

Los Molinos Unified School District

Professional Learning Community Handbook

(Revised June 1st 2024)

2024-2027



professional development
collaborative culture
effective instruction
consistent curriculum

INTRODUCTION TO PROFESSIONAL LEARNING
COMMUNITIES

In a Professional Learning Community (PLC), teachers meet regularly as a team to

- study student data
- analyze current levels of achievement
- set achievement goals
- identify essential and valued student learning
- develop common formative and summative assessments
- share strategies
- research best practices

The expectation is that this collaborative effort will produce ongoing improvement in student achievement.

In order to achieve these goals, members of the PLC need to define and answer these essential questions:

- What is it we want all students to learn?
- How will we know when each student has mastered the essential learning?
- How will we respond when a student experiences difficulty in learning?
- How will we deepen the learning for students who have already mastered essential knowledge and skills?

The purpose of the PLC is for the teacher to develop a new understanding and apply it to their classroom in order to raise student achievement. **Student achievement** is the indicator of this new learning and the change in teacher practice.

Resource: <http://www.allthingsplc.info/about/aboutPLC.php>



A Focus on Learning

The very essence of a *learning* community is a focus on and a commitment to the learning of each student. 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. In order to achieve this purpose, the members of a PLC create and are guided by a clear and compelling vision of what the organization must become in order to help all students learn. They make collective commitments clarifying what each member will do to create such an organization, and they use results-oriented goals to mark their progress. Members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions that ensure students receive additional time and support for learning when they struggle, and extend and enrich learning when students have already mastered the intended outcomes.

A corollary assumption is that if the organization is to become more effective in helping all students learn, the adults in the organization must also be continually learning. Therefore, structures are created to ensure staff members engage in job-embedded learning as part of their routine work practices.

There is no ambiguity or hedging regarding this commitment to learning. Whereas many schools operate as if their primary purpose is to ensure that children are taught, PLCs are dedicated to the idea that their organization exists to ensure that all students learn essential knowledge, skills, and dispositions. All the other characteristics of a PLC flow directly from this epic shift in assumptions about the purpose of the school.

A Collaborative Culture with a Focus on Learning for All

Collaboration is a means to an end, not the end itself. In many schools, staff members are willing to collaborate on a variety of topics as long as the focus of the conversation stops at their classroom door. In a PLC, *collaboration* represents a systematic process in which teachers work together interdependently in order to impact their classroom practice in ways that will lead to better results for their students, for their team, and for their school.

Collective Inquiry into Best Practice and Current Reality

The teams in a PLC engage in collective inquiry into both best practices in teaching and best practices in learning. They also inquire about their current reality including their present practices and the levels of achievement of their students. They attempt to arrive at consensus on vital questions by building shared knowledge rather than pooling opinions. They have an acute sense of curiosity and openness to new possibilities.

Collective inquiry enables team members to develop new skills and capabilities that in turn lead to new experiences and awareness. Gradually, this heightened awareness transforms into fundamental shifts in attitudes, beliefs, and habits which, over time, transform the culture of the school.

Working together to build shared knowledge on the best way to achieve goals and meet the needs of clients is exactly what *professionals* in any field are expected to do, whether it is curing the patient, winning the lawsuit, or helping all students learn. Members of a *professional* learning community are expected to work and learn together.

Action Orientation: Learning by Doing

Members of PLCs are action oriented: they move quickly to turn aspirations into action and visions into reality. They understand that the most powerful learning always occurs in a context of taking action, and they value engagement and experience as the most effective teachers. Henry Mintzberg's (2005) observation about training leaders applies here: deep learning requires experience, which requires taking action. It "is as much about doing in order to think as thinking in order to do" (p. 10). In fact, the very reason that teachers work together in teams and engage in collective inquiry is to serve as catalysts for action.

