



## Year V PLC Action Plan

### Next Steps and Recommendations from the PLC Steering Committee

**Theory of Action:** If teachers and administrators work together to address student needs by engaging in a continuous process of instructional improvement, then teaching and learning will benefit, thereby leading to improved student achievement.

#### Year V Assumptions and Non-Negotiables

- PLC time is valued and honored as the primary vehicle for addressing the stated instructional goal.
- School administrators and teachers establish instructional goals in literacy, writing, and math aligned to the School Improvement Plan.
- Instructional goals are based on student needs and continue to drive the work of individual PLCs.
- Administrators support the work of PLCs by ensuring the goals are aligned with school and district goals, reviewing minutes of ongoing PLC meetings, visiting PLCs periodically to provide feedback, and providing resources and/or materials to PLCs.
- The PLC Steering Committee meets regularly with representation from teachers and administrators from each school.
- SPS PLC Trainers for each building will assist their school in setting instructional goals in math and literacy to guide the work of PLCs, help build capacity in using the SPS PLC Process, prepare educators for a clear understanding of the implementation of instructional goal-setting, looking at student work, examining instruction, and conducting effective peer observations in their schools. The trainers will also, advance understanding of the tenets, practices and accountability of working in a PLC, provide on-site training to novice teachers in the SPS PLC Process, plan and implement, in collaboration with school administrators, two-hour learning sessions in the components of the PLC process and in PLC best practices. These learning sessions may occur on school-based full-day PD days, on early release PD days and/or during faculty meetings and collaborate with the PLC Steering Committee monthly to share learning and to set direction for the further development of PLCs.

#### Goals and Next Steps for the PLC Steering Committee

- The PLC Steering Committee will rededicate itself to creating a support network system across the school district.
- The PLC Steering Committee will actively engage in a needs assessment across the district in order to recommend and/or provide appropriate professional development.
- In order to reinforce foundational elements of PLCs, the steering committee will engage in two book studies to increase the level of trust and team building in each school.
- PLC Steering Committee members will help to ensure that all teachers at their site have knowledge of and are participating in the PLC process.
- PLC Steering Committee members in conjunction with the SPS PLC Trainers will ensure each school conducts effective peer observations that are non-evaluative; but are informative identifying adult actions that will impact student achievement.
- The PLC Steering Committee will develop a needs assessment template that will be distributed to each school in order to provide professional development opportunities for teaching and learning.

### **Recommendations for Site-Based PLC Implementation**

- The PLC Self-Reflection Guide will be used by individual PLCs members November-December and March-April per year with the dual purpose of acting as a needs assessment.
- SPS PLC Trainers will provide continued training and support for staff members.
- PLCs will develop a flexible action plan to serve as a guide in the completion of an instructional goal; to be completed/revisited three or four times per school year.
  - An example timeline would include: (1) review formative and summative student achievement data, (2) set school and PLC instructional goals, (3) gather and review pertinent data, and (4) PLC self reflection.