

District Improvement Plan  
Toppenish School District  
2009 to 2012

**Purpose:**

This “living” document will drive the work of administrators, instructional stakeholders and support staff of the Toppenish School District as they reach their Visionary Goal. The Four Characteristics of Improved School Districts and The Nine Characteristics of Effective Schools serve as the framework of this plan. (See appendix)

**Visionary Goal:**

Each student learns at his/her optimum level every year and graduates college ready, career ready and citizenship ready.

**Critical Points in a Student’s Educational Journey through Toppenish School District:**

- Participation in a preschool program
- Successful transition from preschool to kindergarten
- Meeting or exceeding the reading standard by the end of 3<sup>rd</sup> grade as identified by the DIBELS fluency score
- Successful transition from elementary school to Middle School (5<sup>th</sup> to 6<sup>th</sup>)
- Successful transition from Middle School to High School (8<sup>th</sup> to 9<sup>th</sup>)
- Graduating college ready
- Enrolling in, attending, and completing a post-secondary program

**SMART Goal**

By spring of 2012, all students will reach/exceed content area standards measured by district and state assessments. To increase student achievement, instructional stakeholders intentionally apply the Instructional Strategies of Learning and Teaching (i.e., Marzano, GLAD, SIOP) that research shows increase rigor and student engagement in all content areas, while using Professional Learning Communities and collaborate with families.

To accomplish this SMART goal, the administrators, coaches, instructional stakeholders and support staff of Toppenish School District will make four major moves. These moves are essential in reaching the SMART goal.

1. Apply the Instructional Strategies of Learning and Teaching in planning, teaching, and assessing student learning.
2. Maximize Professional Learning Communities (PLCs) as a “place” and a “process” to analyze assessment data and effectively apply the Instructional Strategies for Learning and Teaching.
3. Refine the assessment system so all instructional stakeholders use it to improve instruction and student learning.
4. Establish a district parent advisory system that focuses on engaging families in student learning.

**Note: The action steps scheduled to begin in the 2009-2010 academic year are highlighted in yellow, completed items in gray. Documents showing evidence of targeted results are numbered in this way. (Major Move #.Action Step #. Name of Document in appendix)**

**Major Move 1:**

Apply the Instructional Strategies of Learning and Teaching in planning, teaching, and assessing student learning.

<b>Time</b>	<b>Action Step 1: Create sponsorship</b>	<b>Person(s)</b>	<b>Targeted Result</b>
September 2010 to June 2011  <b>Begun 9/09, 8/11</b>	Provide clear expectations and effective system level support to all implementers of this major move.	Superintendent Assistant Superintendent	Expectations and system support are evident to all stakeholders.
	<b>Action Step 2: Identifying of the Instructional Strategies for Learning and Teaching</b>		
Summer 09 to June 2012  <b>(1.2.Instructional Strategies Implementation Timeline 09-10)</b>	Identify the Instructional Strategies for Learning and Teaching that research shows increases rigor and student engagement in all content areas (i.e., Marzano)	Asst. Supt. Learning and Teaching Coaches Principals	Instructional Strategies for Learning and Teaching are identified and prioritized including: research, definitions, instructional stakeholders' and students' behaviors, resources, and developmentally appropriate timelines for introduction and mastery. This collection of strategies will be adjusted annually to ensure that the latest research is reflected in the specific strategies.
Summer 09 <b>Completed 9/09</b> <b>(1.2.Instructional Strategies Implementation Timeline 09-10)</b>	Schedule top 3 strategies to implement in school year 09-10.	Curriculum Director Coaches Principals	The implementation schedules in each building are complete.
2009-2010	Develop trainers in GLAD to provide training to district personnel	Curriculum Director	Key personnel will have finished their training for GLAD and a three year plan is completed to complete training the entire district (Susan Rice and Emily Sevigny)

