PLC Overview
FAST Data
WIN and STORM Time

Center Point-Urbana School Board
April 19th, 2023

What is a PLC?

Professional Learning Community

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

Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

The BIG IDEAS of a PLC

- We accept **learning** as the fundamental purpose of our school and therefore are willing to examine all practices in light of their impact on learning.
- We are committed to working together to achieve our collective purpose. We cultivate a **collaborative** culture through the development of high-performing teams.
- We assess our effectiveness on the basis of **results** rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement.

We focus on
COLLABORATION.

We focus on
LEARNING.

We focus on
RESULTS.

Focus on Learning:

When a school or district functions as a PLC, educators within the organization embrace high levels of learning for all students as both **the reason the organization exists** and **the fundamental responsibility** of those who work within it.

DuFour, DuFour, Eaker, Many & Mattos. (2016). *Learning by Doing: A Handbook for Professional Learning Communities at Work.*

Focus on Collaboration:

The second big idea driving the PLC process is that in order to ensure all students learn at high levels, educators must **work collaboratively** and **take collaborative responsibility** for the success of each student.

DuFour, DuFour, Eaker, Many & Mattos. (2016). *Learning by Doing: A Handbook for Professional Learning Communities at Work.*

Focus on Results:

To assess their effectiveness in helping all students learn, educators in a PLC focus on results - **evidence of student learning**. They then use the evidence of learning to inform and improve their professional practice and respond to individual students.

DuFour, DuFour, Eaker, Many & Mattos. (2016). *Learning by Doing: A Handbook for Professional Learning Communities at Work.*

Shift in the Work of Teachers

From isolation	⇨	To a focus on learning
From "collaboration lite" on matters unrelated to student achievement	⇨	To a fixation of what students learned
From an assumption that these are "my kids, those are your kids"	⇨	To an assumption that these are "our kids"

(DuFour, DuFour, Eaker, & Many, *Learning by Doing*, 2010, p. 250)

What is "Tight" in a PLC?

- Educators work collaboratively and take collective responsibility for learning
- The fundamental structure of the school becomes the collaborative team
- The team establishes a guaranteed and viable curriculum
- The team develops common formative assessments
- The school creates a system of interventions and extensions for extra time and support
- The team uses evidence of student learning to improve individual and collective practice

“You do not rise to the level of your goals. You fall to the level of your systems.”

-James Clear

But What about the Research?

