

FY17 Annual Impact Report

Our Mission

Missouri Professional Learning Communities create sustainable collaborative cultures to ensure high levels of learning for all.

<http://www.moplc.org>
@moplc



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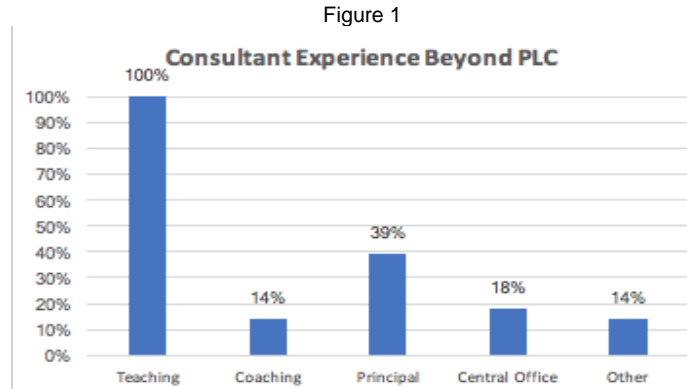
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I. Introduction

Missouri Professional Learning Communities, an initiative sponsored through the Missouri Department of Elementary and Secondary Education, serves schools within nine regional professional development centers throughout the state. The Missouri PLC curriculum helps schools deepen their implementation by strengthening their collaborative environment as teachers work together in teams. Even though many schools need targeted, differentiated assistance, the structured MO PLC training regimen generally involves at least eight contacts with each school throughout the year. Four or five of those school contacts are leadership team trainings addressing 6 strands of the MO PLC curriculum, with approximately three on-site visits by regional PLC consultants to provide school based coaching and support. Schools currently involved in the structured three to four year MO PLC training identified as “Active Level” schools. Those schools completing the structured training and still receiving differentiated support from regional consultants, but not yet achieving proficient implementation in all 34 indicators on the MO PLC Implementation Rubric, are considered “Continuous Improvement” schools. When a school has reached proficient or deep implementation in all 34 indicators, they are then identified as “Sustaining” PLC schools. This report details the progress during the 2016-2017 school year in helping schools reach deeper levels of implementation within the MO PLC training continuum.

II. Who is providing Professional Learning Community support to schools?

During the 2016-17 school year, schools received support from twenty-six federally funded and/or center supported consultants through 9 Regional Professional Development Centers. In addition, a State Leadership Team consisting of a field director, a data/web coordinator and a DESE (Department of Elementary and Secondary Education) contact provided coordination and support for schools throughout the state.

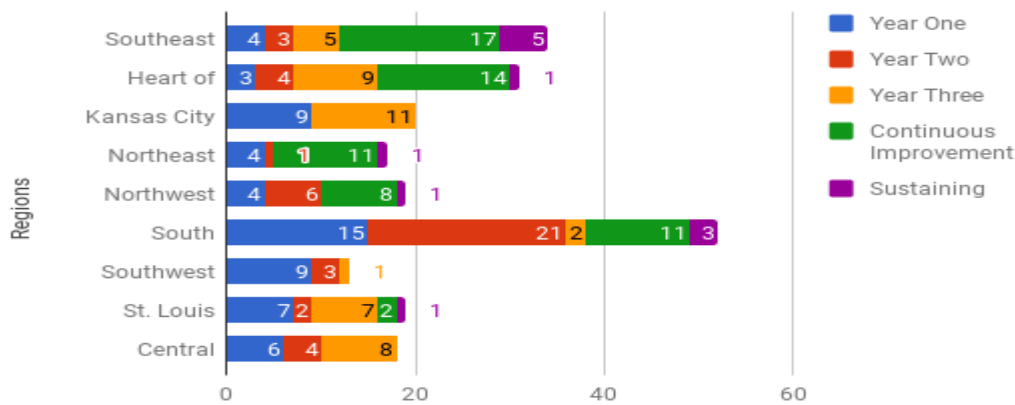


Five consultants left MO PLC at the conclusion of the year, and all positions were replaced. 100% of the consultants involved with MO PLC work had prior teaching experience. Figure 1 shows the percentage of PLC consultants who also had experience with instructional coaching, building level principal and central office. Four consultants (14%) held educational positions other than those mentioned above.