2009-2011 (Completed Elementary, Middle School)	Continue training in GLAD strategies in Elementary Schools-Early releases	Curriculum Director Trainers	Kirkwood staff and Valley View will have completed training.
<b>Year 2</b> Year 3	Continue to schedule the implementation of the Instructional Strategies for Learning and Teaching.	Curriculum Director Coaches Principals Trainers WIIN Center	There is a clear and flexible implementation schedule of the identified Instructional strategies.
2010-2011	Train new teachers at Valley View and Kirkwood, Train a cadre of 20-40 teachers from Garfield and Lincoln including 5-8 teachers from the Middle School	Curriculum Director Principals Trainers	There will be complete training for all elementary schools and started training cycle at Middle School
2011-2012	Train any new teacher at the elementary schools, MS and HS and finish training any teacher that has not had initial training	Curriculum Director Principals Trainers	100% of elementary, Middle and High schools will be train and implementing GLAD strategies in their classrooms by the end of 2012- evidence will exist in all classroom across the district through observation and environment
<b>Time</b>	<b>Action Step 3: Professional Development</b>	<b>Person(s)</b>	<b>Targeted Result</b>
2010-2011	Provide professional development in the effective use of the 09-10 Instructional Strategies for Learning and Teaching for all district administrators and coaches.	Curriculum Director Coaches Administrators WIIN Center/SIG Grant	All district administrators and coaches have been trained.
October 10	Develop building schedules for professional development focused on the three identified (09-10) Instructional Strategies of Learning and Teaching	Administrators Coaches	The schedule is completed and provided to all stakeholders.

Jan. 11	Provide professional development in the effective use of the 09-10 Instructional Strategies for Learning and Teaching for all instructional stakeholders.	Principals Coaches	All instructional stakeholders understand and are intentionally applying the three 09-11 Instructional Strategies for Learning and Teaching in their daily instruction.
Year 2 Year 3	Continue the planning and providing professional development for the Instruction Strategies for Learning and Teaching.	Curriculum Director Coaches Principals	The Instructional Strategies are effectively used with all students in daily instruction as evidenced by classroom environment.
<b>Time</b>	<b>Action Step 4: Monitoring and Adjusting</b>	<b>Person(s)</b>	<b>Targeted Result</b>
January 2011	Research and develop a data collection form to measure the use of the Instructional Strategies of Learning and Teaching.	Assessment Team WIIN Center	The form is completed and adopted by all stakeholders.
February through May	Use the data collection form to gather data and assess the impact of the instructional strategies on student learning. (CWT)	Administrators Coaches Instructional stakeholders	The impact of the instructional strategies is clearly identified and used to determine next steps in professional development focused on the implementation of the instructional strategies.
	Conduct quarterly debriefs of the implementation of the Instruction Strategies of Learning and Teaching.	Administrators Coaches Instructional stakeholders	Data debriefs indicate how effectively the district has progressed toward the major move and is used to determine next steps.

<b>Major Move 2:</b> Maximize Professional Learning Communities (PLCs) as a “place” and a “process” to analyze assessment data and effectively apply the Instructional Strategies for Learning and Teaching.			
<b>Time</b>	<b>Action Step 1: Create sponsorship</b>	<b>Persons</b>	<b>Targeted Result</b>
September 2010 to June 2011  <b>Begun 9/09</b>	Provide clear expectations and effective system level support to all implementers of this major move.	Superintendent Assistant Superintendent	Expectations and system support are evident to all stakeholders.
<b>Time</b>	<b>Action Step 2: Refine and Improve PLCs</b>	<b>Persons</b>	<b>Targeted Result</b>
August 2009 <b>Completed 9/09</b> (2.2. Professional Learning Communities Model –Guiding Principals)	Refine the Toppenish PLC Model to combine the current research about PLCs with the best practices from all district schools.	Instructional stakeholders Coaches Administrators	Toppenish PLC includes the purpose statement, critical indicators and an implementation time-line.
September 09  (all schools have trained staff and set up protocols)	Provide professional development to ensure all PLC team members have a clear understanding of and implement the critical indicators of the Toppenish PLC model.	Instructional stakeholders Coaches Administrators	A shared understanding of the critical indicators of the Toppenish PLC model and a commitment to work together to implement the model.
Mid Oct.09  (completed see attached PLC guiding principals)	Develop a self-monitoring process that measures how well we apply the Guiding Principals of each PLC	Instructional stakeholders Coaches Administrators	All PLCs apply a self-monitoring process to continuously improve their impact on student learning.