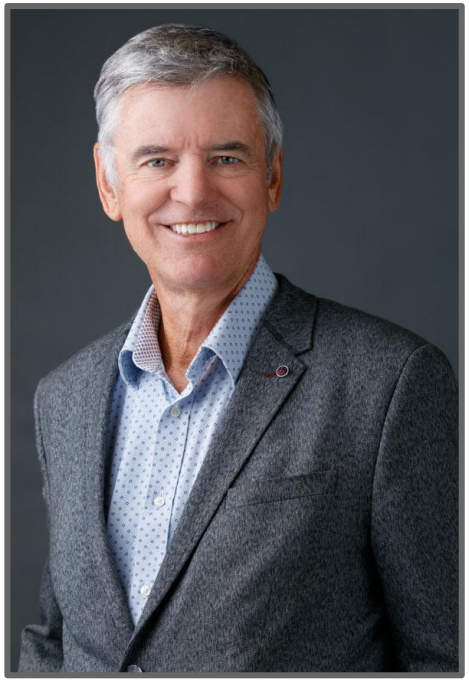


Photo: National Institute for Excellence in Teaching

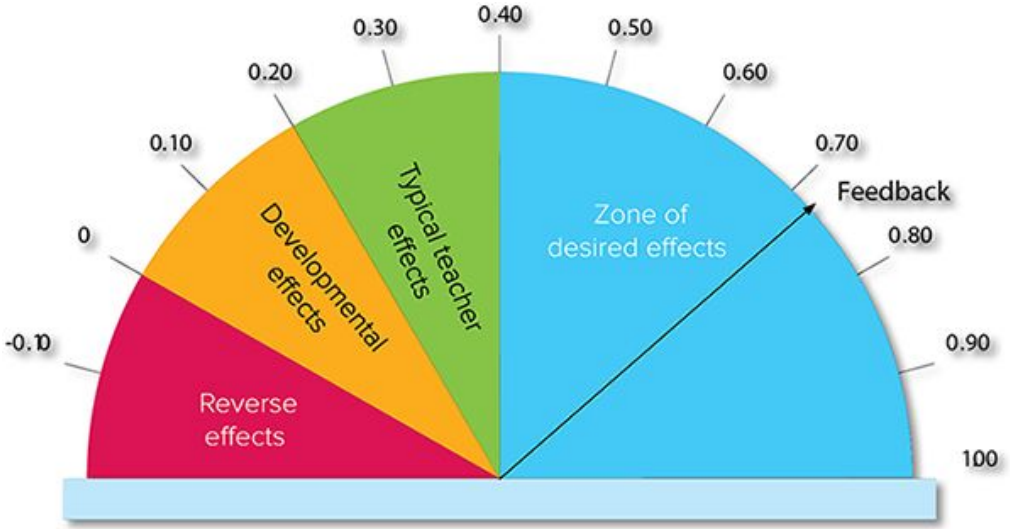


Image: Coalition of Oregon School Administrators

#1 Factor:

Collective Teacher Efficacy (1.57)

(PLCs are teams that create this)

visible learning[plus]

Collective Teacher Efficacy

Domain. **School**

Sub-domain. **Leadership**

Mean Effect Size	# of Meta Analyses	# of Studies
1.57	1	26

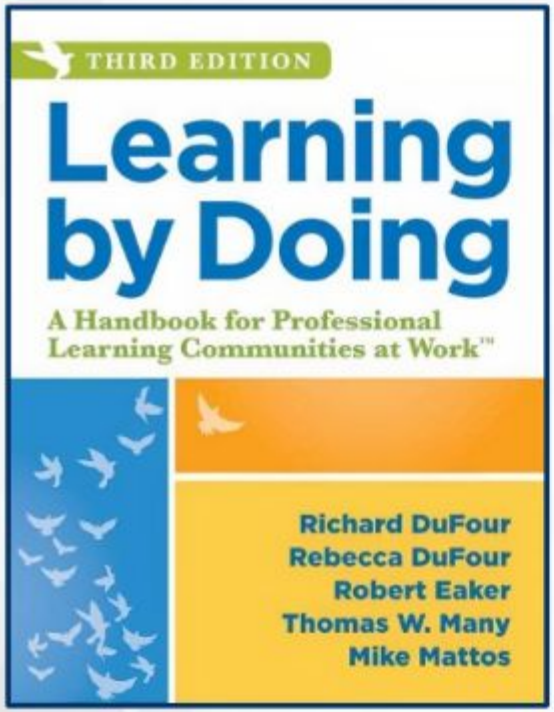
Description of research.

Collective teacher efficacy (CTE) is the collective belief of the staff of the school/faculty in their ability to positively affect students. CTE has been found to be strongly, positively correlated with student achievement. A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference then they very likely will.

#2 Factor

Teacher Estimates of Achievement (1.46)

(How closely teachers are monitoring progress, responding, and providing feedback)



"There is simply **no credible evidence** that schools are more effective when educators work in isolation and the questions of what students learn, how they are assessed, and what happens when they struggle are left to the randomness of the individual teacher to whom they have been assigned."

DuFour, DuFour, Eaker, Many & Mattos. (2016). *Learning by Doing: A Handbook for Professional Learning Communities at Work.*

Collaborative Teams form a Professional Learning Community and clarify the four critical questions:

1.What do we want all students to know and be able to do? (Essential Standards)

2.How will we know they have learned it? (Assessment)

3.What will we do if they have not learned? (Intervention)

4.What will we do is they already know it? (Extension and Enrichment)

The Work of Teams

- Formed a professional learning community (Clarity around the 4 critical questions)

- Focused on student work (through assessment)

