



**CLEAR LAKE COMMUNITY  
SCHOOL DISTRICT**

***PROFESSIONAL LEARNING COMMUNITY GUIDE***

**“ALL STUDENTS  
ALL STAFF  
ALL IN”**

## **Mission**

**To Ensure a High Level of Learning for All**

## **Vision**

**To create an environment empowering students, staff, and community to develop passionate, innovative, adaptable learners prepared to embrace the challenges of the future.**

### **STRATEGIC PRIORITIES:**

Strategic Priority 1: Enhance the **Student** Experience

- Goal 1: 100% Graduation Rate
- Goal 2: Increase ACT Composite score to an average of 25 by 2023
- Goal 3: Increase MS and HS student participation in extra-curricular and co-curricular activities to 80% by 2023
- Goal 4: Expose all students, at all grade levels, to potential careers, jobs, and community involvement
- Goal 5: Prepare all students to learn beyond high school

Strategic Priority 2: Promote a Fulfilling **Teaching** Environment

- Goal 1: Recruit and retain the best teachers in the state to Clear Lake
- Goal 2: Increase the availability and quality of leadership training and professional development for all staff
- Goal 3: Increase the involvement of teachers working with state and local businesses
- Goal 4: Fully implement the PLC/RTI process enabling teachers to work together in collaborative teams
- Goal 5: Improve the training and retention of impactful paraeducators

### Strategic Priority 3: Deliver **Programs** Today's Students Need

- Goal 1: Fully implement all strands of PLTW (Computer Science, Engineering, Biomed, and STEM) for all grade levels
- Goal 2: Continue to add and develop new, high quality programs (e.g. Ag, Computer Science) that attract and prepare students
- Goal 3: Expand partnerships with local businesses to expose students to real world workplace situations such as electrician, plumber, HVAC, construction, welding, manufacturing
- Goal 4: Review and revise the existing curriculum to align with the goals for our student achievement and lifelong learning
- Goal 5: Expand the availability and coaching/leadership of extra-curricular activities based upon student demand

### Strategic Priority 4: Provide Best In Class **Facilities** for Clear Lake

- Goal 1: Modernize all school spaces, furniture, technology, and equipment to promote more collaboration and flexibility for student learning
- Goal 2: Modernize the safety and communication infrastructure to continue to ensure safety for the staff, students, and community members who use our facilities
- Goal 3: Add additional facility space, as needed, to support additional enrollment, programs, and activities
- Goal 4: Upgrade the Lions Field Complex and indoor gymnasium spaces to support the demand for student use and engagement with the community

# Structure

“A professional Learning Community is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry in action research to achieve better results for 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.”

“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 exist and the fundamental responsibility of those that work within it” Rick DuFour

