

Designing Success for Every Student

With a Focus on PLCs

Professional Learning Communities

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.



The key to improving student learning is continuous job-embedded learning for educators.



The Big Three Ideas of PLCs

We focus on learning.



We are results
oriented.



We create a
collaborative culture
and share collective
responsibility.

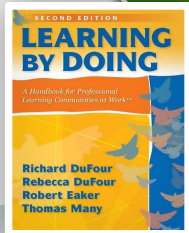


**Provide
extended
learning
opportunities.**

**Establish a
guaranteed &
viable
curriculum**

**Provide
systematic &
tiered
interventions**

**Develop & use
common
formative
assessments**



4 Essential Questions

1. What do all students need to learn and be able to do?
2. How will we know when they've learned it?
3. How do we do support students who haven't learned it yet?
4. What do we do if they already know it?



Establish a guaranteed & viable curriculum.

- Identify the knowledge & skills that every student must learn in each grade and class.
- Focus on the most important standards. (K-22) Mattos
- Identify the necessary steps for mastery.

CCSS Standard	Strand (2022)	b-strand (2022)	Standard 2022	Key	Order	Doc	Ammon	BOS	Bridgewater	Cloverdale	Discovery	Fairview	Fa
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Reading Comprehension	Textual Evidence (TE)	3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.	6.RC.3	2.3	6.RC.3 Breakdown	Essential		Essential	Essential	Essential	Essential	Es
RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Reading Comprehension	Literature (L)	5a. Explain stated or implied themes of texts, including how they are developed using specific details from the texts.	6.RC.5a	2.5		Essential		Essential	Essential	Essential	Essential	Es
RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Reading Comprehension	Literature (L)	5b. Describe how characters respond or change as the plot moves toward a resolution.	6.RC.5b	2.5	6.RC.5b Breakdown	Essential		Essential	Essential	Essential	Essential	Es
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Reading Comprehension	Nonfiction Text (NF)	6a. Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.	6.RC.6a	2.6	6.RC.6a Breakdown	Essential		Essential	Essential	Essential	Essential	Es
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Reading Comprehension	Nonfiction Text (NF)	6b. Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.	6.RC.6b	2.6		Essential		Essential	Essential	Essential	Supporting	Es
L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Vocabulary Development	Word Building (WB)	2. Determine how words and phrases provide meaning and nuance to grade-level texts.	6.VD.2	3.1		Essential		Essential	Essential	Essential	Essential	Es
W.6.1 Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Use precise language and domain-specific vocabulary to support the argument. Establish and maintain a formal style.	Writing a. b. c. d. e.	Range of Writing (RW)	2. Write arguments that introduce and support a distinct point of view with relevant claims, evidence and reasoning; demonstrate an understanding of the topic; and provide a concluding section that follows from the argument presented.	6.W.2	5.1	6.W.2 Breakdown	Essential		Essential	Essential	Essential	Essential	Es
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as	Writing	Range of Writing (RW)	3. Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and	6.W.3	5.1	6.W.3 Breakdown	Essential		Essential	Essential	Essential	Essential	Es



Develop & use common formative assessments


- Teacher teams develop assessments to monitor each student's progress on the essential knowledge and skills.
- Teams use results to
 - Identify students who need more time & support
 - Adjust & improve instruction

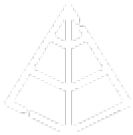




Provide systematic & tiered intervention

- Teacher teams provide timely & mandatory support to students who need it
- RTI (Response to Intervention) provides a tiered system to identify the intensity, frequency, & duration of supportive measures.


