

Professional Learning Communities



Jefferson County Board of Education

January 13, 2014

JCPS Strategic Plan

Our Strategy

Focus Area: **Stakeholder
Involvement/
Engagement**



GOAL 3:

Parents, community, and partners enrich students' educational experiences and support their success.

3.7 Build capacity for schools to **develop Professional Learning Communities** with cohorts of teachers and administrators who share a collective vision for and shared ownership of achievement for each child.

JCPS Strategic Plan

Our Strategy

Focus Area: **Safe, Resourced,
Supported, and
Equipped Schools**



GOAL 4:

All schools are staffed, resourced, and equipped to support student needs.

4.10 Create a system of support for **collaboration** in Professional Learning Communities.

DuFour PLC Pilot Project

- Phase I PLC Implementation
- 2012-13 School Year
- 13 Schools – Elementary and Middle
- Intentional Focus on Math

PLC Pilot Elementary Schools

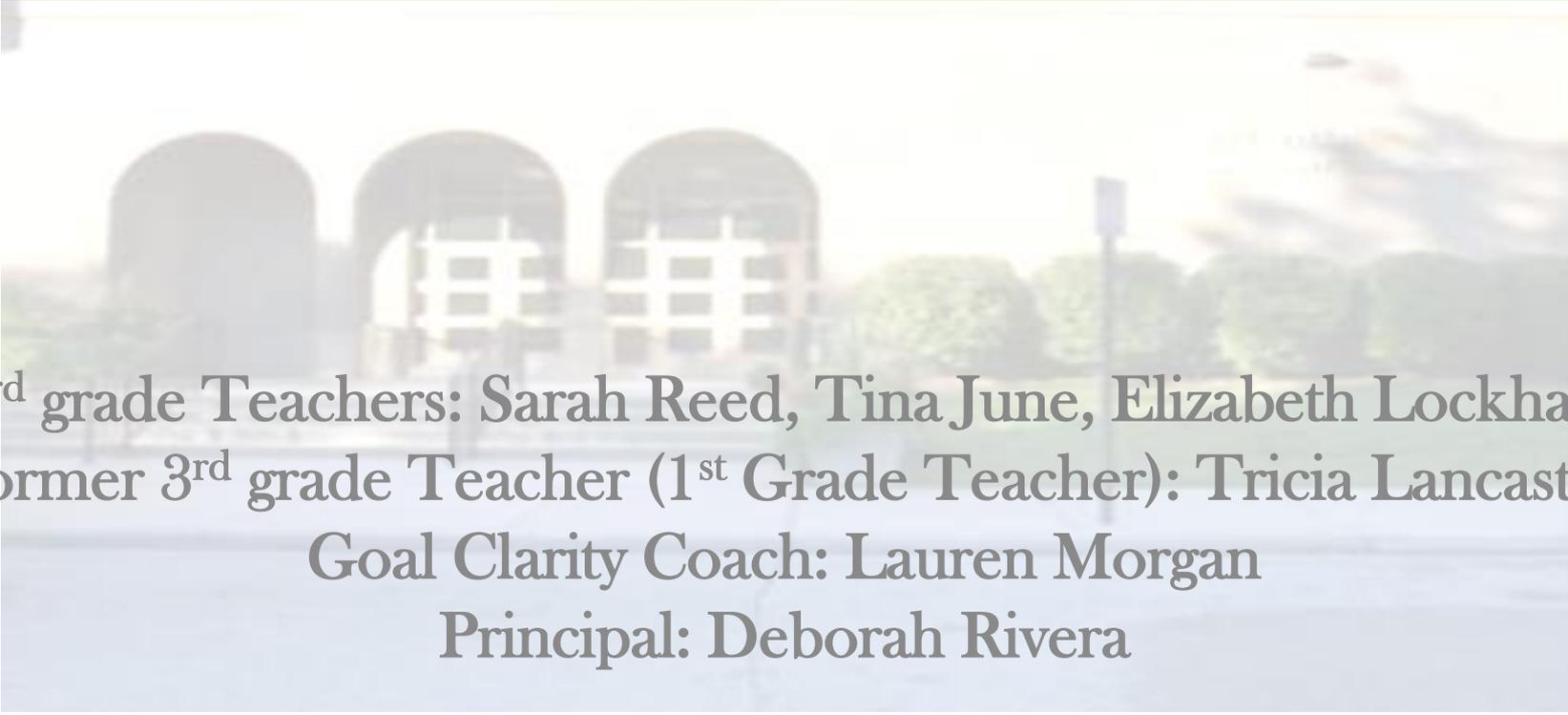
GAINS:	> = 1	between	< = -1
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Achievement Area	Status	School Name	Level	2012 Math %PD	2013 Math %PD	Gains
		District - Elementary	ES	35.4	40.7	5.3
2		Coral Ridge Elementary	ES	39.5	50.7	11.2
6		Dunn Elementary	ES	57.3	65.9	8.5
5		Engelhard Elementary	ES	29.8	39.1	9.3
6		Field Elementary	ES	46.0	60.9	14.9
2		Frayser Elementary	ES	23.9	30.1	6.2
2		Kenwood Elementary	ES	18.1	34.4	16.3
2		McFerran Preparatory Academy	ES	31.9	36.1	4.2
3		Minors Lane Elementary	ES	27.6	41.4	13.9
4		Rangeland Elementary	ES	24.9	23.1	-1.8
4		Wheeler Elementary	ES	52.7	62.9	10.1