- Changed their instructional practice accordingly to get better results

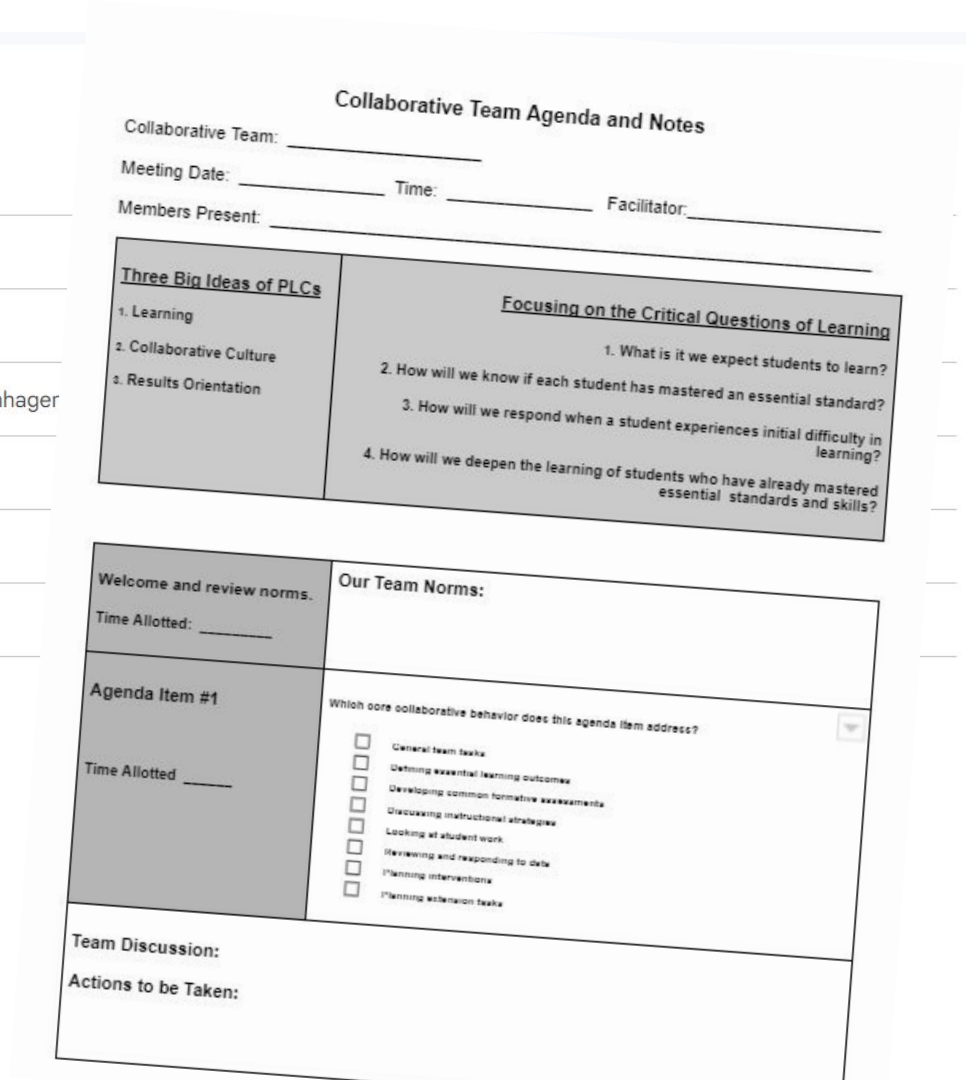
- Did all of this on a continuing basis

Guaranteed and Viable Curriculum

A GVC is not a proper noun; it is not a concrete object. It is not something that is contained within a notebook or available online. A GVC is the commitment between and among teachers to teach what the team has agreed are the essential standards.

My Drive > CPU Instructional Center

Name	Owner
Primary Collaborative Teams	me
PK-12 Social Emotional Learning (SEL)	me
PK-12 Collaborative Teams	Ellen Popenhager
MS Collaborative Teams	me
Intermediate Collaborative Teams	me
HS Collaborative Teams	me



Collaborative Team Agenda and Notes

Collaborative Team: _____

Meeting Date: _____ Time: _____ Facilitator: _____

Members Present: _____

Three Big Ideas of PLCs	Focusing on the Critical Questions of Learning
1. Learning 2. Collaborative Culture 3. Results Orientation	1. What is it we expect students to learn? 2. How will we know if each student has mastered an essential standard? 3. How will we respond when a student experiences initial difficulty in learning? 4. How will we deepen the learning of students who have already mastered essential standards and skills?