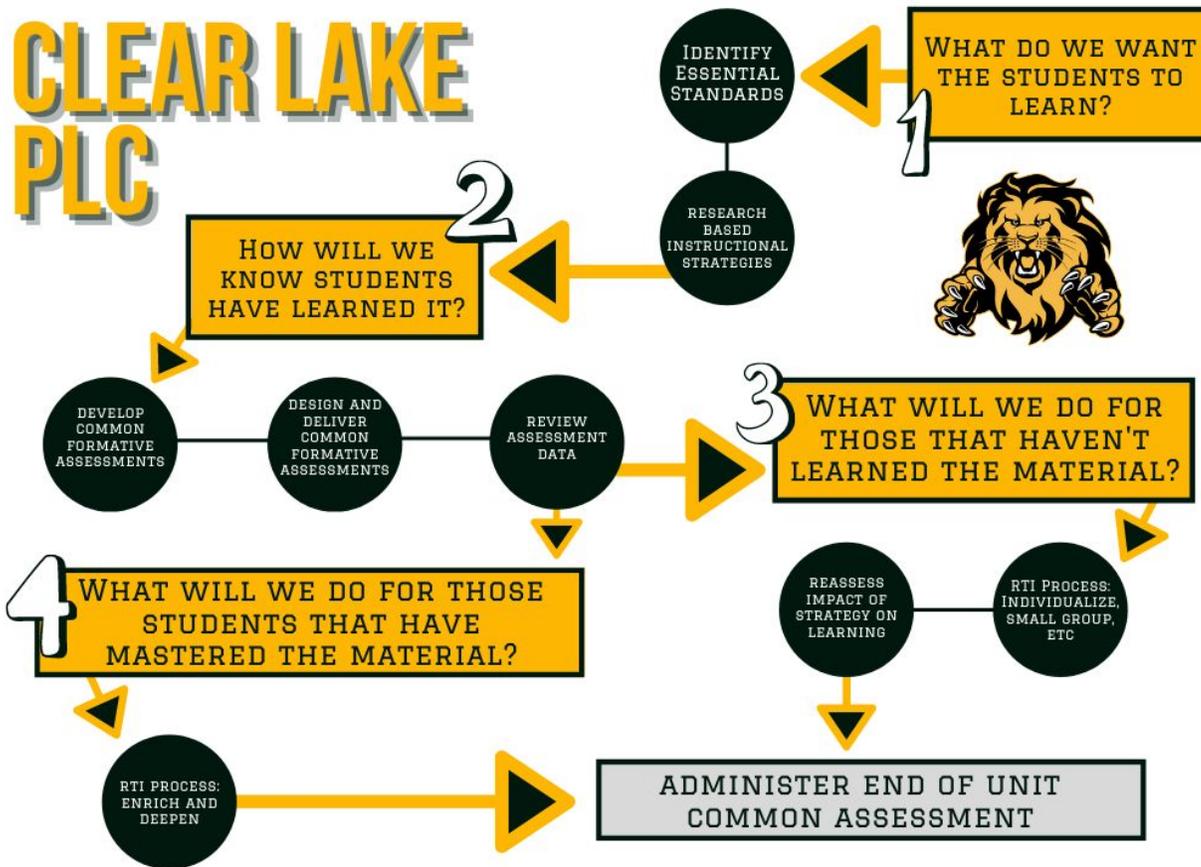
## **District Goals**

- Clear Lake Community School District will function as a professional learning community that ensures high levels of learning for all.
- Clear Lake will collaborate in their collaborative teams and vertically in their subject area (K-12) to develop a guaranteed and viable curriculum for all students, using a balanced assessment system to ensure all students learn at high levels.
- 90% of students will make at least one academic year growth in reading and math based on the ISASP or other district determined standardized assessment
- All students will perform at grade level proficiency (80%) or above on district identified essential standards

## **Four Guiding Questions:**

1. What do we want students to learn?
2. How will we know when they have learned it?
3. How will we respond when they do not get it?
4. How will we respond when they already know it?

# CLEAR LAKE PLC



## “What is Tight”

1. Collaborative teams established with at least two teachers teaching each grade/subject.
2. Established norms and agenda used at every collaborative team meeting.
  - a. Three Norms all collaborative teams will have
    - i. Have an agenda prior to the meeting and follow it - shared with building principal
    - ii. Meeting will start on time
    - iii. All team members will come to the meeting prepared (all needed data)

3. Each collaborative team will meet at least once a week for 60 minutes during regular teacher hours.
4. Establish and implement a guaranteed and viable curriculum, unit by unit, to ensure all students have access to the same knowledge, skills, and concepts regardless of the teacher to whom they have been assigned.
5. Teams will use common formative assessments for all essential standards and use the evidence of student learning to better meet the needs of individual students, to build upon the strengths and address the weaknesses of individual teachers, to identify areas of general concern regarding student achievement, and to develop strategies for improving the team's collective capacity to improve student learning in those areas.
6. Collaborative teams will use the RTI process to provide additional time and support for students who struggle in a way that is timely, directive, precise, and systematic. The plan will enable the school to identify specific students who require assistance - by name and by need - and will ensure assistance in forthcoming.
7. Principals will establish a Guiding Coalition for their building.

## **Factors Influencing Student Learning (John Hattie)**

\*\* Hattie says that in order for a practice to have a positive impact on student achievement it must be at least a .40

- Teacher estimate of achievement - 1.62
- Collective teacher efficacy - 1.57
- Student estimates of achievement or self-reported grades - 1.44
- RTI/MTSS -1.29
- Common Formative assessments - .90
- Rigorous Learning Goals (all kids have access to - .56

## CURRICULUM

**Curriculum Framework Structure** - The district framework provides a guaranteed and viable curriculum supported by a balanced assessment system. We started with the Iowa Core Curriculum and each collaborative team identified their essential standards from there.

**Essential Standards (ES)** - Collaborative teams have analyzed and unwrapped the Iowa Core Curriculum to develop and determine the essential standards for each grade level and content area. Essential Standards that we are guaranteeing that ALL students learn at a high level and the standards that answer Questions #1 - “What do we want all students to learn”. These standards must have leverage, endurance and readiness that will ensure students are ready to go to the next level.

