



Implementation Impact

Spotlight School: LJ Daly Elementary, Fayette

April, 2018

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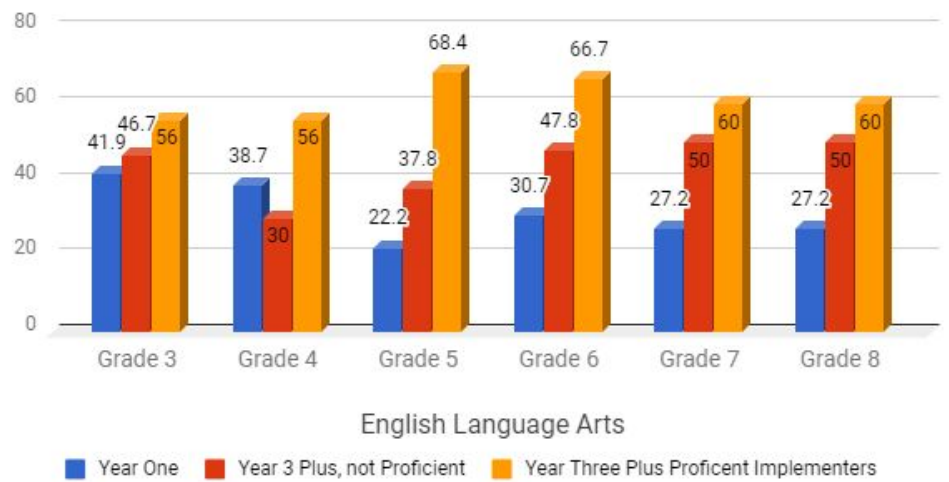
Does PLC make a difference?

Recently we referenced a [research study](#), which correlates positive achievement results to implementation of PLC. Recent changes to Missouri's MAP have made year to year comparisons a bit challenging, but we have examined 2017 results across our schools.

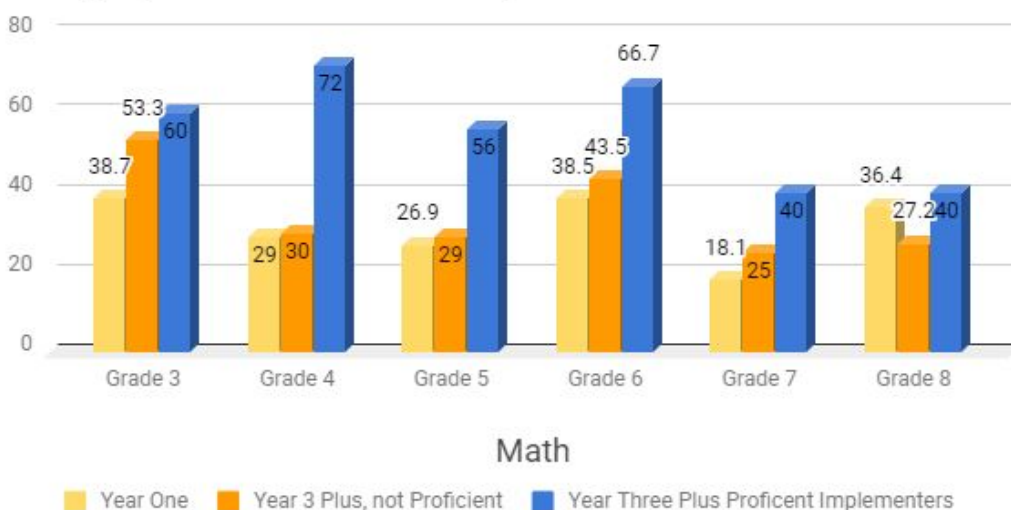
These graphs compare three groups:

- **Year One Schools** (those which have had the shortest amount of time applying the MO PLC process)
- **Year Three and greater** in our process, but who don't demonstrate proficient implementation of our work.
- **Year three and greater** which are proficient or deeply implementing the work. This group includes buildings which have at least 80% of the indicators on our rubric at proficient and deep.

Percentage of MO PLC Buildings Greater than the State Average (Proficient & Advanced) in 2017 English-Language Arts



Percentage of MO PLC Buildings Greater than the State Average (Proficient & Advanced) in 2017 Math



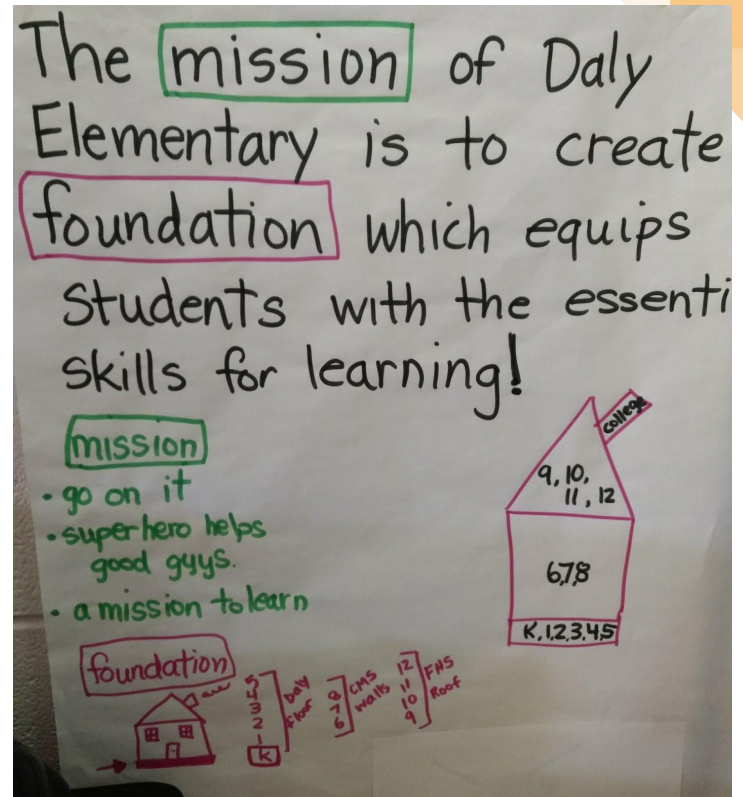
The scores for each grade level are compared to that grade level's state average. Generally, the buildings which are implementing at high levels outperform the state average.

LJ Daly Elementary, Fayette

When they began the Missouri PLC training process three years ago, LJ Daly Elementary was identified as a focus school by the Missouri DESE, and knew there was much work to be done. At their recent site review, the staff at LJ Daly had plenty to celebrate. Not only had they successfully implemented all indicators in the MO PLC curriculum, but student achievement results had improved and they were no longer a focus school.

How did they do it? Three factors seem central to their success:

Collaboration became highly effective. When teams meet, their conversations are now centered around student data, specifically data about essential standards which they have identified. Students, teachers, and parents understand current levels of performance. Learning, not housekeeping tasks, are the focus of collaborative time.



Leadership is shared. While principal Cheri Huster is clearly the building leader, leadership is shared among the building leadership team, as well as other teachers in the building. There is a high level of decision making and involvement of teachers and students.

Learning is for all. The leadership team embraced the tough tasks of culture building, identification of standards, standards referenced assessment, and Response to Intervention with a willingness to learn. They frequently sought assistance from their PLC resource specialist at the Heart of Missouri RPDC as well as other schools in their cohort. They became a learning team, and that model influenced their school community.



Daly Elementary is one of many success stories in the MO PLC Project. For more information, please see [our website](#), where you will find detailed information about our project, as well as regional contact information.