	Monday Jan. 30th	Tuesday Jan. 31st	Wednesday Feb. 1st	Thursday Feb. 2nd	Friday Feb. 3rd
K - 6th	No School: Teacher Collaboration	Regular School Day	Regular School Day	Regular School Day	Regular School Day
7th - 8th	Student Intervention & Support Time	Regular School Day	Regular School Day	Regular School Day	Regular School Day
	Teacher Collaboration				
9th - 12th	Student Intervention & Support Time	Regular School Day	Regular School Day	Regular School Day	Regular School Day
	Teacher Collaboration				

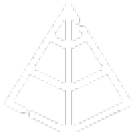




Provide opportunities to extend learning

- Teachers provide students with opportunities to extend or deepen their knowledge & understanding
 - Broaden scope of understanding
 - Deepen level of understanding

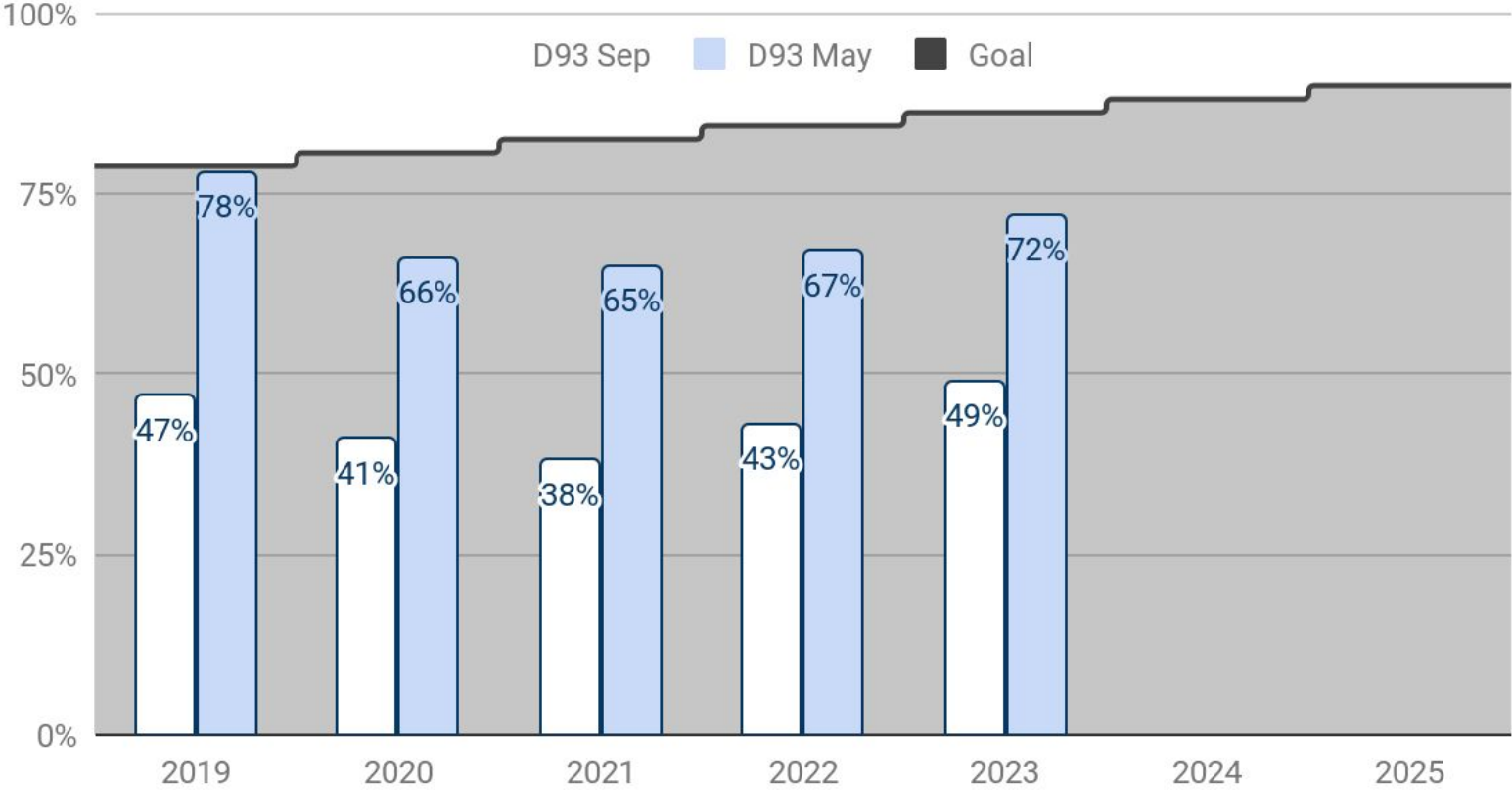
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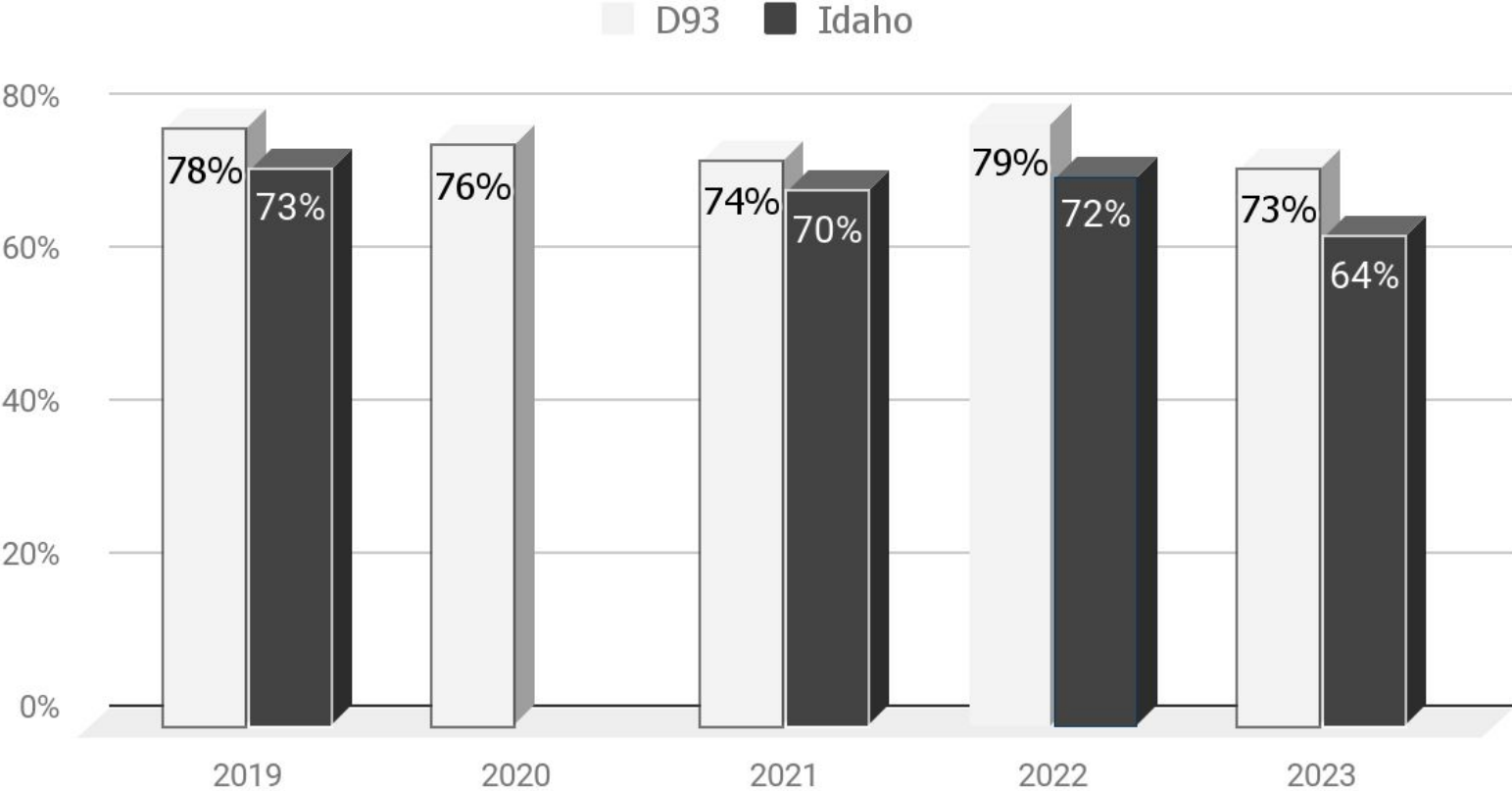
Every student
will learn
to read.