Phase II PLC Implementation

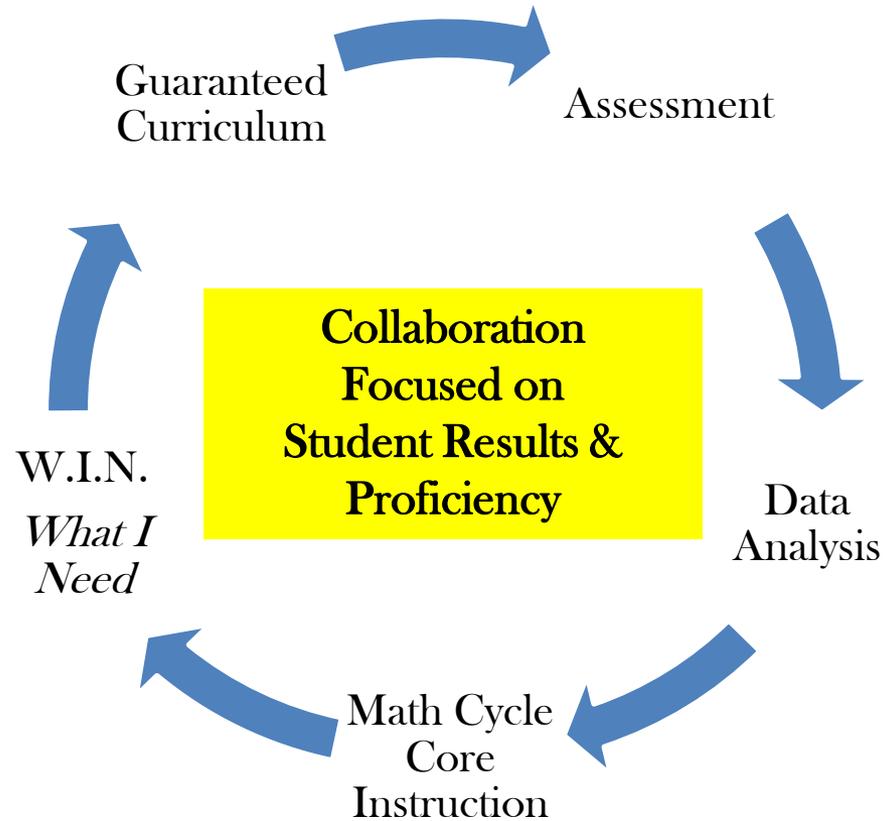
- 2013-14 School Year
- Second Year for 13 DuFour Pilot Schools
- First Year for 70 + Schools – Elementary, Middle and High
- Building leadership capacity in Principals and Goal Clarity Coaches

Field Elementary School



3rd grade Teachers: Sarah Reed, Tina June, Elizabeth Lockhart
Former 3rd grade Teacher (1st Grade Teacher): Tricia Lancaster
Goal Clarity Coach: Lauren Morgan
Principal: Deborah Rivera

PLC CYCLE



Leadership

“Loose and Tight”



FIG. 7

FIG. 8

FIGS. 7 and 8.—Overhand knots.