October 09 to June 2010	Provide support for continuous improvement of PLCs at the school level.	Coaches Principals	Effective implementation of the Toppenish PLC model.
Aug. 10	Continuously improve the design and implementation of the Toppenish PLC model.	Instructional stakeholders Coaches Administrators	Improved student learning as measured by perceptual and assessment data
May 2011	PLC teams revisit DuFours model	Principals/leadership teams	Evidence of a more common model used across the district
<b>Time</b>	<b>Action Steps 3: Monitoring and Adjusting</b>	<b>Person(s)</b>	<b>Targeted Result</b>
Fall 2012	Research, develop, and implement a data collection process to assess the effectiveness of the Toppenish PLC model.	Administrators Coaches Instructional stakeholders WIIN Center	The data collection process is completed and its purpose is understood by all stakeholders.
February through May	Gather data and assess the impact of the instructional strategies on student learning.	Administrators Coaches Instructional stakeholders	The impact of the instructional strategies are clearly identified and used to determine next steps in professional development.
April 11	Conduct quarterly debrief of the Toppenish PLC model using the Guiding Principals.	Administrators Coaches Instructional stakeholders	Data is used to analyze the Toppenish PLC model and focus again on a district model by completing additional training in May 2011

### Major Move #3

Refine the assessment system so all instructional stakeholders use it to improve instruction and student learning.

Time	Action Step 1: Create Sponsorship	Persons	Targeted Result
September 2010 to June 2011  <b>Begun 9/09, 8/11</b>	Provide clear expectations and effective system level support to all implementers of this major move.	Superintendent Assistant Superintendent	Expectations and system support are evident to all stakeholders.
Time	Action Step 2: Data Collection Process	Persons	Targeted Result
March 2011	Form an assessment team that identifies the essential vertical and horizontal assessments for the district and constructs a form that instructional stakeholders use to track these assessments.	Team Members WIIN Center Asst. Supt.	Horizontal and vertical assessments for all content areas are identified and the form is developed. Curriculum guides being developed to horizontally and vertically align curriculum to the state standards.
August 2011	Provide professional development on the vertical and horizontal assessments and the form identified by the Assessment Team.	Members of the Assessment Team	All instructional stakeholders understand and use the vertical and horizontal curriculum guides and assessments form to monitor student progress.
	The Assessment Team analyzes the effectiveness level of the vertical and horizontal	Members of the Assessment Team	The form is improved as indicated in order to help instructional stakeholders improve assessment and instruction.

	assessment form.		
	Provide professional development on the vertical and horizontal assessments map identified by the Assessment Team.	Members of the Assessment Team Coaches Administrators	All instructional stakeholders understand and use the vertical and horizontal assessments map to monitor student progress.
<b>Time</b>	<b>Action Step 3: Common Assessments</b>	<b>Persons</b>	<b>Targeted Result</b>
September 2010 to June 2011 <b>Begun 9/09 March 2011</b>	Continue to develop needed common assessments aligned with state standards.	Instructional stakeholders Coaches Administrators WIIN Center	Common assessments completed for some content areas. Curriculum guides developed
	Analyze common assessments and instructional strategies; make revisions as needed. Grade level teams meet quarterly after benchmark assessments to review, reflect and adjust.	Instructional stakeholders Coaches Administrators	Common curriculum guides and assessments of student performance are continuously analyzed and revised based on student data.
	Provide professional development on the construction and use of common assessments.	Instructional stakeholders Coaches Administrators	Instructional stakeholders and PLCs utilize common assessments to inform their instruction and improve student performance.
	Review and refine the construction and use of common assessments.	Instructional stakeholders Coaches Administrators	Continuously improve the use of common assessments to increase student learning.

<b>Major Move 4:</b> Establish a district parent advisory system that focuses on engaging families in student learning.			
<b>Time</b>	<b>Action Step 1: Create Sponsorship</b>	<b>Persons</b>	<b>Targeted Result</b>
September 2009 to June 2010 (Begun 9-09)	Provide clear expectations and effective system level support to all implementers of this major move.	Superintendent Assistant Superintendent	Expectations and system support are evident to all stakeholders.
<b>Time</b>	<b>Action Step 2: Family Engagement</b>	<b>Persons</b>	<b>Targeted Result</b>
August 2010 to August 2012	Annually revise and update the district family involvement policy. Present to Board in Nov.	Designated task team Federal and Special Programs Director	A current, comprehensive policy is in place that guides the work of being authentically family friendly as a school district
October 2009 to February 2010	Develop and implement a structure that ensures parents are a part of the District and School Improvement Process.	Federal and Special Programs Director Parent Advisory Committee members	District and schools are in compliance with State and Federal requirements regarding family engagement. Families are provided meaningful opportunities to participate in school-wide planning.
February 2010 to June 2012 (scheduled to begin on early release Jan. 10)	Plan and deliver continuous professional development for all staff in the concepts and principles of Family Friendly Schools. Fall 2010 follow-up with clerical training	Superintendent Federal and Special Programs Director Principals Stakeholders	Instructional stakeholders put into practice the concepts and principles of Family Friendly Schools.