A Commitment to Continuous Improvement

Inherent to a PLC are a persistent disquiet with the status quo and a constant search for a better way to achieve goals and accomplish the purpose of the organization. Systematic processes engage each member of the organization in an ongoing cycle of:

- Gathering evidence of current levels of student learning
- Developing strategies and ideas to build on strengths and address weaknesses in that learning
- Implementing those strategies and ideas
- Analyzing the impact of the changes to discover what was effective and what was not
- Applying new knowledge in the next cycle of continuous improvement

The goal is not simply to learn a new strategy, but instead to create conditions for a perpetual learning environment in which innovation and experimentation are viewed not as tasks to be accomplished or projects to be completed but as ways of conducting day-to-day business—*forever*. Furthermore, participation in this process is not reserved for those designated as leaders; rather, it is a responsibility of every member of the organization.

Results Orientation

Finally, members of a PLC realize that all of their efforts in these areas (a focus on learning, collaborative teams, collective inquiry, action orientation, and continuous improvement) must be assessed on the basis of results rather than intentions. Unless initiatives are subjected to ongoing assessment on the basis of tangible results, they represent random groping in the dark rather than purposeful improvement. As Peter Senge and colleagues conclude, "The rationale for any strategy for building a learning organization revolves around the premise that such organizations will produce dramatically improved results."

This focus on results leads each team to develop and pursue measurable improvement goals that are aligned to school and district goals for learning. It also drives teams to create a series of common formative assessments that are administered to students multiple times throughout the

year to gather ongoing evidence of student learning. Team members review the results from these assessments in an effort to identify and address program concerns (areas of learning where many students are experiencing difficulty). They also examine the results to discover strengths and weaknesses in their individual teaching in order to learn from one another. Most importantly, the assessments are used to identify students who need additional time and support for learning. Frequent common formative assessments represent one of the most powerful tools in the PLC arsenal.

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). *Learning by Doing: A Handbook for Professional Learning Communities at Work™*, pp. 2–4.

LMUSD PLC PROCESS

Expectations

- PLC meetings will occur as determined by the district calendar.
- Administration in conjunction with site level leads, will email PLC Agendas prior to weekly PLC meetings to members of the PLC site team.
- Administration and site level Leads will email PLC department teams a PLC Log after each PLC department meeting.
- Site Teachers will develop **SMART** (Strategic, Measurable, Attainable, Results-oriented, Time-bound) goals and action plans based on their Fall CAASPP Pre-Gauge Assessment.
- Site Teachers will present one monthly Illuminate assessment during a PLC meeting using the data reflection template.
- PLC work will entail review of assessment data and student work samples.
- PLC site teams will work together to deploy board goal actions such as PBL and PBIS.
- Teachers will work together to review site .

Tasks to be Completed by PLC Department Teams

- 1) Establish norms for your PLC department team.
- 2) Agree on SMART goals for your PLC department team.
- 3) Develop an assessment plan for the school year (include pre-gauge, district benchmarks, individual teacher formative, summative and project-based assessments).
- 4) Submit weekly PLC Logs that include reflections on SMART goal progress.
- 5) Stay committed to the task of improving student achievement and closing the opportunity gap!

GETTING STARTED

Each School Leadership Team will work together to create the PLC Calendar and plan weekly PLC agendas. Admin will monitor that weekly PLC agenda items are aligned to board goals, school mission and vision, and student academic success. In order to ensure communication and follow-up, Site Leads will also complete, share and submit to their site teachers and Administration weekly PLC Logs.

PLC site teams will work together to develop their group norms, SMART goals and their yearly assessment plan. When meeting to share student work, PLC teams will be more successful if a protocol is used for professional dialog. A protocol consists of agreed upon guidelines for a conversation (norms), and it is the existence of this structure, which everyone understands and has agreed to, that permits a certain kind of conversation to occur - often a kind of conversation which people are not in the habit of having. Admin and site leads will assist members of the PLC department team with the completion of the Data Analysis and Reflection Tool after each summative assessment and benchmark.

District Benchmarks.... this will consist a Fall-Pre-Gauge CAASPP type assessment to create a baseline for the purpose of modifying the curriculum guides. Thereafter, three benchmarks will be administered; October, February, and April.