High Progress School Data

- Largest overall gain in district
- 6th highest gain in all the elementary schools in state
- 13th percentile to 78th percentile
- Highest gains in science and language mechanics in all elementary schools
- 12th highest gains in reading and writing for all JCPS schools

Impact on School Culture

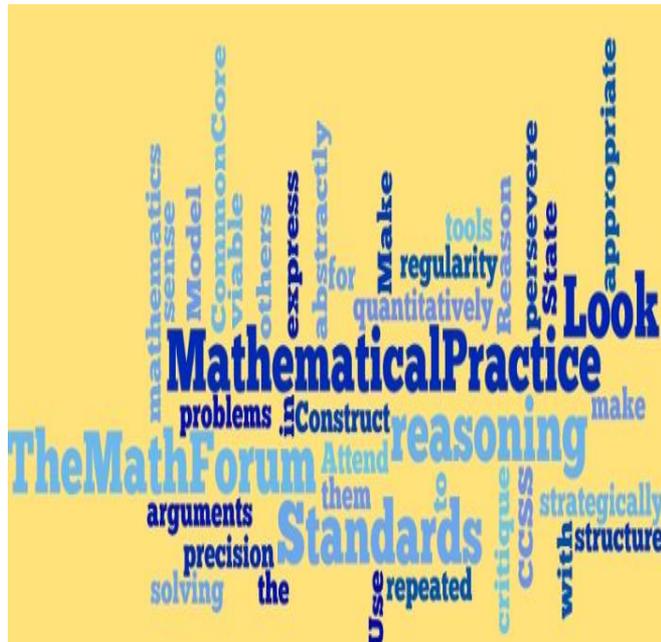
- Change from **“My Kids”** to **“Our Kids”**
- Change from **“Teaching”** to **“Learning”**
- Change from infrequent **SUMMATIVE** Assessments to frequent **FORMATIVE** Assessments
- Change from assessing **MANY** things **infrequently** to assessing a **FEW** things **frequently**

Video Clip

- PLC Team from Field Elementary
- PLC Team from Wheeler Elementary

What Do We Expect Students to Learn?

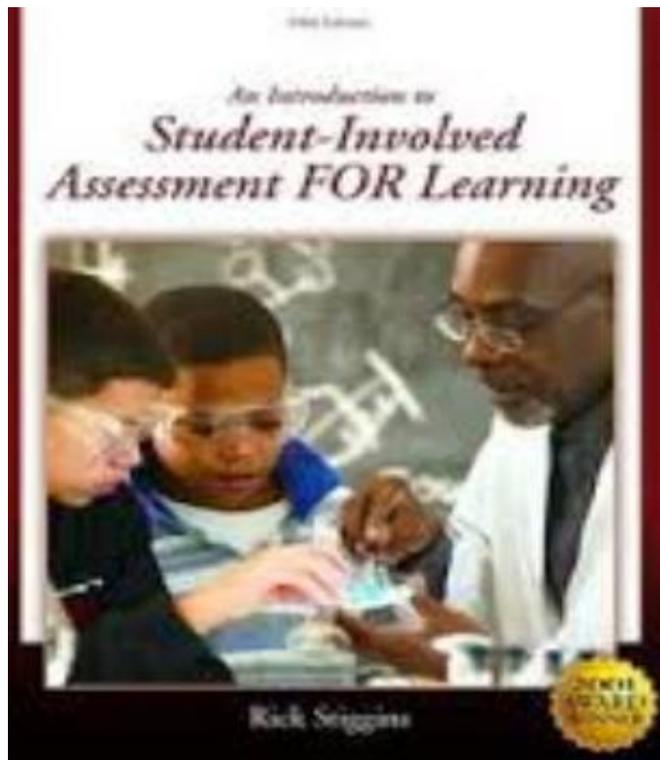
- Mathematical Practices
- Student Friendly Learning Targets
- Core Curriculum



Standard	I CAN
3 OA 8	<p>I can solve 2 step word problems using addition and subtraction.</p> <p>I can use equations with a letter representing the unknown quantity.</p>

How Do We Know If They Have Learned It?