Kindergarten Reading



3rd Grade Reading

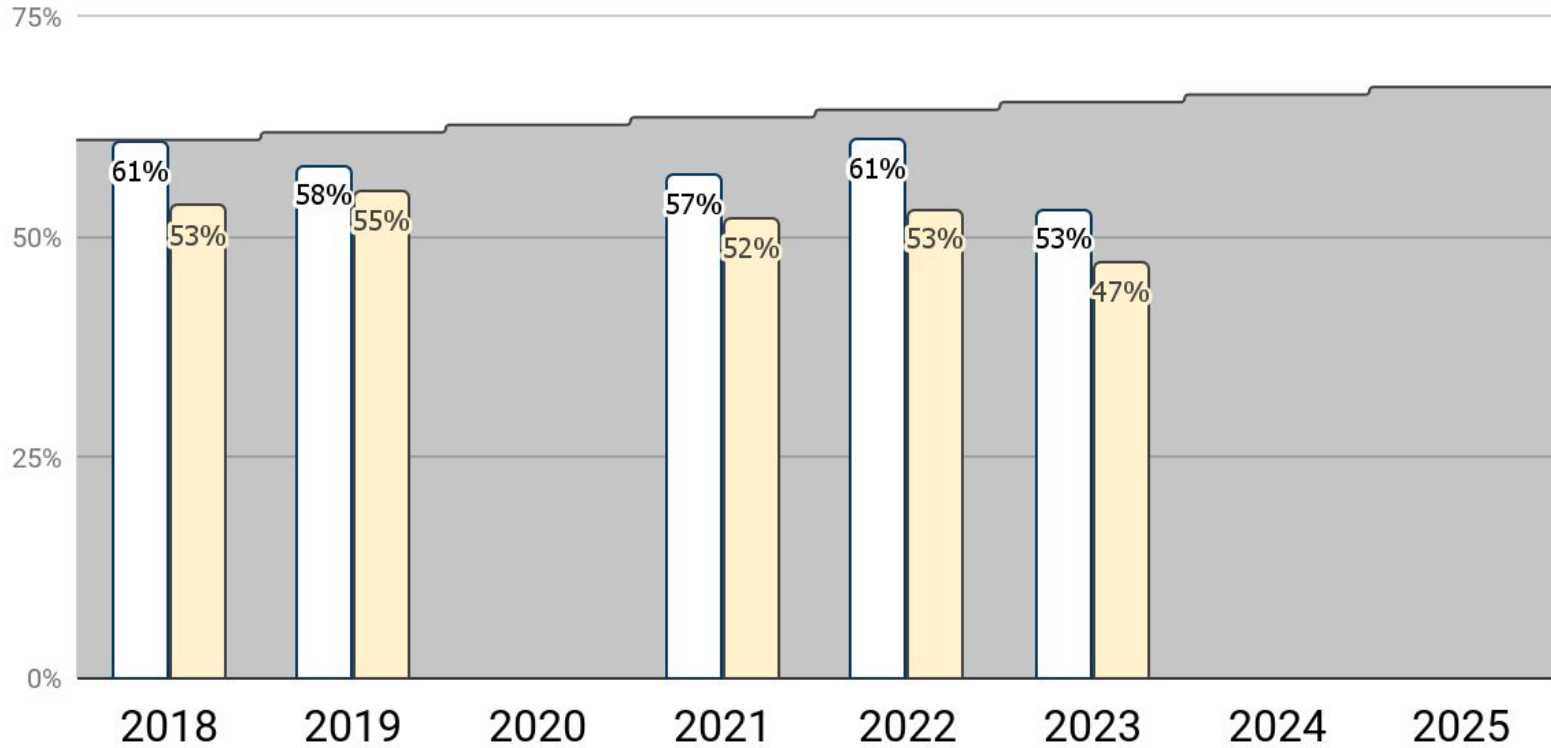


Every student
will
read & write to
learn.



