

# PLC Inventory

Collaborative Team: Kindergarten

Date: 8-31-2018

4 Critical Questions of a PLC			
#1	#2	#3	#4
What do want our students to know and be able to do?	How will they & we know when they have learned it?	What will we do if they don't learn it?	What will we do if they already know it?

Rate your team according to the following criteria:

1	5	10
Not true of our team-yet!	Our team is addressing this. It is on our agendas.	True of our team-we have evidence of the products.

1. \_\_10\_\_ We have identified team norms to guide us in becoming more interdependent. They are written and formally team-evaluated at least twice per year.
2. \_5\_ Our team follows a written agenda each time we meet, and we are always focused on at least one of the four critical questions of a PLC. Otherwise, we don't call it a collaborative team meeting. It's just a grade level meeting.
3. \_5\_ Each member of the team is clear on the team-determined essentials for the unit of instruction/nine weeks. We have identified "nice to know" material and content we are willing to sacrifice in order to devote more time to the essential curriculum. (team product #1)
4. \_\_5\_\_ We have analyzed student achievement data and established SMART goals to improve upon this level of achievement. We work interdependently to attain those goals. (team product #2)
5. \_\_5\_\_ From the essentials, we have developed common formative assessments to help us determine each student's mastery of essential learning. Assessments are given at the same time. (team product #3)
6. \_\_5\_\_ We establish a common understanding of student proficiency to ensure inter-rater reliability by scoring several common assessments within our team and also by using a pre-established common rubric. Students are clear on the success criteria, because we have provided examples. (team product #3)

7. \_\_5\_\_ We compare common assessment results, student-by-student, skill-by-skill, from each assessment to evaluate the effectiveness of instruction, and we alter practice from our learning. (team product #4)
8. \_10\_\_ We use the results of our common assessments to create an action plan to identify and assist students who need additional time and support to master the essentials. We work within the systems and processes of the school to ensure and document they receive appropriate support. (team product #5)
9. \_\_1\_\_ When the interventions are final, we document our learning to improve for next year. (team product #6)
10. \_\_5\_ Annually, we use summative assessment data to assess strengths and weaknesses of our program, and we make needed changes.

Total points: \_\_56\_\_

## **SMART Goals**

Strategic and Specific

Measurable

Attainable

Results-Oriented

Time-Bound

### **Academic SMART Goal**

Our Reality: Currently 66% of kindergarten students scored proficient or above on fall Easy CBM Reading Benchmark.

Our Goal: Our goal is to have 75% of kindergarten students score proficient or above on the Easy CBM Reading Benchmark by winter and 85% score proficient or above by spring.

### **PLC Goal**

Our Reality: Last year, our team began learning about the teaching-assessing cycle within the PLC.

Our Goal: This year our team's goal is to complete the teaching assessing cycle with common formative assessments at least four times by the end of the year. We will use the six products of highly effective teams to show our work.