



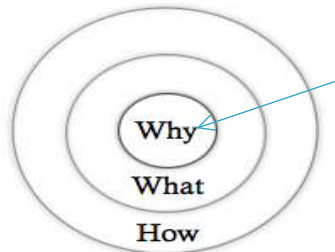
R.B. STEWART MIDDLE SCHOOL
REFINING OUR FOCUS
BULLDOG 20/20

Professional Learning Communities (PLCs)

FACILITATION OF PASCO'S INTEGRATED MTSS SYSTEM

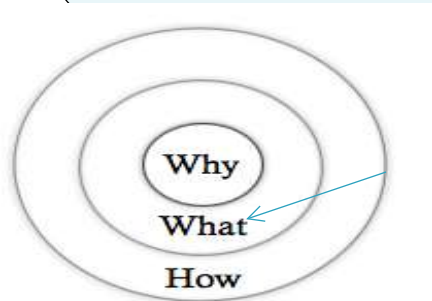
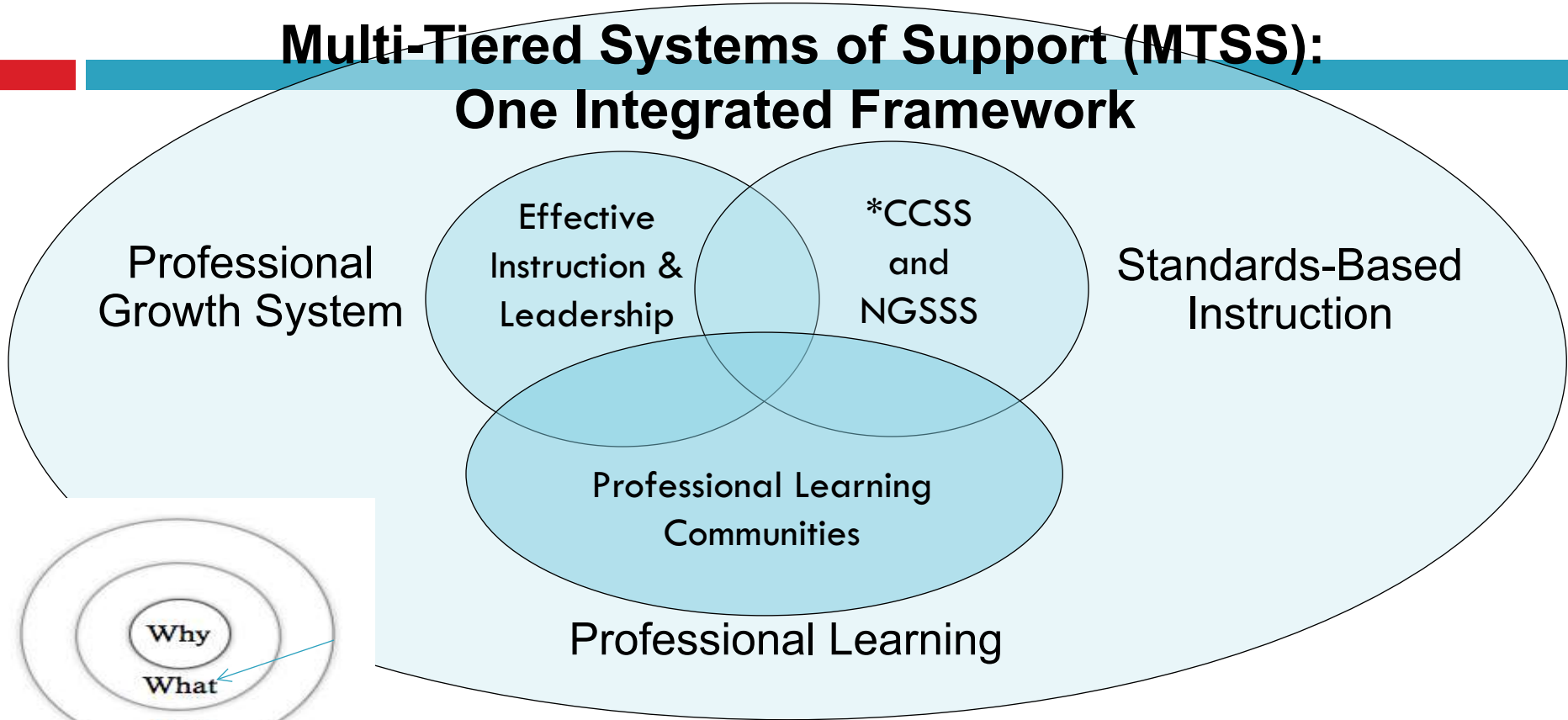