6th Grade Reading & Writing

Results State Goal

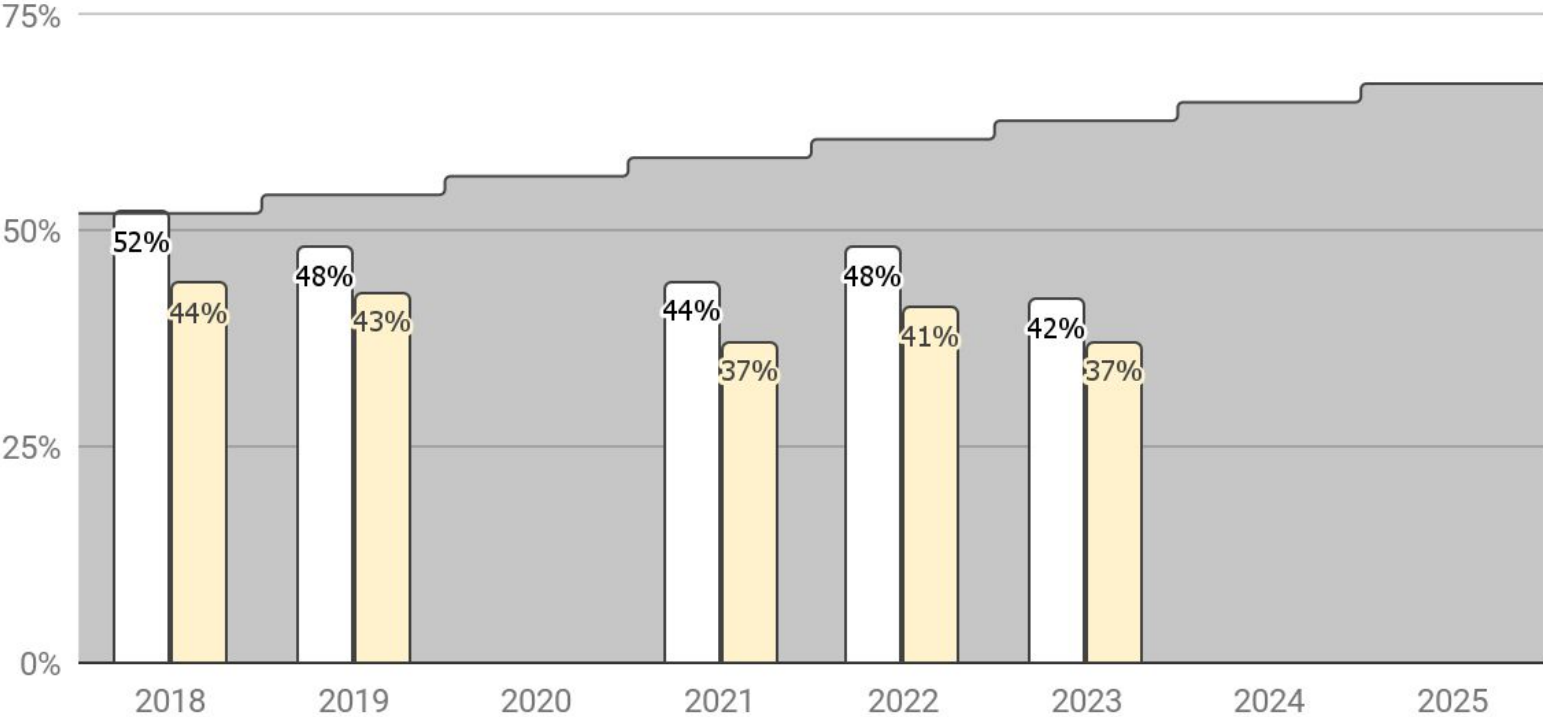


Every student
will learn to
solve algebraic
& geometric
problems.