- Formative & Summative

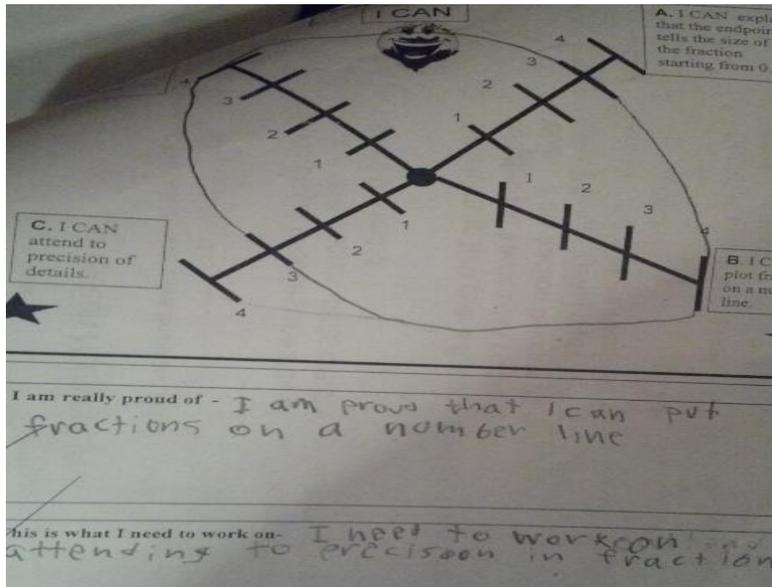
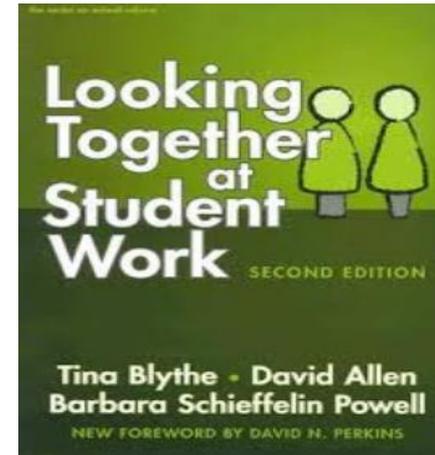


Student- SELF ASSESSMENT- Analyzing Specific Answers

#	Question	DOK	I CAN standard	Answer	Point(s)	I knew it!	I guessed.	I did not know this at all.
1		3	3 NF 1	D	1			
2		2	3 NF 1	B	1			
3		2	3 NF 1	A	1			
4		2	3 NF 1	D	1			
5		1	3 NF 2	C	1			
6		1	3 NF 2	D	1			
7a		2	3 NF 1	Short Answer	1			
7b		2	3 NF 1	Short answer	1			

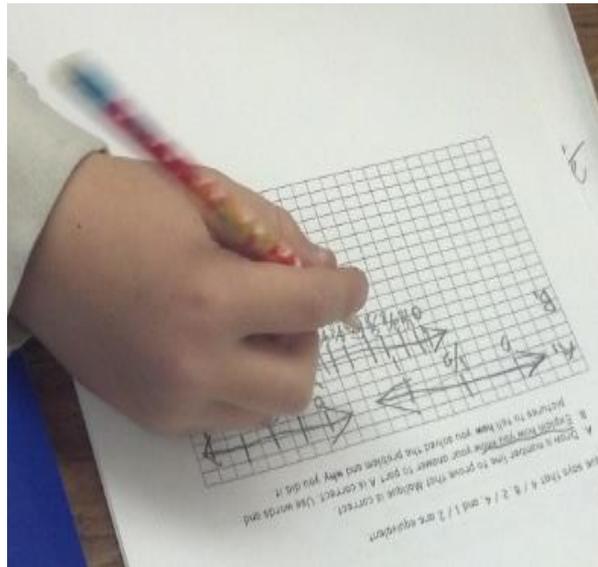
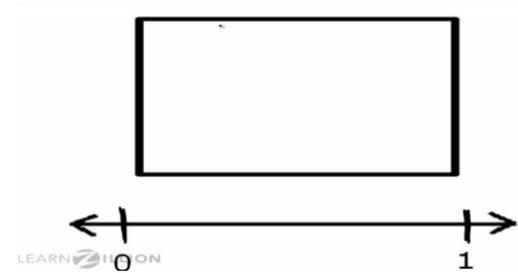
How Do We Respond if They Have Not Learned It?

- What I Need (WIN)
- 7 teachers, small groups
- Differentiation
- Fluidity



How Do We Respond When Students *Do Learn?*

- Differentiated instruction
- Enrichments



PLC Rounds

- John Marshall, Assistant Superintendent, DEP
- Dr. Shelley Thomas, U of L
- Tess McNair, C. E. & S. Foundation