Summative Assessment... is assessment of learning which is designed to provide a final measure to determine if learning goals have been met. *Examples:* teacher-created achievement tests, projects, final exams, district benchmarks, unit tests, state assessments.

Formative Assessment... is assessment for learning which is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. *Examples:* common department assessments, learning logs/journals, worksheets, quizzes, or any other classroom activities that provide feedback to teachers about whether students have learned a particular learning target while they are still teaching the unit.

Student Work... is any work related to Illuminate assessment results such as writing samples, project-based learning group work products, constructive responses, and math word problem responses.

PLC CYCLE OF INQUIRY

Questions to Ask When Analyzing Data

- ❖ Did your students reach your SMART goal?
- ❖ What best practices can be attributed to student achievement?
- ❖ How will you re-teach concepts that students did not meet SMART goal targets on?
- ❖ What will you do to adjust your instruction in order to ensure that students achieve learning and language objectives?
- ❖ Are there trends in student achievement between assessments?
- ❖ Are there specific strengths or needs of different demographic groups?



PEER TO PEER VISITS

Teachers will participate in two visits (1 per semester) to other classrooms during the school year. We have many teachers that are implementing engaging and exciting lessons. Why not share the practices with each other? Research has validated many times over that sharing and supporting each other during implementation of professional practices proves to be successful in increasing team cohesion, sustainability, and positive school climate. The main purpose of these visits is COLLABORATION.

Teachers will use the Peer to Peer Visit Tool and share it with the receiving teacher, a copy is not shared with administration. The Peer to Peer Visit Tool includes the instructional focuses for the school year; high leverage Common Core State Standard strategies, integration of classroom technology, alignment of curriculum to new English Language Development standards and equitable access to educational opportunities. Feedback that is shared with the receiving teacher should be centered around celebrating success and providing support. All suggestions should be collaborative and professional in nature.

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PEER TO PEER VISIT TOOL

Observing Teacher: _____ Date: _____

Receiving Teacher: _____ Subject/Grade: _____

Classroom Management

How did the students respond to the lesson? Were disruptions kept to a minimum? Any good ideas for others to use?

Learning and Language Targets

Were they posted and reviewed with students?

Use of higher level Bloom's (levels 4-6) and DOK (levels 2-4)

Were question stems used? How successful were students in responding? Did students use academic language in their responses?

Structured Student Collaboration

Did students communicate with one another? What method was used; Think-pair share, small group, etc.? Were students given dialogue starters and graphic organizers? How was the collaboration structured (roles, timers, CFU, etc.)? How on task were student conversations?

What components of technology were used and how?

Were Chromebooks, Power-point, or Google Apps used? How did the students interact with the technology?

How was differentiation of instruction used to reach ELL and SpEd students?

Were cues and questioning or the echo/life line method used to support students during CFU's? Was there non-linguistic representation? Was vocabulary front loaded? Were there ample opportunities for students to practice literacy (read, write, speak, listen)? Was there scaffolding with modeling in chunks?

How were students given praise, feedback or rewards?

How were students encouraged to respond or given praise?

Kudos for the receiving teacher:

**The information under the sub headings are guides. You can delete them prior to printing or duplicating a copy.*

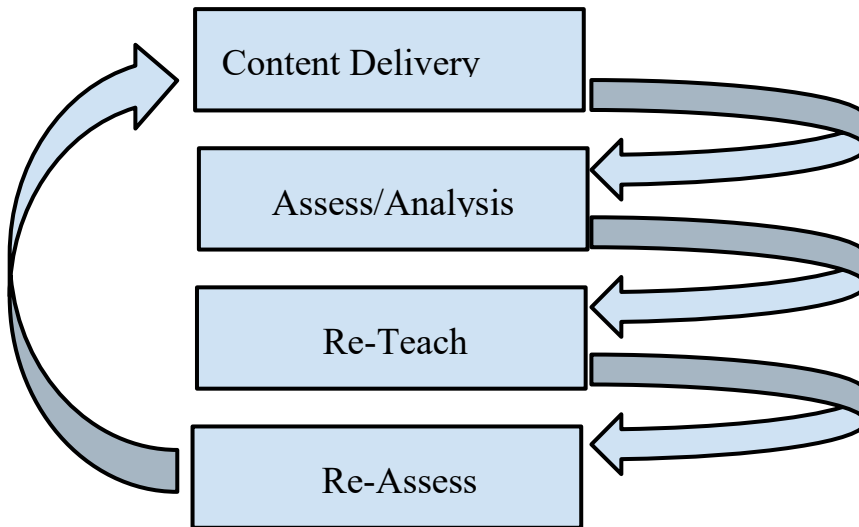
LMUSD PLC AGENDA

PLC Department Team:

Date:

PLC Department Team Leader:

PLC Department Team Members:



NORMS

- 1.
- 2.
- 3.
- 4.
- 5,

Date: _____

Date: _____

Other Agenda Items:

- 1.
- 2.
- 3

LMUSD PLC LOG

Date: _____ **Time:** _____ **Location:** _____

Team Members:

Student Assessment Data: Fall Pre-Gauge () District Benchmark () Teacher Monthly Illuminate Assessment () Student Work Samples ()

Meeting Minutes: What did we discuss, examine, research, and/or create?

Which “big Ideas” were reviewed?

What student work did we examine?

What did we examine or learn about our students’ learning?

Which instructional strategies proved to be successful?

Which focus instructional strategies will we attempt before the next meeting?

Items for next meeting’s agenda:

Assessment Data Analysis

Teacher: _____ *Site:* _____

1. On which common core standards (or skills) were students most successful?
2. Which standards (or skills) did students struggle with the most?
3. Which instructional strategies worked well for you? What do you learn about your results?
4. What is your SMART goal for the next assessment?
5. What instructional strategy (ies) will we research and implement to get different results?
6. Are certain students scoring not yet proficient consistently? What will you do to ensure they are able access the rigor? What are interventions are needed?
7. We will discuss the results of the intervention on _____ date.
8. What resources or assistance do we need from administration?

**Los Molinos Unified School District
GOALS AND ACTION PLAN: 2024-2027**

STRATEGIC GOALS	OBJECTIVE(S)	ACTIONS/STRATEGIES	Measurement /Tools	SUCCESS INDICATORS
<p><u>GOAL # 1</u></p> <p>All Administrators and Teachers will participate in Professional Learning Communities (PLC's)District-wide</p>	<p>Through the PLC format all grade levels and departments will regularly review data to drive instruction</p> <p>Develop Multiple Common Formative Assessments</p>	<ul style="list-style-type: none"> • Develop SMART Goals by grade level or department • PLC training will be provided to teachers • Revise school mission and vision statements to be PLC aligned • Regular Teacher Collaboration will use PLC format • Individual student results are presented and discussed in PLC's (grade level/depts.) and reported to administration • Grade Level/Subject Area Common Formative Assessments 	<ul style="list-style-type: none"> • Principals will share SMART Goals at Administrative Council Meeting • Schedule of Site PLC Leadership Team Meetings • Schedule of grade level and department PLC Team meetings • PLC Agendas/Logs • Student Assessment Data • Regular use and review by PLC grade level and department teams • Grade Level/Subject Area Common Formative Assessments 	<p>Student assessment data is evaluated against grade level and department SMART Goals</p> <p>Continued growth for all student subgroups in proficiency over the course of the school year</p>
<p><u>GOAL # 2</u></p> <p>Implement Common Core State Standards</p>	<p>Implement Next Generation Science Standards</p> <p>Continually review priority common core standards to align instructional lessons and units of study.</p>	<ul style="list-style-type: none"> • Train teachers K-12 in the implementation of the Common Core State Standards in ELA, Math College & Career Readiness and NGSS • Adopt and purchase Common Core aligned materials as they become available in ELA, Math and NGSS • Principals conduct weekly classroom walkthroughs focused on implementation of CCSS • Instruction that is Common Core aligned 	<ul style="list-style-type: none"> • Evidence of CCSS training being provided • Adoption Committee is formed and adoption is selected within one (1) year of state approval • Principal walkthrough protocols including high leverage strategies, ELD/SDAIE strategies and integration of technology • Evidence of Instructional Lessons and Units that are Common Core aligned 	<ul style="list-style-type: none"> • Improved student achievement on CAASPP • Increase in percentage of implementation of CCSS evidenced by principal walkthroughs • Increasing student achievement on formative assessments
<p><u>GOAL # 3</u></p> <p>Provide a Consistent, Articulated Instructional Program K-12</p>	<p>Create K-12 Vertical Articulation, Alignment and Collaboration, school-to-school at least two (3) times per year (Include all grade levels and departments K-12)</p>	<ul style="list-style-type: none"> • Articulate a K-12 Instructional Continuum incorporating vertical alignment and School-to-School Transition in ELA, Math College & Career Readiness and NGSS • Schedule two (3) articulation meetings per year with all schools 	<ul style="list-style-type: none"> • Writing Rubrics • Anchor Papers • (Norming) • Agendas and Action Plans from Articulation Meetings • District-wide writing benchmarks K-12 data • Evidence of an articulated K-12 Instructional Continuum incorporating vertical alignment and School-to-School Transition in ELA, Math College & Career Readiness and NGSS 	<ul style="list-style-type: none"> • Improved student achievement on District writing benchmark assessments and CAASPP • Improved student achievement on District ELA, Math, and NGSS benchmark assessments