6th Grade Math

Results ■ State ■ Goal

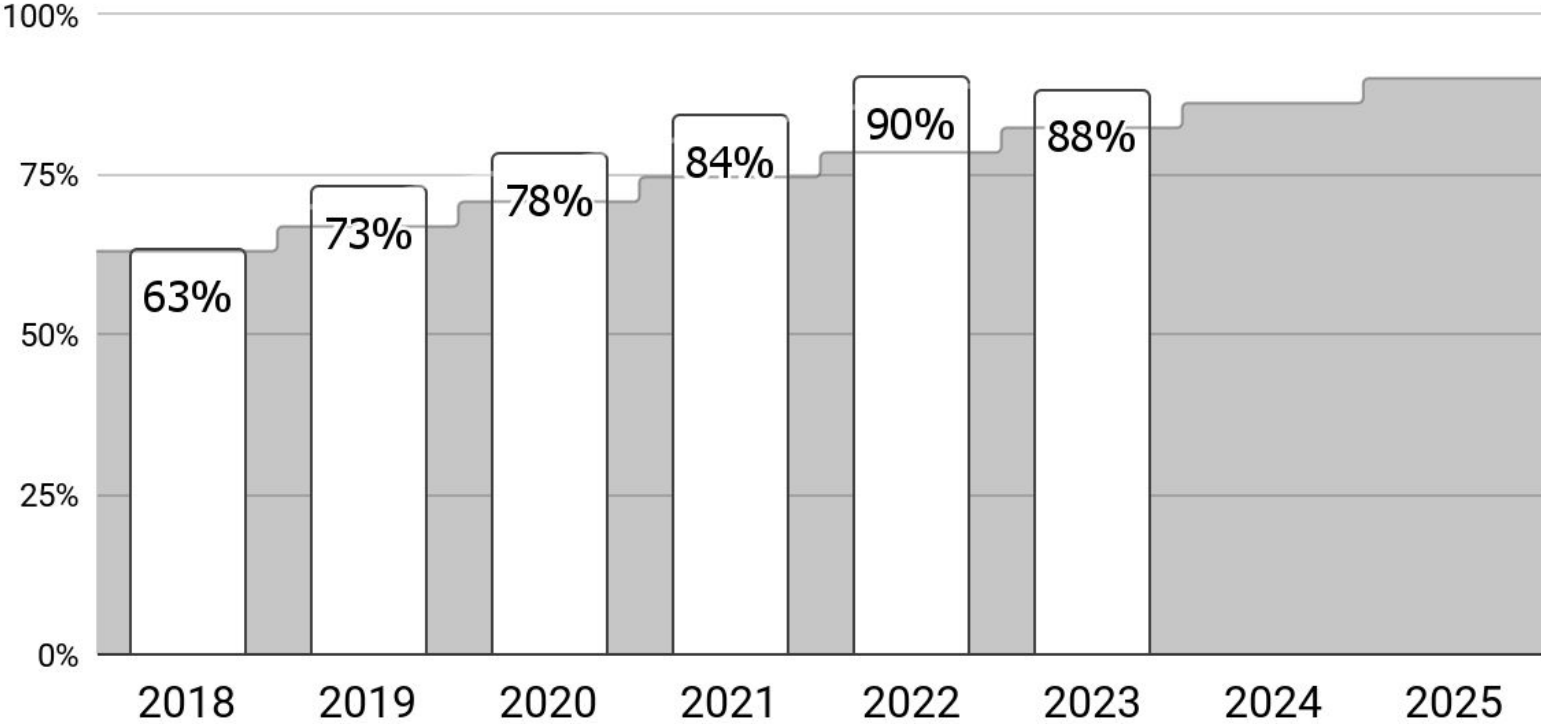


Every student will
earn college credit
or CTE certification.