Time	Action Step 3: Data Collection	Persons	Targeted Result
February 2010 to June 2012	Plan and conduct a formalized annual assessments of family engagement in student learning. (OSPI form)	Federal and Special Programs Director Principals Parent Leaders	Assessment data indicates an increased amount of family involvement at the school and district level. (i.e. phone calls, letters, newspaper articles, home visits, classroom newsletters, participations in community events)

# Glossary

This glossary is provided to give readers clarity and understanding of key terms in this living document.

## **Action Step**

A detailed description of specific actions, the people responsible for those actions and the target result within a designated time line

## **Action Plan**

A collection of action steps that must be accomplished in order to accomplish a major move

## **Administrators**

All administrators across the district including principals, directors, assistant superintendent and superintendent

## **Assessment**

The continual checking of students' understanding, either formally or informally which drives instruction during the lesson and in planning next steps.

Describes the major moves that must be accomplished in order to achieve the SMART Goals

## **Essential Assessments**

Assessments needed to inform all instructional stakeholders and Professional Learning Communities members about student progress in all content areas

## **Evidence**

Data or artifacts that indicate a level of performance

## **Family Engagement**

Active involvement of all parents or guardians and siblings in all school academic, athletic and social activities

## **Horizontal Assessment**

Measuring student progress across the classroom, school or the district

## **Implementation Plan**

Describes the major moves that must be accomplished in order to achieve the SMART Goals

### **Instructional Stakeholders**

All people with a role in providing the best possible teaching and learning for every student in Toppenish District

### **Instructional Strategies for Learning and Teaching**

Specific strategies used by all instructional stakeholders consistently and effectively that advance learning targets, student engagement, rigor, and assessment

### **Learning Target**

The articulated purpose with an observable outcome focusing on a specific skill or knowledge in a lesson that provides access for all students to the challenging content

### **Major Move**

A major accomplishment essential to reaching the SMART goal

### **Professional Learning Communities (PLC)**

A team of professionals with similar job responsibilities who meet together regularly to assist one another in improving their professional practice

### **Rigor**

High academic expectations that are relevant and cognitively demanding for all students as they work to learn

### **SMART Goal**

A Goal that is specific, measurable, attainable, relevant and time bound.

### **Stakeholders**

Every one with who cares about what happens in the schools and throughout the district to provide optimum learning and teaching for all students

### **Student Engagement**

A full range of on-task behaviors involving the students' prior knowledge, emotions, cognitive discourse and voice

### **Vertical Assessment**

Measuring student progress across grade levels and/or common content areas

### **Visionary Goal**

**The ultimate target we strive to reach**

# Appendix

## **An Analysis of How the Research on High Performing Districts Aligns With Washington State's *Nine Characteristics of High Performing Schools***

### **CLEAR AND SHARED FOCUS**

Districts are focused on student achievement, learning and teaching and results. Districts reflect shared beliefs and values, establish clear and meaningful goals and a clear vision of change. Districts set goals, build commitment around goals and remove competing programs when appropriate.

### **HIGH STANDARDS AND EXPECTATIONS FOR ALL STUDENTS**

Districts hold all adults in the system accountable for student learning. Districts have clear expectations for instruction that are consistent with the focus on improved outcomes for students. Superintendents expect excellence of all. Districts exhibit intensive attention to classroom practice and provide guidance and oversight for teaching and improvement of learning for all students. Schools have latitude in use of resources and influence over issues important to school staff in supporting high standards and expectations for all students.

### **EFFECTIVE LEADERSHIP**

District leaders are dynamic, united in purpose, involved, visible in schools and interested in instruction. Leadership is ethical and distributed; all leaders have clear expectations for instruction, hold themselves and others accountable and consistently monitor schools for improved student achievement. All district administrators have direct or indirect roles in improving teaching over time.

### **HIGH LEVELS OF COMMUNICATION AND COLLABORATION**

Districts build a culture of commitment, collegiality, mutual respect and stability. Professional norms include peer support, collaboration, trust, shared responsibility and continuous learning for all adults in the system. Professional learning communities are developed to build teacher knowledge and skill and to change instruction across the system. Districts also develop as professional learning communities.