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<p><u>GOAL # 4</u> Technology is accessible to all students and teachers</p>	<p>1:1 devices grades 1-12 K-12 alignment of technology devices Provide Professional Development for the Integration of Technology into Instruction</p>	<ul style="list-style-type: none"> • Purchase 1:1 devices • Development of student device replacement plan • Develop 1:1 student use policies • Develop and Implement Digital Citizenship expectations by grade level • Integrate C-STEM in all classrooms K-12 • Professional development to support CTE, C-STEM integration and Project Based Learning • Professional development regarding National Educational Technology Standards (NETS) • Teachers update the parent AERIES gradebook to ensure parents and students have access to weekly grade reports 	<ul style="list-style-type: none"> • Number of devices by site and by classroom • Frequency of use by students in classrooms evidenced through Administrative walk-throughs • Student work demonstrating 21st Century skills in all classrooms K-12 • Calendar of staff development • Lesson samples District Technology Committee Meeting Agendas, Minutes and Attendance Logs • Evidence of teachers updating the AERIES gradebook weekly. 	<ul style="list-style-type: none"> • Improved student achievement on CAASPP • Improved fluency on the student use of technology • Student projects that demonstrate Communication, Collaboration, Critical Thinking and Creativity • Increased quality of use of technology by adults and students in all aspects of the classroom
<p align="center">STRATEGIC GOALS</p>	<p align="center">OBJECTIVE(S)</p>	<p align="center">ACTIONS/STRATEGIES</p>	<p align="center">MEASUREMENT/TOOLS</p>	<p align="center">SUCCESS INDICATORS</p>
<p><u>GOAL # 5</u> All Students, including English Language Learners, will become proficient in ELA and Math</p>	<p>All teachers K-12 will use explicit instructional strategies to support All students Monitor Long-Term English Learners (LTEL)</p>	<ul style="list-style-type: none"> • Implement state-adopted ELD standards across all content areas and grade levels • Adopt and implement state-adopted ELA/ELD curriculum grades K-5 • Monitor implementation of adopted ELA/ELD curriculum grades 6-12 • Review master schedules to schedule ELD instructional time • Professional Development on Instructional Strategies (on-going) • CELDT/ELPAC data and identification • Utilize AERIES/Illuminate to track English Language Learner progress • Develop individualized student learning plans for all students • All teachers will use common assessments to inform instruction 	<ul style="list-style-type: none"> • Daily implementation of required minimum 30 minutes or more of designated ELD curriculum for all English Language Learners • Evidence of implementation of state-adopted ELD standards across all content areas and grade levels through principal walk-throughs and instructional lessons and units • Individual student learning plans • Data results from common assessments 	<ul style="list-style-type: none"> • Daily student participation in required 30 minutes or more of designated ELD curriculum for all English Language Learners • Increased percentage of students moving one or more levels per year on CELDT/ELPAC • Closing of Achievement Gap for all students • Increased percentage of students exiting from ELL status each year • Increase the number of students that have exceeded standards and standards met on the CAASPP