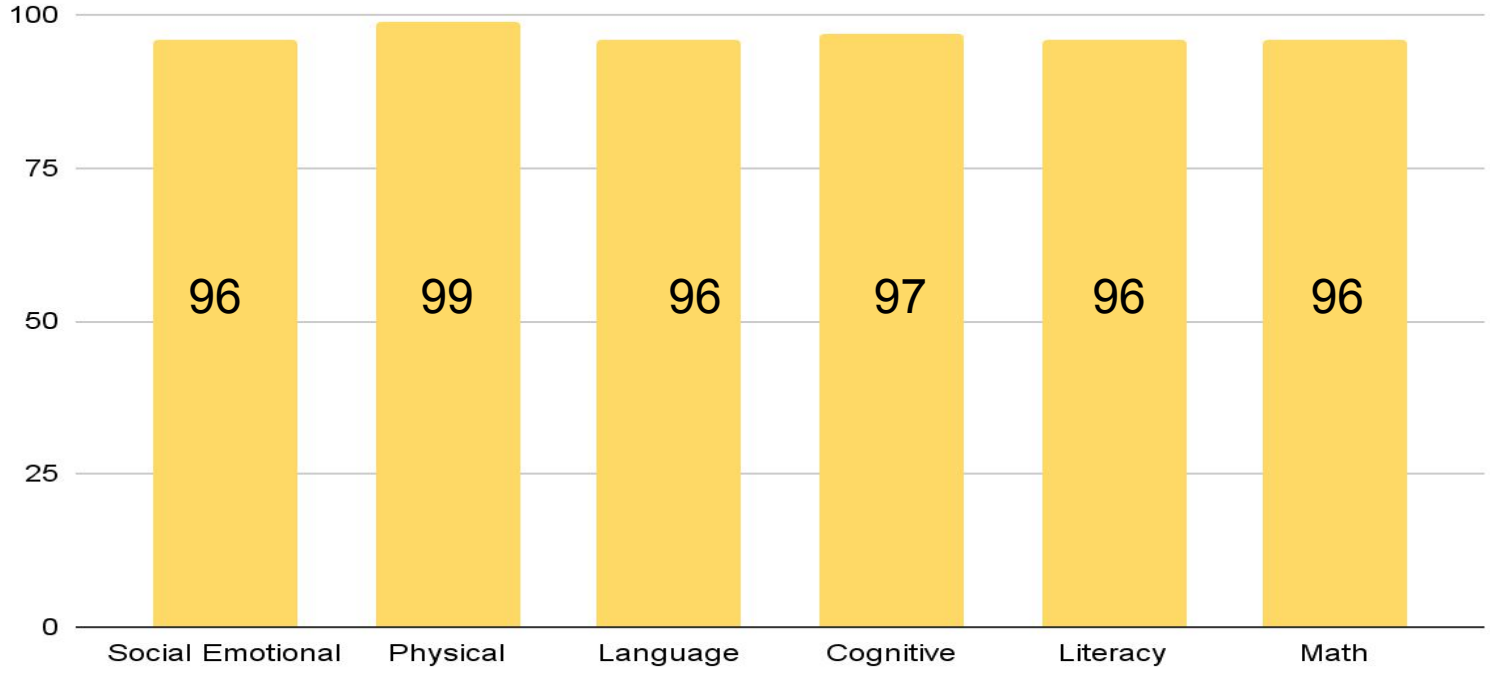
Welcome and review norms. Time Allotted: _____	Our Team Norms:
Agenda Item #1 Time Allotted _____	Which core collaborative behavior does this agenda item address? ☐ General team tasks ☐ Defining essential learning outcomes ☐ Developing common formative assessments ☐ Discussing instructional strategies ☐ Looking at student work ☐ Reviewing and responding to data ☐ Planning interventions ☐ Planning extension tasks
Team Discussion: Actions to be Taken:	