The WHY: Fulfilling
the Promise College,
Career, and Life
Readiness for Each and
Every Student



PASCO'S INTEGRATED SYSTEM

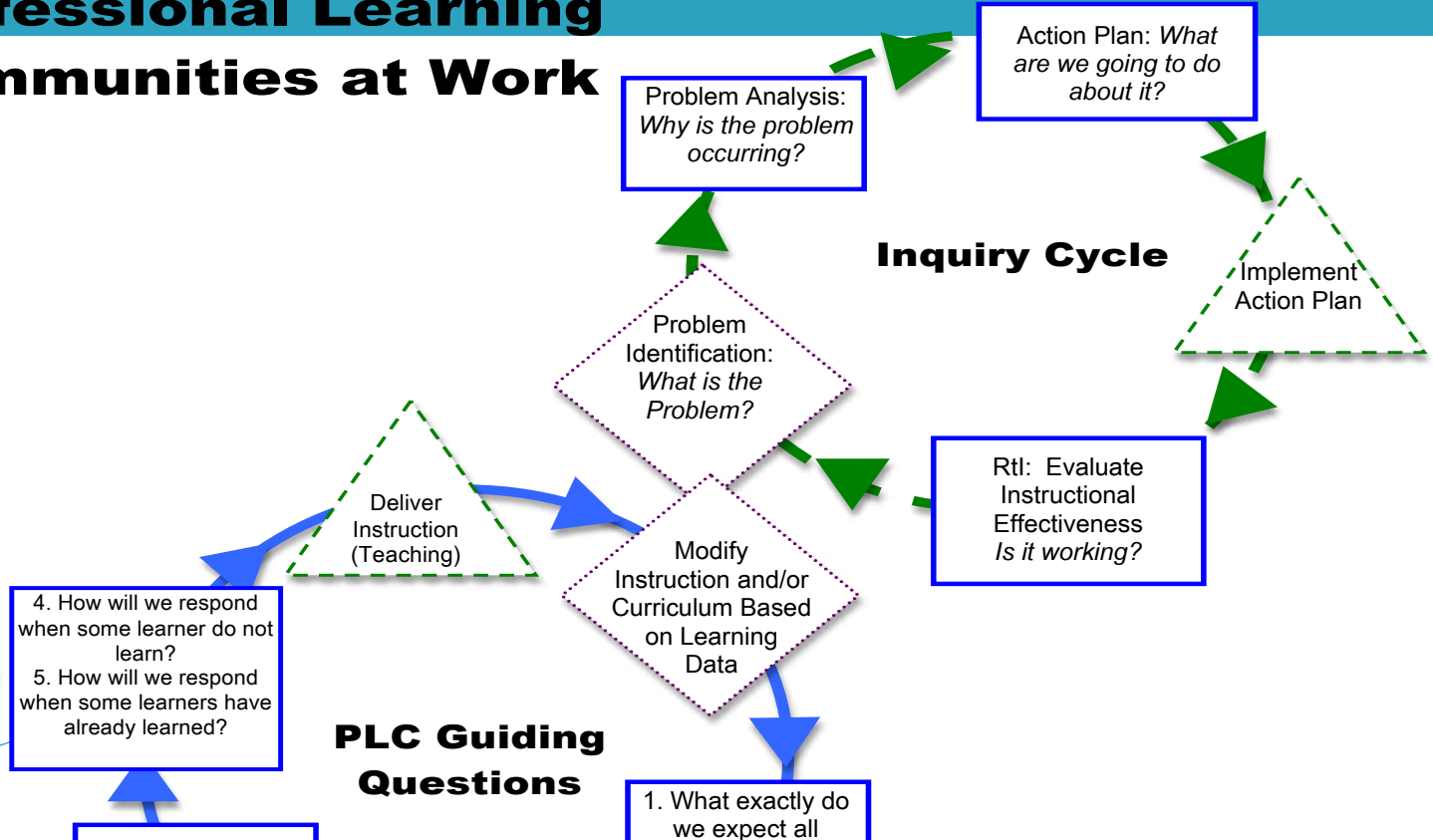
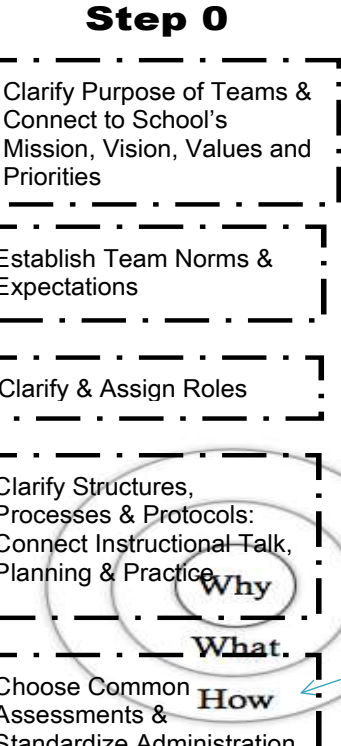
Multi-Tiered Systems of Support (MTSS): One Integrated Framework