### **ALIGNMENT OF CURRICULUM, INSTRUCTION AND ASSESSMENT WITH STANDARDS**

Districts align curriculum with standards, assessments and policies. Curriculum is adopted district-wide and there is a centralized and coordinated approach to curriculum. Districts ensure that schools frequently monitor classroom practice for alignment of the “taught” curriculum with the “written” curriculum. Districts use multiple measures to assess learning.

### **FREQUENT MONITORING OF TEACHING AND LEARNING**

Districts use data-based evidence to monitor results, to make instructional decisions and for accountability. District staff assists schools in gathering and using data. Districts hold all adults in the system accountable for student learning, beginning with the superintendent, district staff and principals. Districts have clear expectations for student achievement and apply consistent pressure on schools for measurable improvement in student achievement. Superintendents expect excellence of all, monitor expectations and provide feedback..

### **FOCUSED PROFESSIONAL DEVELOPMENT**

Districts may be providers or brokers of high quality professional development programs that are focused on classroom practice, include on-site coaching and are intensive and ongoing. Professional development support is based on needs identified at the school level through data-based evidence from results in teaching and learning. Professional learning communities are developed to build teacher knowledge and skills and support change of instruction across the system.

### **SUPPORTIVE LEARNING ENVIRONMENT**

Districts ensure that all students are valued and honored throughout the system and assist schools in creating learning environments that provide appropriate instruction for diverse learning. They also ensure that schools are safe, healthy and inviting environments for students and their families. Districts provide professional development to support staff in developing and implementing high expectations for student behavior. Districts develop and maintain procedures to guide student behavior and provide guidelines for dealing effectively with crises.

### **HIGH LEVELS OF PARENT AND COMMUNITY INVOLVEMENT**

Districts mobilize and manage community and business support and involve family and community as partners. Districts build a culture of commitment, collegiality, mutual respect and stability.