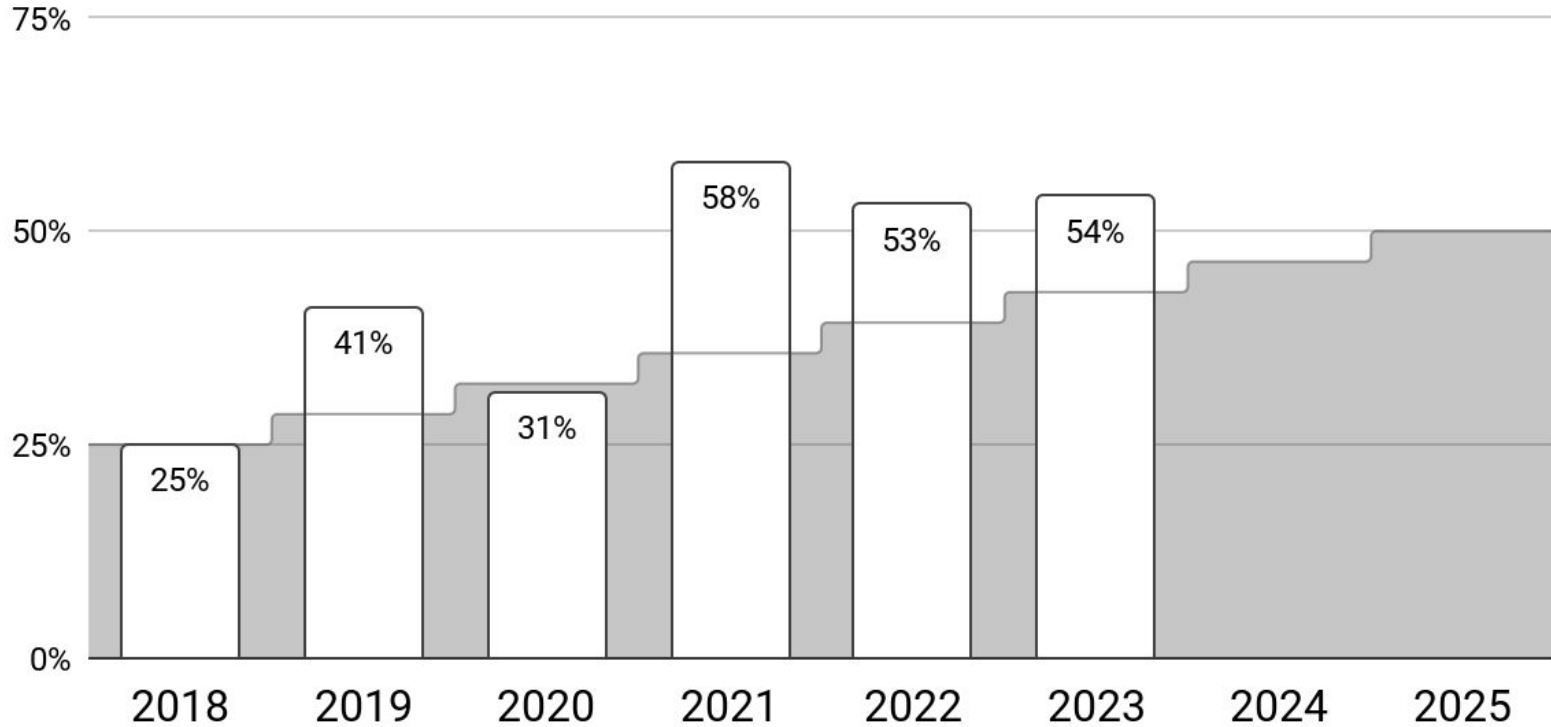
Graduates with College Credit or CTE Certification