**Unit Planning Guide** - Developed by the collaborative team to provide a framework and structure for the teaching cycle. These establish a goal for learning. The planning guide consists of:

- Essential Learning Targets and I can statements
- Proficiency and Rigor
- Prerequisite skills
- Common assessments
- Timeline of when they will be taught

**Instructional Calendar** - Developed by collaborative teams to provide a timeline and key checkpoints for teaching cycle. Calendars include:

- Start and end dates of unit cycles
- Common Formative Assessment dates
- Collaborative team meeting dates and times
- Common Formative Assessment data due dates
- End of Unit Common assessment dates

**Collaborative Teams** - collaborative teams consist of grade level teams for grades K-3, in grades 4-6 math and science and ELA and Social Studies are in grade level teams, 7-8 grade are partner teachers with 2 on each team and grouped by subject

for grades 9-12 in math, ELA, science and social studies, CTE is a collaborative team and our specials are a vertical collaborative team (PE, art, choir/band). Our collaborative teams meet at least one time for 45-60 minutes each week, which is typically on our Wednesday early outs.

**Collaborative Team Drive** - Each collaborative team will set up a google team drive and share that with the building principal and superintendent. Drive will contain:

- Essential Standards
- Unit Planning Guides
- Collaborative team agendas
- Common Formative Assessments
- Data gathered for CFA
- Unit assessments and data collected

**Collaborative Team Data Protocol** - Collaborative teams will analyze student data from CFA based on essential standards. Teams examine work generated from CFA in order to drive instruction and improve professional practice. Collaborative teams conduct this practice at least once during each cycle of teaching. Protocol Steps:

- Student performance by essential standard - which specific students performed at each level?
- What patterns and inferences can we identify from the student work?
- Which practices proved to be most effective?
- What interventions are needed to provide non-proficient students additional time and support?
- How will we extend learning for students who have mastered the standard?

**Guiding Coalition (GC)** - Each building principal will select teachers to be on the building guiding coalition. One person from each collaborative team will make up the guiding coalition. The GC will meet at least once a month with the building principal and TLC coaches in their building and work to establish the culture in the building and learn how to lead their collaborative team during collaborative team meetings.

**Teacher Leadership and Compensation (TLC)** - We have one innovations specialist that serves the entire district, three .5 instructional coaches at the elementary level, one full time instructional coach at the middle school and two .5 instructional

coaches at the high school level and about 32 members on our building guiding coalitions.

**Mentor Teachers** - Mentors provide support and coaching for all new teachers to the district for the purpose of learning the expectations and teaching and learning along with all procedures at Clear Lake.

**Response to Intervention (RTI)** - Each building will have developed a RTI plan that includes Tier I, Tier II and Tier III interventions. All buildings have embedded RTI specific interventions during the scheduled school day called “PRIDE” time.

## **ASSESSMENT**

**Balanced Assessment System** - We will use formative assessments, common formative assessments, and summative assessments to measure student performance to address immediate student needs, inform ongoing instructional adjustments, enhance student learning and engagement and guide our continuous educational improvement.

**Common Formative Assessments (CFA)** - Developed by collaborative teams to assess students on essential learning standards. Collaborative teams work together to analyze the data. The data provides information to identify: individual students who need additional support, the teaching strategies most effective in helping students acquire the intended learning, any program concerns - areas in which students are having difficulty learning the essential standards.

Common Formative Assessment Guidelines:

- Collaborative Team decides the assessment together
  - No more 10 questions
  - Team decides how many questions are needed to determine mastery
  - Team decided rigor of questions needed to determine mastery
  - Team decides on the type of questions based on the rigor levels needed to determine proficiency
- No more that one new ES per CFA
- At least one CFA per cycle

**Unit Assessments (UA)** - Developed by the collaborative team to assess the unit cycle learning (Did they learn it). All unit assessments are completed prior to the start of the unit cycle.

Unit Assessment Guidelines:

- Suggested max of 25 questions
- Team decides how many questions are needed to determine mastery of essential standards
- Team decided rigor of questions needed to determine mastery
- Team decides on the type of questions based on the rigor levels needed to determine proficiency

**K-6 Literacy Assessment** - Students in grades K-6 are assessed three times per year on the FAST standardized test. Teachers use assessment data to determine intervention groups and for progress monitoring. Teachers realize this is just one peice of data and the FAST test measures fluency.

**District Proficiency Rates** - All students will perform at grade level proficiency (80%) or better on district essential standards.