III. Who has received Professional Learning Community support?

Figure 2

Year One, Year Two, Year Three, Continuous Improvement and Sustaining



The chart displayed as Figure 2 shows both the number of schools served per region, as well as the type of schools served. In total, 223 schools were served during 2016-2017. Continuous Improvement schools are those which have completed the structured training process, and are continuing to work toward full implementation. Sustaining schools are those which are already fully implementing, yet continue to deepen implementation in targeted areas.

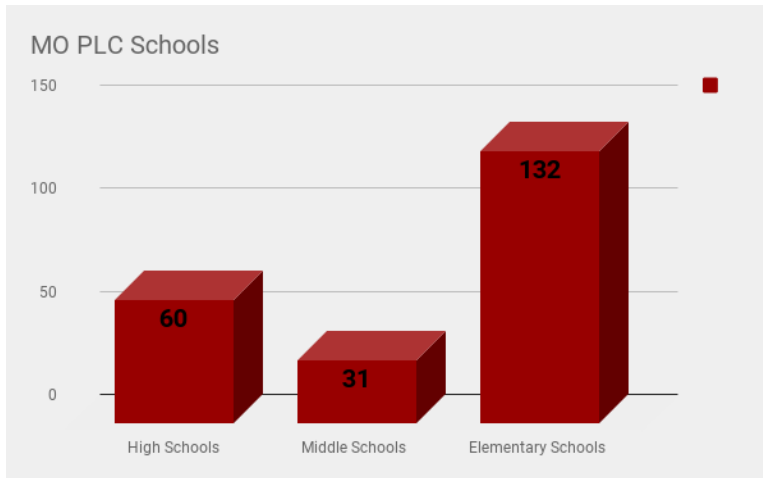
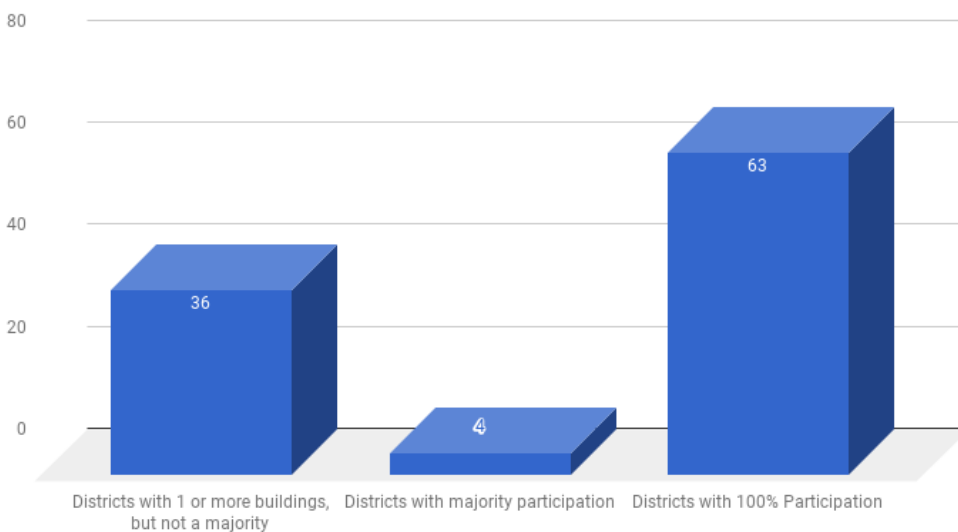


Figure 3

Figure 3 indicates the proportion of schools served by type. The predominant number of schools engaged in professional learning community training continue to be elementary schools. One factor often cited as contributing to this disparity is the difficulty of establishing collaborative culture in high schools where teachers regularly work in departments rather than grade levels, which leads to proportionately more singletons where collaboration is more challenging. Establishing interventions in elementary schools also are generally more straightforward as well.

Figure 4

Districts Served by MO PLC 2016-17



While MO PLC implementation is by building, district support and participation plays a significant role in how well buildings implement. Best practice indicates that when district leaders model the practices of PLC, support and encourage these practices in all buildings, and regularly monitor the level of implementation, schools progress much quicker and more deeply. Over the past several years, this has been substantiated in the number of schools who have been recognized for exemplary PLC implementation and come from districts who support PLC implementation throughout the district.