## Characteristics of Improved School Districts: Categories and Themes

### *Effective Leadership*

<p><b>Focus on Student Learning</b></p> <ul style="list-style-type: none"> <li>Establishes shared beliefs, values and a clear focus on student learning throughout the district</li> <li>Sets and maintains a commitment to all students learning to high standards</li> <li>Sets goals, builds commitment to the goals and removes competing programs and practices</li> </ul> <p>Holds all district staff, programs and operations responsible for student learning</p> <p style="text-align: center;"><i>Quality Teaching and Learning</i></p> <p><b>Quality Classroom Instruction</b></p> <ul style="list-style-type: none"> <li>Develops a common vision of what effective instruction look like</li> <li>Pays close attention to classroom practice; provides guidance and oversight for improving teaching and learning</li> <li>Guides improvement efforts so that the needs of all students are met</li> </ul> <p><b>High Expectations and Accountability for Adults</b></p> <ul style="list-style-type: none"> <li>Holds all adults accountable for student learning</li> <li>Expects excellence, monitors performance, and provides feedback</li> <li>Focuses on high expectations, effective practice, and student learning as part of personnel decisions and recommendations</li> </ul> <p><b>Coordinated and Aligned Curriculum and Assessment</b></p> <ul style="list-style-type: none"> <li>Aligns standards, instructional resources, assessments and policies</li> <li>Centralizes and coordinates instructional approaches and decisions</li> <li>Uses multiple measures to assess student learning</li> </ul> <p><b>Coordinated and Embedded Professional Development</b></p> <ul style="list-style-type: none"> <li>Supports professional development of adults based on teaching and learning needs in the schools</li> <li>Fosters high quality, ongoing, professional learning focused on improving classroom instruction</li> <li>Incorporates school-based collaboration, coaching and support for instruction and leadership</li> </ul>	<p><b>Dynamic/Distributed Leadership</b></p> <ul style="list-style-type: none"> <li>Demonstrates visibility in schools and creates unity of purpose in supporting quality instruction and improving student learning</li> <li>Expands the concept of leadership to encompass central office, principals, teacher leaders and others</li> <li>Maintains clear expectations of themselves, each other and all staff in improving student learning over time</li> </ul> <p>Provides moral leadership that moves leaders and those whom they lead from talking to doing to ensure that all students learn and achieve at high levels</p> <p style="text-align: center;"><i>Support for System-wide Improvement</i></p> <p><b>Effective Use of Data</b></p> <ul style="list-style-type: none"> <li>Provides resources, time and training to support the use data</li> <li>Uses data to monitor results of student achievement, allocate resources, and as a basis for accountability</li> <li>Uses evidence to monitor equity, make decisions about curriculum alignment, and target professional development efforts</li> </ul> <p><b>Strategic Allocation of Resources</b></p> <ul style="list-style-type: none"> <li>Provides, allocates, reallocates, and finds resources—time, personnel, materials, and facilities—for quality instruction so all students achieve high levels of learning</li> <li>Provides additional resources to support struggling students</li> <li>Extends to schools flexibility with accountability for the use of resources in meeting the needs of students</li> </ul> <p><b>Policy and Program Coherence</b></p> <ul style="list-style-type: none"> <li>Develops, interprets, and implements policies in ways that reinforce and support a vision for high standards for all students</li> <li>Ensures systemic coherence between policies, programs and practices to advance district learning goals</li> </ul> <p>Ensures system-wide district improvement efforts supersede specific programs, departments, building or individual preferences</p>	<p><b>Sustained Improvement Efforts</b></p> <ul style="list-style-type: none"> <li>Views educational improvement as long-term commitment and processes</li> <li>Assists schools in implementing changes created by the improvement process and monitoring for improved student achievement</li> <li>Stays the course, especially in times of resistance and push back</li> <li>Helps staff internalize changes so they become part of routine practice</li> </ul> <p style="text-align: center;"><i>Clear and Collaborative Relationships</i></p> <p><b>Professional Culture and Collaborative Relationships</b></p> <ul style="list-style-type: none"> <li>Builds with intention a professional culture of mutual respect, and trust</li> <li>Develops reciprocal, interdependent relationships between the central office and schools that contribute to continuous district improvement</li> <li>Develops data-driven collaborative learning communities at the central office and school levels that promote continuous learning for all adults and shared responsibility for student learning</li> </ul> <p><b>Clear Understanding of School and District Roles and Responsibilities</b></p> <ul style="list-style-type: none"> <li>Balances district authority and school autonomy by setting expectations, and then decentralizing responsibility and support to schools</li> <li>Establishes the support of teaching and learning as the primary focus of central office staff</li> </ul> <p><b>Interpreting and Managing the External Environment</b></p> <ul style="list-style-type: none"> <li>Analyzes, interprets, and mediates state and federal policy with district policy and procedures</li> <li>Buffers schools from internal and external disturbances</li> <li>Involves families and community members in improving student learning</li> </ul> <p>Mobilizes external stakeholders' support for reaching the goal of all students learning and achieving at high levels</p>
---	--	--

*March 20, 2008*

Based on OSPI: Characteristics of Improved School Districts: Themes from Research  
Shannon, G.S. & Bylsma, P. October 2004

Characteristics of Improved Districts ↓	Characteristics of Effective Schools →								
	Clear and Shared Focus	High standards & expectations for all stds	Effective school leadership	High levels of communic & collaboration	Curric, instr & assmnts aligned with ST stndrds	Frequent monitoring of teaching and learning	Focused Pro Development	A supportive learning environment	High levels of family and community involvement
<u>Effective Leadership</u> <ul style="list-style-type: none"> <li>• Focus on Student Learning</li> <li>• Dynamic/Distributed Leadership</li> <li>• Sustained Improvement Efforts</li> </ul>	<b>Primary Connection</b>		<b>Primary Connection</b>						
<u>Quality Teaching and Learning</u> <ul style="list-style-type: none"> <li>• High Expectations and Accountability for Adults</li> <li>• Coordinated and Embedded Professional Development</li> <li>• Quality Classroom Instruction</li> </ul>		<b>Primary Connection</b>				<b>Primary Connection</b>	<b>Primary Connection</b>		
<u>Support for System-wide Improvement</u> <ul style="list-style-type: none"> <li>• Effective Use of Data</li> <li>• Strategic Allocation of Resources</li> <li>• Policy and Program Coherence</li> </ul>					<b>Primary Connection</b>				
<u>Clear &amp; Collaborative Relationships</u> <ul style="list-style-type: none"> <li>• Professional Culture and Collaborative Relationships</li> <li>• Clear Understanding of School and District Roles and</li> </ul>				<b>Primary Connection</b>				<b>Primary Connection</b>	<b>Primary Connection</b>

Responsibilities <ul style="list-style-type: none"> <li>• Interpreting and Managing the External Env</li> </ul>									
--	--	--	--	--	--	--	--	--	--