Primary GOLD

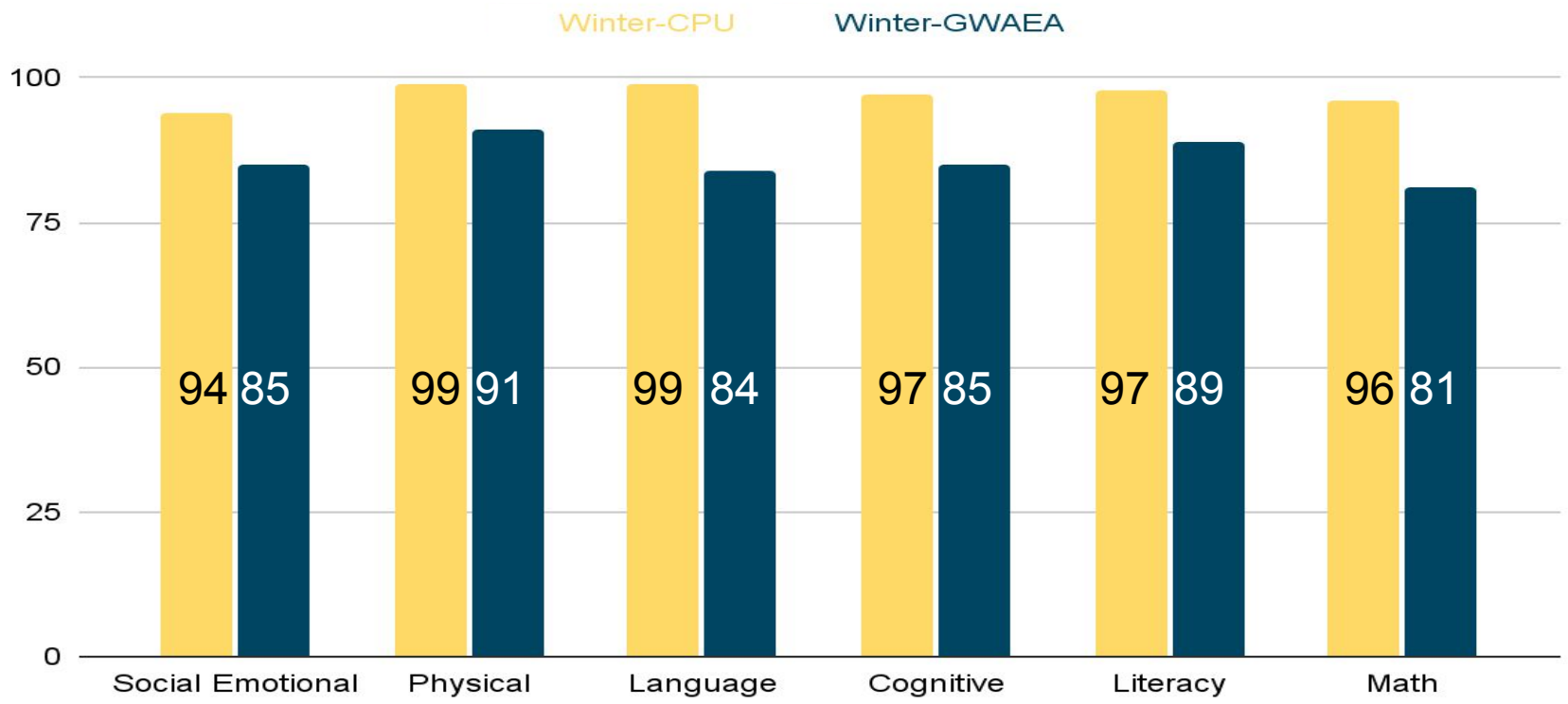
- Assessed 3 times a year in preschool.
- Developmental domains on GOLD are: social-emotional, physical, language, cognitive, literacy, mathematics, social studies, science and technology, and the arts.
- The following data shows all three and four year olds assessment in social emotional and language domains
- The data shows the assessment of four year old in the areas of physical, cognitive, literacy and math.