IV. How have consultants allocated time?

Using the DESE consultant log system, work time is recorded by all state consultants and monitored. The chart in figure 5 shows overall time spent by consultants across five broad categories. At first glance, it may seem that interaction with schools is limited to the Training /PD Received category. However, the chart in figure 6 indicates a breakdown of the Planning Communication & Collaboration category. Within this category, contact with leadership teams is prevalent. 49.51% of the time that consultants report for planning, communication and collaboration is for content development. Much of this is spent deepening personal understanding of PLC content and creating trainings for schools.

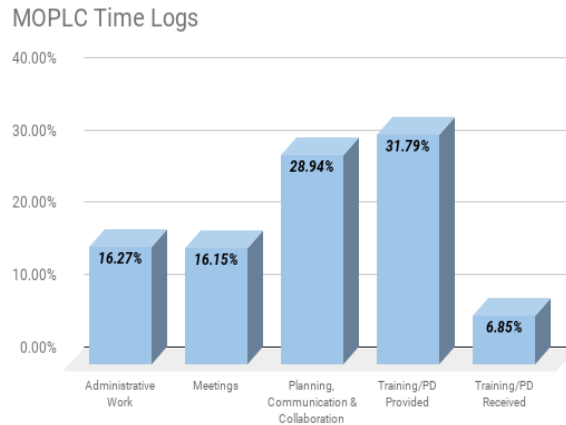
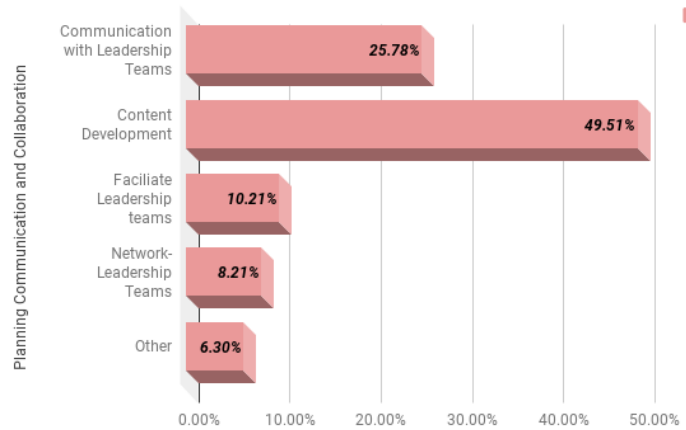


Figure 5

Figure 6



V. What have schools received during Professional Learning Community training?

MO PLC structured training is generally a 3 to 4 year continuum. Support is traditionally a “train the trainer” model where leadership teams work with PLC consultants to deepen their understanding of the PLC curriculum and to learn strategies for transferring this information to their staff. During the first year, schools receive six days of training content, two of which are foundational “PLC Academy” content. Four additional trainings are scheduled with schools in their first year of implementation, as are year 2 schools where four training days are devoted to building upon prior learning and adding new content. Year one and two schools are assessed upon targeted indicators, and then year 3 schools participate in a full on-site review where all 34 indicators are assessed for depth of implementation. The fourth year of PLC training is differentiated for schools, focusing upon indicators which have yet to be implemented fully.

Year 1 Targeted Indicators

- Completing a mission statement
- Completing a vision statement
- Identifying Building SMART goals
- Establishing a Leadership Team
- Establishing Collaborative Teams
- Identifying priority standards
- Establishing systematic academic celebrations for staff and students
- Establishing data portfolios with core data point identified

Year 2 Targeted Indicators

- “Living” your mission
- “Living” your vision
- Identifying collective commitments
- Leadership team progress monitoring of collaborative teams with feedback
- Evidence and artifact systemic collection process
- Collaborative team focused work
- Unwrapping priority standards
- Establishing instructional timelines
- Standards-based pre- and post- assessments
- Establishment of Tier 1 Intervention strategies
- Collecting data which contributes to core data points