Code: Capital C in bold print indicated the primary connection between the School characteristic and the district characteristic

# Professional Learning Communities Model



## Guiding Principles

Professional Learning Communities (PLCs) foster mutual cooperation, common understanding, shared accountability, and embedded professional growth. When staff members work together to analyze data, adjust instruction, and assimilate group ideas for maximized learning, they build on each other's strengths and become more reflective about their practice. Professionals are then more apt to deprivatize what is too often practice in isolation. When the collective expertise is tapped, everyone becomes better at what they do. There are two successful collaboration models (DuFour and Russo) we use as our foundation, and each model has a personalized adaptation for grade level, subject area, school, district, network, or consortium meetings. This model was created from research and best practices for use as a tool to measure the level of effectiveness of the Professional Learning Community and ensuring all students receive the individual support they need to reach/exceed the common standards.

Transparent and Public Practice	Shared Beliefs/Norms and Core Values	Collaboration and Teamwork	Collective Focus on Student Learning	Reflective Dialogue and Feedback
<ul style="list-style-type: none"> <li><input type="checkbox"/> Professional development is based on <b>best practices</b> using peer coaching, observations, and mentoring as it relates directly to increasing student learning and improving practice.</li> <li><input type="checkbox"/> The PLC shares <b>clear learning targets</b>, lesson planning, and goals with predefined focused agendas.</li> <li><input type="checkbox"/> The PLC <b>openly shares</b> about progress, findings, success and areas for growth.</li> <li><input type="checkbox"/> <b>Detailed and specific notes</b> are available for reference and future meetings.</li> <li><input type="checkbox"/> Professional development is structured based on <b>staff needs and research</b> while being supported by mentoring and practice.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The community shares <b>pre-established group norms</b> to facilitate positive and effective interaction with all members.</li> <li><input type="checkbox"/> <b>Professional inquiry</b> is informed by what is currently known about teaching and learning and aligned to professional development and resources.</li> <li><input type="checkbox"/> Instructional decisions about professional development are <b>democratic, inclusive, and binding</b>.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A climate of <b>relationships, trust, and encouragement</b> is the foundation for new learning.</li> <li><input type="checkbox"/> Mentorship is used to <b>support instructional growth</b>.</li> <li><input type="checkbox"/> <b>Peer observations</b> are used to study and develop exemplary and emerging practices.</li> <li><input type="checkbox"/> <b>Distributive leadership</b> is shared among members to build capacity.</li> <li><input type="checkbox"/> Peer coaching skills and practices develop <b>safe environments</b> for collegial/collaborative conversations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The PLC focuses on <b>accelerating student achievement</b>.</li> <li><input type="checkbox"/> The PLC is committed to continual growth as the fundamental unit of change, <b>focusing on individual learning</b>.</li> <li><input type="checkbox"/> Evidence of learning is the primary source for <b>adjusting instruction</b> and gauging progress in learning.</li> <li><input type="checkbox"/> The PLC adapts to and accommodates new ideas and <b>research-based practices</b> validated by action research.</li> <li><input type="checkbox"/> <b>Timely interventions</b> are based on evidence of student learning to ensure all students are achieving at high levels.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meetings regularly include <b>data driven discussions</b> about teaching and learning.</li> <li><input type="checkbox"/> <b>Professional discourse</b> is frequent, structured, consistent and based on evidence of student learning.</li> <li><input type="checkbox"/> Continuous improvement in teaching and learning is fostered through <b>reflection on practice, data and adjustments for learning</b>.</li> </ul>

## Timeline 2009-2010

<b>Aug-09</b>	PLC refinement through the school year
<b>Sep-09</b>	Refine and improve PLC's Provide PD for PLC's
<b>Oct-09</b>	Monitor and adjust PLC's PD-Instructional Strategies
<b>Nov-09</b>	PD-Instructional Strategies
<b>Dec-09</b>	
<b>Jan-10</b>	Begin horizontal/vertical assessments (end of month)
<b>Feb-10</b>	
<b>Mar-10</b>	Look at horizontal/vertical assessments
<b>Apr-10</b>	
<b>May-10</b>	
<b>Jun-10</b>	

We will roll out the strategies in this order:

**High Probability Strategies**

1. Setting objective and providing feedback.
2. Cue, questions, and advance organizers.
3. Reinforcing effort and providing recognition.