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<p><u>GOAL # 6</u></p> <p>All students will graduate from high school prepared for College or Career.</p>	<ul style="list-style-type: none"> • All students will meet the necessary credit requirements for a high school diploma • Increase number of students completing A-G courses • Increase number of students taking PSAT/SAT/ACT exams • Increase number of students completing Career Pathway Academies • Increase number of students passing EAP through the 11th grade CAASP • Create college going culture K-12 	<ul style="list-style-type: none"> • Provide Early intervention to students at risk of not passing a class • Offer multiple opportunities for credit recovery • Offer PSAT/SAT/ACT tutorials • Implement multiple career pathway academies • Provide students with learning opportunities to ensure success on EAP and CAASPP 	<ul style="list-style-type: none"> • List of students enrolled in after school ELA/Math Academies per semester • Number of students successfully completing Cyber High for credit recovery and acceleration • Data reports from test vendors indicating students passing EAP and CAASPP exams • Number of student completing CTE Pathway Academies indicated by individual transcripts 	<ul style="list-style-type: none"> • All students will meet the necessary credit requirements for a high school diploma including all subgroups (ELL, Special Education, Hispanic/Latino, Socio-economically Disadvantaged) • Increase number of students completing A-G courses by 15% • Increase number of students taking PSAT/SAT/ACT exams by 10% • Increase number of students completing Career Pathway Academies • Increase number of students passing EAP through the 11th grade CAASP by 10%
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**Los Molinos Unified School District
GOALS AND ACTION PLAN: 2024-2027**

STRATEGIC GOALS	OBJECTIVE(S)	ACTIONS/STRATEGIES	MEASUREMENT/ TOOLS	SUCCESS INDICATORS
<p><u>GOAL # 7</u></p> <p>Maintain a positive school climate</p>	<p>Create a welcoming and supportive environment at all schools K-12</p> <p>Create an environment of mutual respect between students, parents and staff</p> <p>Ensure all schools have updated safety plans</p> <p>Implement PBIS (Positive Behavioral Intervention Systems) district wide</p> <p>Develop interventions within the discipline polices</p> <p>Increase student school participation</p> <p>Develop an anti-bullying program K-12</p>	<ul style="list-style-type: none"> • Update Emergency plans to align with current research • On-going training for all staff K-12 in ALICE model • K-12 collaboration on behaviors: teaching and learning are not distracted; disruptions are minimized; drugs, violence, bullying and fear are not present; roles and responsibilities for teachers, classroom aides and administration • Promote a scholarly environment at all schools K-12 • Implement student reward systems, behavioral expectations teaching method K-12 • Visit model PBIS schools for ideas and support • Implement more opportunities for students to participate in school • Implement emergency drills per Ed Code • Training in crisis prevention, mediation and conflict resolution as appropriate • Utilizing prevention strategies to maintain positive School climate • Implement youth mentoring and leadership course to address bullying school wide. 	<ul style="list-style-type: none"> • Student and parent school climate surveys to be conducted one per year • Healthy kids survey results • Agendas and sign-in sheets for safety trainings • New dashboard measures: chronic absenteeism and suspension rates • Number of students participating in school sports and activities • Evidence of PBIS components in place • Number of students receiving awards • Number of students participating in programs. • District School Climate student bullying question responses. 	<ul style="list-style-type: none"> • Decrease in student suspensions • Decrease in student discipline referrals • Positive student and parent school climate surveys • Lower chronic absenteeism • Increase in student school participation • Consistent emergency drills • Updated safety plan