Results Trendline for Results ■ Goal



Graduates with 9 or More College Credits

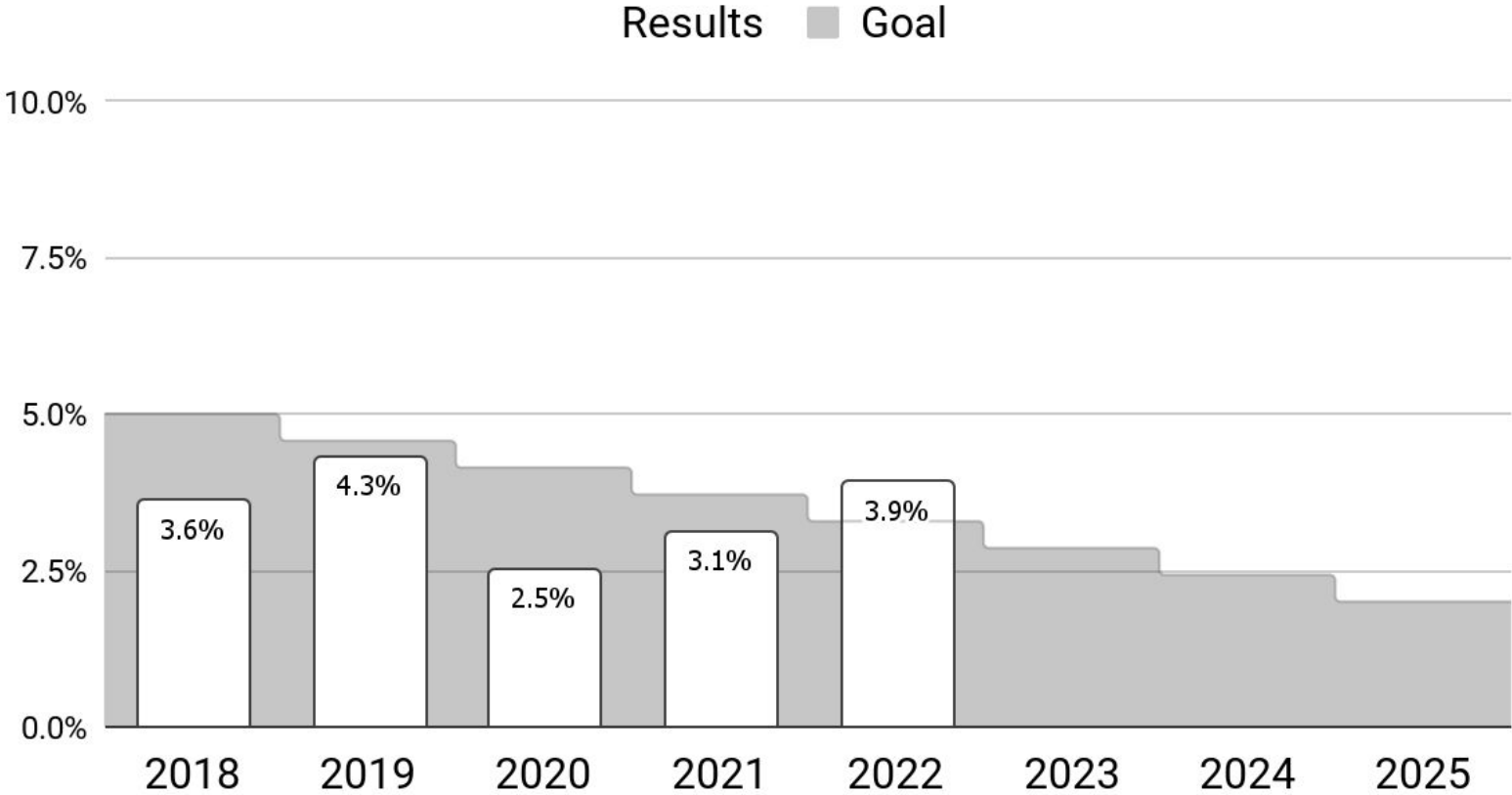
Results ■ Goal



Every student will
graduate.



Students Dropping Out



Thank you for Supporting Education

State Professional Development Funds

2019



2023





Literacy Interventions



Chromebooks &
Lexia Core 5

Part-time coaches /
Phonics instruction

All-day
Kindergarten

Student centered
coaching

Every student will

Graduate from high school

Earn college or CTE credit

**Learn to solve algebraic and
geometric problems**

**Read and write to
learn**

Learn to read

Every student will learn

Responsible decision making

Relationship skills

Social awareness

Self management

Self awareness

Every student feels safe, connected, and cared for at school.



Pyramid of Student Success