VI. What practices were implemented at the deepest level by schools?

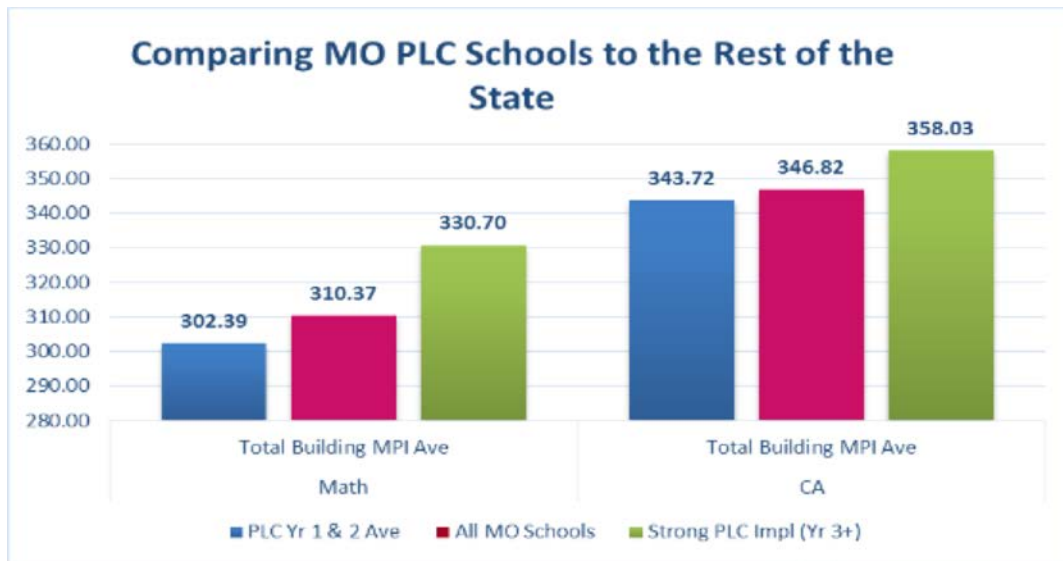
When schools are assessed at the end of their third year of PLC training with an on-site review, evidence and artifacts are analyzed to determine the depth of implementation. During the spring of 2016-2017, site review implementation data revealed the following bulleted indicators as those most generally implemented at a proficient or deep level. These are generally assessed at a deeper level because they are indicators addressed earliest in the curriculum lending themselves to more time for implementation, or they are indicators where evidence is more “qualitative” and subjective to assess.

- Establishing and living a mission
- Building level analysis of data
- School culture conducive to the learning of all children
- Establishing priority standards
- Team collaborative meeting conditions (frequency of meeting, location, etc.)
- Assessment literacy
- Collective responsibility for the learning of children

VII. What practices have been most difficult to implement deeply?

The bullets identified below show “lagging” indicators where implementation is not generally found to be as deep as are others. These tend to be parts of the curriculum addressed later in the training continuum, or are those requiring greater emphasis and time to implement.

- Establishing protocols for providing enrichments for students
- Monitoring of collaborative team practices and protocols
- Collective scoring of student work
- Teachers providing effective feedback to students
- Leadership teams providing regular feedback to collaborative teams
- Student engagement in assessing their own learning
- Making collaborative decisions on grading and grade reporting practices



X. What does exemplary PLC implementation look like?

Schools who have been assessed as implementing all 34 indicators of the MO PLC curriculum at a proficient or deep level and have provided evidence of improved or sustained high levels of student academic achievement are annually designated as Exemplary PLC Schools and officially recognized at the Powerful Learning Conference. Since 2011 and through FY17, 90 schools had been assessed and designated as Exemplary PLC Schools. During the 2016-2017 school year, sixteen schools reached that level of implementation (see list below). Also during the 2017 Powerful Learning Conference, the first ever “Sustaining Exemplary PLC School” was recognized (Logan-Rogersville Primary). This recognition path was established to identify schools who had been recognized as exemplary PLC schools at least two years prior and had sustained their deep levels of implementation and high academic achievement.

2016-2017 Exemplary PLC Schools

- Bismarck High School, Bismarck R-IV School District
- Cameron Intermediate School, Cameron R-I School District
- Parkview Elementary School, Cameron R-I School District
- Clippard Elementary School, Cape Girardeau 63 School District
- Brown Elementary School, Hazelwood School District
- Hollister Middle School, Hollister R-V School District
- Orchard Drive Elementary School, Jackson R-II School District
- Forder Elementary School, Mehlville R-IX School District
- Milan Elementary School, Milan C-2 School District
- Nashua Elementary School, North Kansas City 74 School District
- North County Primary, North St. Francois County R-I School District
- Creekmoor Elementary School, Raymore-Peculiar School District
- Shull Elementary School, Raymore-Peculiar School District
- Timber Creek Elementary, Raymore-Peculiar School District
- Warrior Ridge Elementary, Warren County R-III School District
- Avery Elementary School, Webster Groves School District