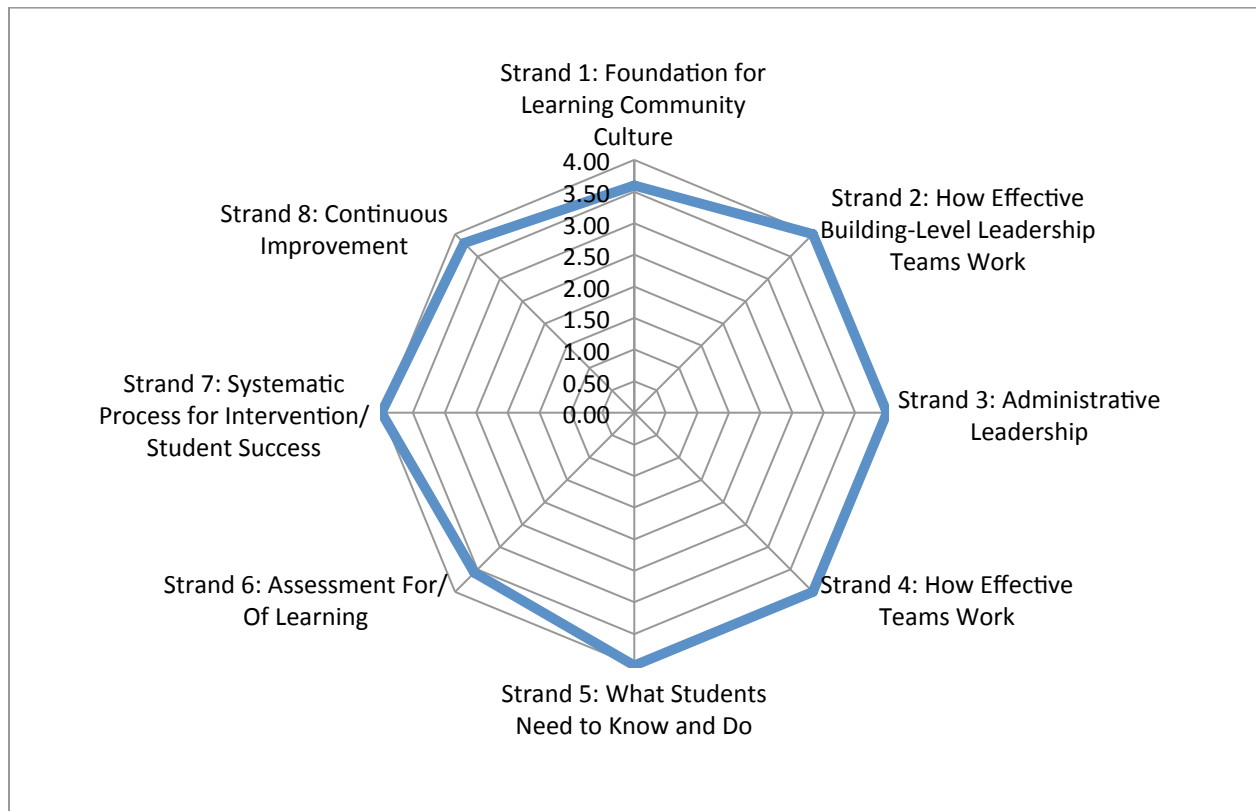


# Missouri Professional Learning Communities



## Site Review Summary for Milan Elementary April 12, 2016

This document represents a summary of findings as a result of a thorough assessment of the depth of implementation of professional learning community practices. To be considered for Exemplary PLC status, a school must achieve a score of “Proficient” or “Deep” on all indicators embedded within the eight strands of the Missouri PLC Curriculum. The graph below shows, at a glance, your overall assessment, with more detailed information included within the report.



Milan Elementary School	Total Score	Total Score
<b>PLC Implementation Rubric Summary Sheet</b>	<b>133</b>	<b>178</b>
<p>The results of the Implementation Rubric have been transferred to this summary sheet by marking the level of implementation for each indicator (4=Deep; 3=Proficient; 2=Partial; 1=Minimal).</p> <p>NOTES and Exceptions: As a result of a successful site review where all indicators were determined to be at the proficient/deep level, Milan Elementary has meet the implementation requirement for consideration as an Exemplary PLC School.</p>		

	Implementation Level (1-4)	Updated IR Level (1-4)
<b>Strand 1: Foundation for Learning Community Culture</b>	<b>5/6/13</b>	<b>4/12/16</b>
A. Mission	3	3
B. Vision	2	3
C. Values/Commitments	4	4
D. SMART Goals	3	4
E. School Culture:	4	4
<b>Strand 2: How Effective Building-Level Leadership Teams Work</b>		
A. Shared Leadership	3	4
B. Meeting Conditions	3	4
C. Communication	3	4
D. Progress Monitoring	3	4
E. Feedback to Teams	3	4
F. Support	3	4
<b>Strand 3: Administrative Leadership</b>		
A. Modeling	3	4
B. Change	3	4
C. Communication	3	4
D. Shared Leadership	3	4
<b>Strand 4: How Effective Teams Work</b>		
A. Meeting Conditions	3	4
B. Collaborative Meetings	2	4
C. Corollary Questions	3	4
D. Team Monitoring	3	4
E. Evidence	2	4
F. Focusing on Results From Data	2	4
G. Trust/Participation	3	4
<b>Strand 5: What Students Need to Know and Do</b>		
A. Essential Learning	3	4
B. Identified ELOs	4	4
C. Unwrapped ELOs	4	4
D. Instructional Timeline (map)	3	4
E. Review & Revise ELOs	3	4

