides hand written notes of thanks to every returning staff member and also includes their teaching assignments for the following year.
- [Administrative Notes to Staff Members](#)
- [Northside Teacher of the Month](#)
- [Northside Teacher of the Year](#)
- [Teacher Rallies](#)

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 checked="" type="checkbox"/> Nonetheless, many staff members are reluctant to challenge the thinking or behavior of a colleague.
	<input checked="" type="checkbox"/> If the situation becomes too disturbing, they will expect the administration to intervene.
Developing	<input 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 type="checkbox"/> Staff members view conflict as a source of creative energy and an opportunity for building shared knowledge.
	<input 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 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 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
Implementing
Evidence/Justification
<ul style="list-style-type: none"> Our area for improvement is to create processes to help use conflict as a tool for learning together and improving the school.



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.

<p>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.</p>	
Pre-Initiating	<input type="checkbox"/> There is no focused and sustained districtwide process for improving schools.
	<input 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 checked="" 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 checked="" 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 checked="" 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.

They are committed to the collective success of the team and the individual success of each member.

Overall Stage of Implementation

Developing

Evidence/Justification

- [Northside High School Observation Form](#) - This form is used to gather observation data. The expectation is a minimum of 50 administrative observations per week (ten per administrator). This form provides a framework for administration that includes observations of classroom teachers, co-teaching teams, counselors, plus observations of any PLC team meetings. The follow-up for each observation is an email with positive remarks or a follow-up meeting to discuss any areas of improvement.
- Administrators meet weekly to discuss data collected during observations and make a plan for the next week's observations.
- Administrators divide core subjects by grade and observe subject/grade groupings on the same day facilitating a continuity or highlighting a lack of continuity among PLC team members functioning in their individual classrooms.

Where Do We Go From Here?

Learning by Doing (3rd Ed.)

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

Indicator of a PLC at Work: Responding to Conflict

<p>What steps or activities must be initiated to create this condition in your school?</p>	<ul style="list-style-type: none"> • We need to develop a formal process to address conflicts that arise between staff members. • One strategy that we will implement is to incorporate "The Northside Help Desk Ticket" system that will allow staff members to self-identify as needed in assistance in conflict resolution. • A link to this system is provided here: Northside Help Desk Ticket • We need targeted professional development before the school year begins to help teams develop trust and build rapport.
<p>Who will be responsible for initiating or sustaining these steps or activities?</p>	<ul style="list-style-type: none"> • Administration • Guiding Coalition • Instructional Coaches • Instructional Chairs • Counselors • Team Leaders
<p>What is a realistic timeline for each step or</p>	<ul style="list-style-type: none"> • We are in the process of building a procedure for the 2023-2024 school year to be utilized by all staff Starting in the Fall of 2023.



phase of the activity?	<ul style="list-style-type: none"> ● Instructional Coaches will partner with administration to develop professional development focusing on team building.
What will you use to assess the effectiveness of your initiative?	<ul style="list-style-type: none"> ● When the system is utilized and there are clear examples of conflicts being addressed and resolved we will have evidence of effectiveness. ● Teacher surveys

Indicator of a PLC at Work: Selecting and Retaining New Staff.

What steps or activities must be initiated to create this condition in your school?	<ul style="list-style-type: none"> ● 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. ● Instructional coaches will provide direct mentorship to new hires.
Who will be responsible for initiating or sustaining these steps or activities?	<ul style="list-style-type: none"> ● Administration ● Guiding Coalition ● Instructional Coaches ● Instructional Chairs ● Renaissance Team
What is a realistic timeline for each step or phase of the activity?	<ul style="list-style-type: none"> ● Administration as well as instructional coaches and chairs are currently giving input into the 2023 - 2024 master schedule. ● Current staff teaching assignments will be individually shared by administration on or before June 2, 2023. ● Instructional Coaches will engage new hires in, at minimum, a mini or a full coaching cycle before the end of their first quarter at NHS.
What will you use to assess the effectiveness of your initiative?	<ul style="list-style-type: none"> ● Retention rates ● New teachers will complete a survey assessing the value of their orientation