Percent of Students Meeting/Exceeding Widely Held Expectations

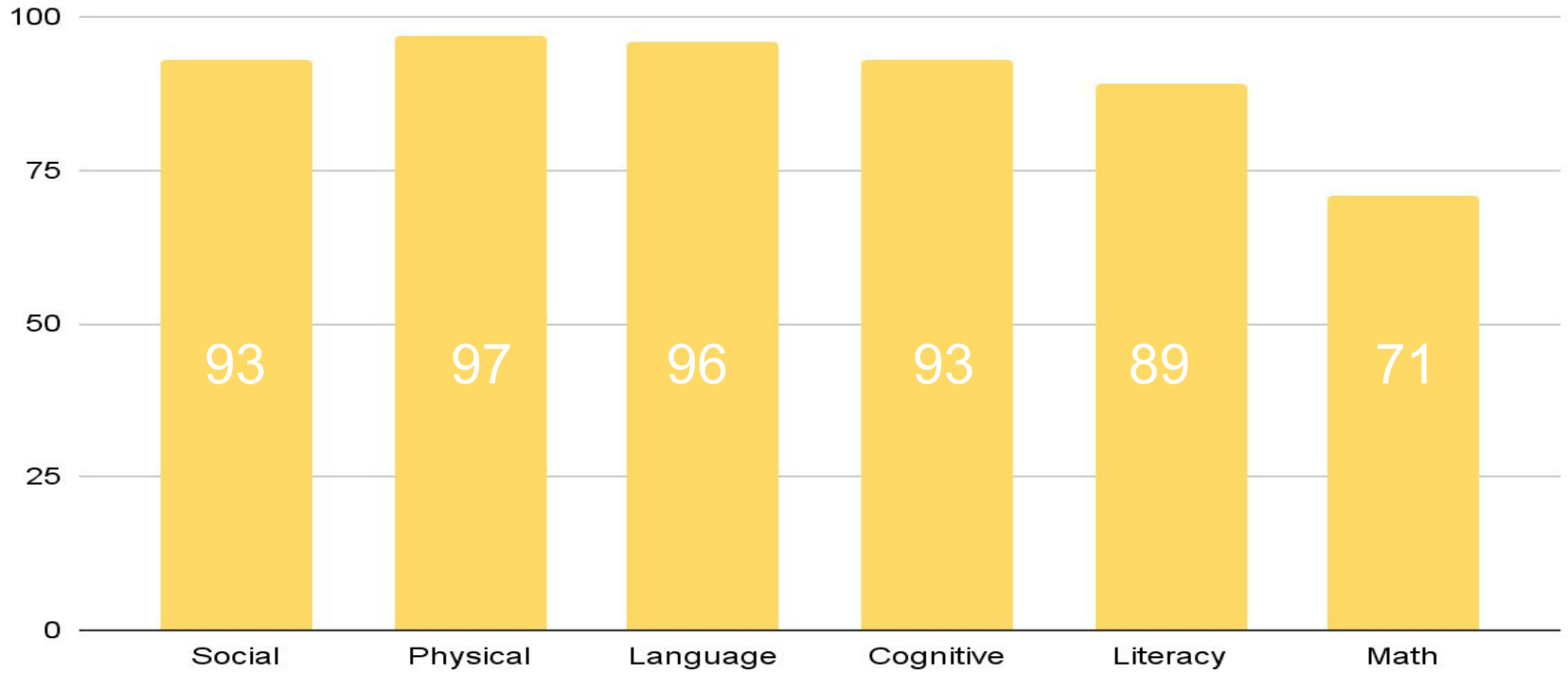
Winter 2022/2023



Percentage of Four Year Olds Meeting/Exceeding Widely Held Expectations



Percentage of Four Year Olds Kindergarten Readiness During Winter Checkpoints



What is **FAST**?

Formative

Assessment

System for

Teachers

Highly efficient assessment tools designed for universal screening, progress monitoring, and program evaluation as part of a Response to Intervention (RtI) or Multi-Tiered System of Support (MTSS) model of service delivery.

Iowa adopted the FAST literacy suite of assessments to assist districts in the implementation of MTSS practices and in meeting the requirements of the Early Literacy Initiative as part of Iowa Code Section 279.68.