<b>Strand 6: Assessment For/Of Learning</b>		
A. Purpose and Type	3	4
B. Methods	2	3
C. Feedback	3	4
D. Student Involvement	2	3
E. Scoring	2	4
F. Data	2	4
G. Grading Practices	2	3
<b>Strand 7: Systematic Process for Intervention/Student Success</b>		
A. Collective Responsibility	3	4
B. Data Communication	3	4
C. Tier 1	3	4
D. Tier 2	4	4
E. Tier 3	3	4
F. Protocols for Enrichment	2	4
G. School-Wide Implementation	3	4
<b>Strand 8: Continuous Improvement</b>		
A. Induction	3	4
B. Action Research	3	3
C. Data Analysis	3	4
D. Celebration	3	4
E. Fidelity	3	4
<b>TOTAL FOR ALL LEVELS</b>	<b>133</b>	<b>178</b>

## COMMENTS IDENTIFYING STRENGTHS AND AREAS IN NEED OF IMPROVEMENT

### Strand #1 Foundation for Learning Community Culture

Mission posted in each room, teachers can articulate, students recite mission in daily pledge, Vision is being revised to reflect the elementary, not as a whole district, want to have vision in more student friendly language, Values and commitments (where are they?) Parents sign a commitment form. Mission and vision is on the agenda templates, As per teacher interviews, culture is deep and consistent terminology was heard throughout. Data driven celebrations contribute greatly to the learning culture.

### Strand #2 How Effective Building-Level Leadership Teams Work

Building leadership team has representation for all factions of the building. Contributes to DLT, consistent meeting time, good evidence of progress monitoring and feedback, Many opportunities for shared leadership, dedicated LT meeting room, set success indicators for the year and monitor these closely.

### Strand #3 Administrative Leadership

Communication with all stakeholders is evident and effective. Networking with other buildings, as well as learning from other schools in other districts, Brought back CARE team meeting once per month, takes teams to PLC, brought in celebrations for culture change.

**Strand #4 How Effective Teams Work**

Established weekly meeting times during common planning. They use a universal agenda template, which shows evidence of addressing corollary questions, discuss norms of collaboration, very data driven conversations, discussed instructional timeline (calendar for the rest of the year), monitor the trust through critical issues and staff survey. " Teachers feel safe to bring up issues to the LT".

**Strand #5 What Students Need to Know and Do**

It is very evident they have determined power standards, which are displayed and referenced visually in the classrooms and the curriculum map in the technology room, All grades/subjects have unwrapped the standards.

**Strand #6 Assessment for/of Learning**

Systemic and systematic protocols are evident for the use of data. They have implemented student led conferences, and student data notebooks are evident in all grades, give evaluate in grades 3,4assessment as a MAP predictor, also use Acuity in grade K-2, students can speak to the data because it is so visible in classrooms, notebooks, etc., (grading practices- question about their conversations around grading)

**Strand #7 Systematic Process for Intervention/Student Success**

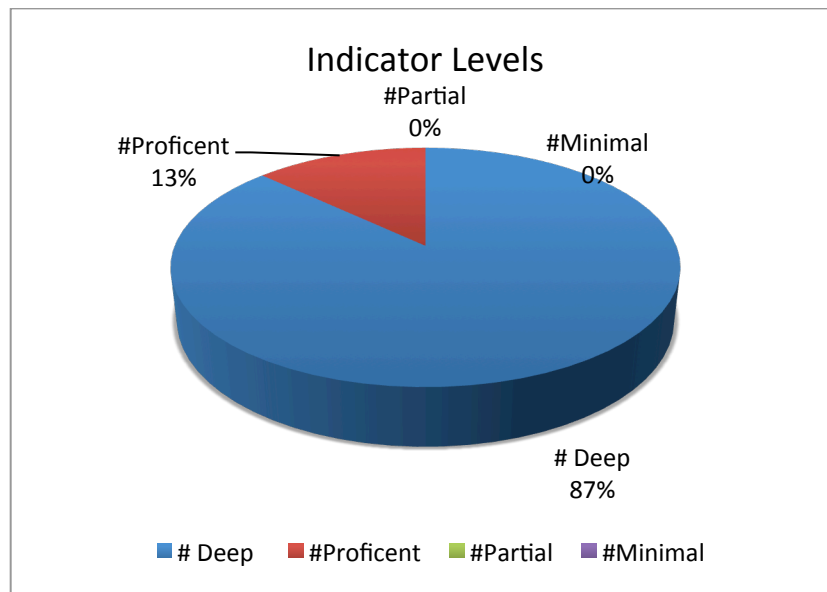
Well documented, quantitative and qualitative response to interventions where both sides of the pyramid are being addressed, utilize specials teachers for DEN time for enrichment. Title teachers work with tier 3, grade level teachers group students during intervention based upon skill and needed skill development. The teachers could quantify the number of children in each tier. During PD, best practices are shared among teachers. They do reading and math for interventions.

**Strand #8 Continuous Improvement**

A written induction plan is in place and shared with new staff. New staff are intentionally placed in teams and mentored. An example of action research, teachers are expected to engage in peer observation, with narratives shared on group wall in teacher's lounge.

**Individuals Present at Exit Conference**

Ashley Pauley, LT members, Lori Ladwig, Sheila Thurman, Rob Gordon



## Strand Averages

	Average Score
<b>Strand 1: Foundation for Learning Community Culture</b>	3.60
<b>Strand 2: How Effective Building-Level Leadership Teams Work</b>	4.00
<b>Strand 3: Administrative Leadership</b>	4.00
<b>Strand 4: How Effective Teams Work</b>	4.00
<b>Strand 5: What Students Need to Know and Do</b>	4.00
<b>Strand 6: Assessment For/Of Learning</b>	3.57
<b>Strand 7: Systematic Process for Intervention/Student Success</b>	4.00
<b>Strand 8: Continuous Improvement</b>	3.80