Facilitation of Pasco's Integrated MTSS System:

How

Professional Learning Communities at Work



If We Implemented What We Know To Be Best Practice...

Our school would be organized into **collaborative teams** in which members work together interdependently to achieve **common goals** for which members are mutually accountable.

Our Current PLC Structure



- Weekly meetings
- Common Assessments
- Research based components
- Timely evaluation of progress
- Annual review of action plans

Is our current PLC structure working?



According to the school staff climate survey the percentage of teachers that agree with the following statements are:

62.0 % At my school personnel work together as a team

58.7% At my school team planning time is focused and productive

59.4% At my school team collaboration has improved student learning

Continued Survey Results



- 70.9% My team has developed common assessments to determine each student's mastery of essential standards and to assess strengths and weaknesses of our program
- 81.8% My team regularly analyzes common assessment data
- 65.5% My team uses results in common assessments to help students achieve at high levels
- 67.1% The training and staff development I receive at my school helps me grow professionally
- 74.6% My school is heading in the right direction

Why are we refining the work of our Professional Learning Communities?

Why PLC's?

- A **forward** thinking approach
- Allows for school-based decision making
- Gives the opportunity to plan professional development tailored to **your** needs

Highly effective PLC's are committed to:



- Collective inquiry
- Action experimentation
- Continuous improvement
- Results

Continued: elements of a PLC?



PLC's operate under the assumption that the key to improved learning for students is **continuous, job embedded learning** for educators.

An on going- process in which educators work collaboratively in recurring cycles of **collective inquiry** and **action research** to achieve better results for the student they serve.

PLC's are Characterized by:

- Collaborative Teams
- Collective Inquiry
- Action Planning & Experimentation
- Commitment to Continuous School Improvement
- Results Oriented
- SMART goals

PLC's act on the following questions:

- What is it we want children to learn?
- How will we know when they have learned it?
- How will we respond when they don't learn?
- How will we respond when they have learned?

How do PLC's Impact Students?

By modeling collegiality, intellectual inquiry, critical discourse, and continuous improvement, professional learning communities **raise the expectation and standard for students' level of engagement, development, and achievement.**

Studies indicate that students tend to be engaged in learning at high intellectual levels when the adults are engaged with one another and with their students at high intellectual levels **around a shared vision for student success.**

PLC Facilitators

Key Characteristics:

- Growth mindset
- Well respected, organized, and dependable
- Will support vision and mission of the school
- Acts and views themselves as a professional educator
- Ability to be and potentially already in a faculty leadership position

Beliefs:

- All students and staff can learn
- Power of collaboration
- Decisions are best made with data
- Teams can learn and grow and will persevere



Our Mission:
Make Every Minute
Count!