K-2nd Primary	
Reading	K-Early Reading, 1-Early Reading, 2nd-CBMR
Math	K-Early Math, 1-aMath, 2-aMath
3rd-5th Intermediate	
Reading	CBMReading aReading
Math	aMath
6th-8th Middle School	
Reading	CBMreading aReading
Math	aMath CBMmathCAP

FAST Screeners

Window	Window Opens	Window Closes*
Fall	August 29th, 2022	September 30th, 2022
Winter	January 2nd, 2023	February 3rd, 2023
Spring	April 24th, 2023	May 26th, 2023

*Date that healthy indicator data is collected

FAST Testing Windows

K-2 Primary Literacy Data

Literacy	2020-2021			2021-2022			2022-2023		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
K	74	61	75	77	79	71	82	89	
1	74	76	76	70	86	86	63	77	
2	61	82	75	74	75	75	74	86	

Literacy	2020-2021			2021-2022			2022-2023		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
K	74	61	75	77	79	71	82	89	
1	74	76	76	70	86	86	63	77	
2	61	82	75	74	75	75	74	86	

K-2 Primary Math Data

Math	2020-2021			2021-2022			2022-2023		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
K	74	77	72	75	71	77	85	86	
1	52	75	82	64	77	82	59	81	
2	86	96	75	89	88	83	83	86	

Math	2020-2021			2021-2022			2022-2023		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
K	74	77	72	75	71	77	85	86	
1	52	75	82	64	77	82	59	81	
2	86	96	75	89	88	83	83	86	

Celebrations

- The growth in the data in combination with the structure of daily intervention groups
- The collaborative structure of grade level teams that aligns with student needs
- Utilizing the additional time together to analyze data and plan for instruction and interventions

Literacy

- K - Fall 82% at benchmark, Winter 88% at benchmark
- 1- Fall 63% at benchmark, Winter 77% at benchmark
- 2 - Fall 74% at benchmark, Winter 83% at benchmark

Math

- K - Fall 85% at benchmark, Winter 86% at benchmark
- 1- Fall 59% at benchmark, Winter 81% at benchmark
- 2 - Fall 83% at benchmark, Winter 86% at benchmark

Areas of Growth

- Continuing to adjust to the ever-changing needs of students.
- Vertically aligning curriculum K-5 so our students are successful from year to year
- Strengthening our writing instruction
- Working towards a guaranteed and viable curriculum for ALL students

3-6 Literacy Data

Literacy	2020-2021			2021-2022			2022-2023		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
3	77	74	80	80	86	86	78	79	
4	71	73	77	79	85	79	81	80	
5	74	73	73	74	69	73	85	89	
6	83	82	79	82	82	86	78	78	

Literacy	2020-2021			2021-2022			2022-2023		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
3	77	74	80	80	86	86	78	79	
4	71	73	77	79	85	79	81	80	
5	74	73	73	74	69	73	85	89	
6	83	82	79	82	82	86	78	78	

3-6 Math Data

Math	2020-2021			2021-2022			2022-2023		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
3	89	83	82	93	94	89	81	88	
4	73	72	74	83	81	81	89	86	
5	63	58	63	70	71	69	81	80	
6	86	80	77	69	66	72	80	78	

Math	2020-2021			2021-2022			2022-2023		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
3	89	83	82	93	94	89	81	88	
4	73	72	74	83	81	81	89	86	
5	63	58	63	70	71	69	81	80	
6	86	80	77	69	66	72	80	78	

Celebrations

- Both math and reading are close to or above the 80 percent goal.
- Our long term goal is to get to the mid 80s to 90. Some subjects/classes are there.
- All grade levels are working on aligning interventions with their standards.
- We are continuing to meet and respond to the data to meet student needs.
- All grade levels have done a lot of work on a guaranteed and viable curriculum.
- All grade levels are including extensions along with interventions.
- Common formative assessments are leading to adjustments in the core curriculum.

Areas of Growth

- There is still work to be done to strengthen the core curriculum in each grade level.
    - Curriculum Maps
    - Common Formative Assessments
    - Scope and Sequence for Interventions (Tier II)

WIN Time

What I Need (W.I.N.)

History—>Current Reality

- 30 minute W.I.N Times for SDI, TAG, Interventions/Extensions (based on Essential Standards)
- We are still using district/state approved screeners (aMath & aReading) but they are not the only data point
- WIN Course Catalog
- Extensions in other courses than ELA and Math
- Currently we have approximately 50 different Extension course

WIN Time

Cycle

- 6th- 6 weeks
- 7th- 4 weeks
- 8th- 4 weeks (flexible)

Area of Growth

- We have some great things happening for Extensions but we also have a lot of work to do to build the system. (Cycles, flexibility, accountability, incentives, etc.)
- Teachers need time, resources, materials, etc. for Intervention/Extensions

WIN Time

Progress monitoring/Snapshot (Early April)
8th math- 19 in intervention (5 IEP, 14 teacher and self placed;) 16 in extension
Skill focus: graphing, equations, tables

8th ELA-16 intervention, 6 IEP, (10 teacher and self placed)
Skill focus: vocabulary, comprehension

7th math- 20 in intervention, 3 IEP included
Skill focus: number sense, fractions, algebra

7th ELA - 25 in intervention, 5 IEP included
Skill focus: 1 group is comprehension, 1 group is fluency

6th Math- 31 intervention, 6 IEP included
Skill focus: variables, writing expressions, solve problems which involve whole, part, and percentage

6th ELA- 31 intervention, 8 IEP included
Skill focus: comprehension focusing on inferences

STORM Time

STORM time is a dedicated academic block for teachers to work with students to collect, monitor, and analyze student progress in learning of the Iowa Core standards, with the goal that all students can demonstrate proficiency in designated essential and priority standards by the time they graduate high school.

STORM Time

STORM Time is a part of the Multi-Tiered System of Supports (MTSS) framework for all students in our school.

- Separate from core instruction
- Essential/Prioritized Standards at the forefront of learning
- Timely and effective response to student learning (through formative assessments and collaborative team planning)
- Access to highly qualified teachers
- Access and opportunity for extended learning time
- Opportunity for extra support

STORM Time

STORM Time occurs every Monday, Tuesday, Thursday, and Friday from 2:40-3:20 (40 min x 4 days = 160 min)

EXPECTATIONS for STUDENTS:

- Further their learning and seek additional support from teachers
- Failing grades are required to stay, preferably with the teacher(s)
- Absences (anticipated or returning) are expected to make-up any work, lessons, or labs
- No scheduled extra-curriculars, athletic practices, or club meetings
- No scheduled outside employment before the end-of-day bell at 3:20 pm

SYSTEMATIC RESPONSE: Students who fail to appear for a scheduled meeting, without making pre-approved arrangements, will receive a one-hour detention.

STORM Time: 3rd Qtr

Highlights

Attendance mirrors our calendar (Good and Bad)

Examples:

- **Early outs**
- **Snow Days**
- **ISSAP**
- **Breaks**
- **New Qtr End and Start**

Bottom Line

Students are still being successful with their academics

Storm Time: Data from 3rd Qtr

Over 1000 Sign ins…QR Code has been integral in process

- Skill-building/Essential Standards
- Reassessment
- Make-up/Late work
- Lab(s)

Positive Outcome

- 13/488 Students failed a class at end of term (2.5%)
- Decline in the number of students on the D/F list at the end of a Quarter
- Graduation Rate remains high 95%

Area of Growth

- ***Focus:*** On how many students/teachers are using Storm Time to work on Essential Standards that are not proficient. ***STILL A MAIN Goal***
- QR Codes: In all areas…commons, library, other. (Group work or Individual Study) ***STILL A BIG PUSH***

Directives for Teachers & Students

- Directive for Teachers
  - Increased PL for interventions (skill-building and extension): STORM addresses what to do when students are not “getting it” or are struggling to be successful in the allotted time for core instruction
    - ***Current Reality:*** Professional Learning ***has been addressing MTSS: Strategies, planning, intervention implementation, and collective efficacy.*** (A shared belief that the school's staff can have a positive impact on student achievement.)
    - ***Need:*** Educate teachers on how to provide and better monitor not only the skill-building required to be successful at grade level, but also the opportunities for skills that are deemed important (not just essential), or extend to a transfer of knowledge into a different content or level
- Directive for ALL students
  - ***Current Reality:*** D/F List, teacher request, or student request
  - ***Need:*** Required attendance, recognize positive attendance, and systematic response when the expectation is not met

STORM Time

A glance at a teacher's week . . .

Mrs. Dierk's STORM Time