PLCs to Drive Student Achievement

Principal Name: Stephanie Leasure
School Name: North Side Elementary School
Team Member's Names: Melissa Hardin, Jordyn Tribolet
Principal's Email Contact: sleasure@eastnoble.net

Background Leading to Our Inquiry (Slide 3)

As we have been learning about High Reliability Schools and analyzing our schools survey data related to this, we realized that we needed to stop and focus on Level 2, Effective Teaching in Every Classroom.

After diving into the survey data, we realized that many areas had a standard deviation of more than 0.50. As we started discussing this in more detail, we concluded that we needed to start at the root of the problem, which is effective instructional planning. We can confidently say that our teaching staff does not routinely use student data to drive their instructional planning. Our school district does not use PLC's and we didn't know much about them. So, we decided to start reading about PLC's, attended a PD with our asst. superintendent on PLC's and take this on as our AR Project to help improve our teacher's instructional planning time during collaboration.

The Purpose of Our Inquiry (Slide 4)

East Noble School Corporation provides time daily for elementary school teachers to collaborate with their grade level colleagues for up to 45 minutes. This collaboration time should be focused on planning upcoming lessons using the district curriculum timelines, as well as analyzing iReady standards mastery data and other formative assessments to drive instruction and remediation. Our teaching staff work collaboratively to plan upcoming lessons using the curriculum timelines; however, they need further support and guidance in utilizing their formative data to drive instruction and assist in remediation. We believe that by becoming a PLC and working with our grade levels to become collaborative teams focused on data and high levels of learning during their collaboration time, we will start seeing the impact this has on student achievement.

Our Wondering (Slides 5-6)

What is the impact on student achievement in reading when PLC's are implemented at North Side?

Sub-questions:

- How does our AR team best support our two grade levels in implementing collaborative teams using the four essential questions (before and after instruction) when analyzing formative assessment data in reading?
- Once these teams are comfortable and fluidly working as a collaborative team, how will our AR team pull back some, yet continue to provide support?
- In what ways will we celebrate the small wins in reading?
- How do we get "buy in" of the PLC process from our teachers? How do we use their data to create "buy-in" with the rest of the staff? How will we eventually incorporate this process into other subjects?

Our Actions (Slide 7)

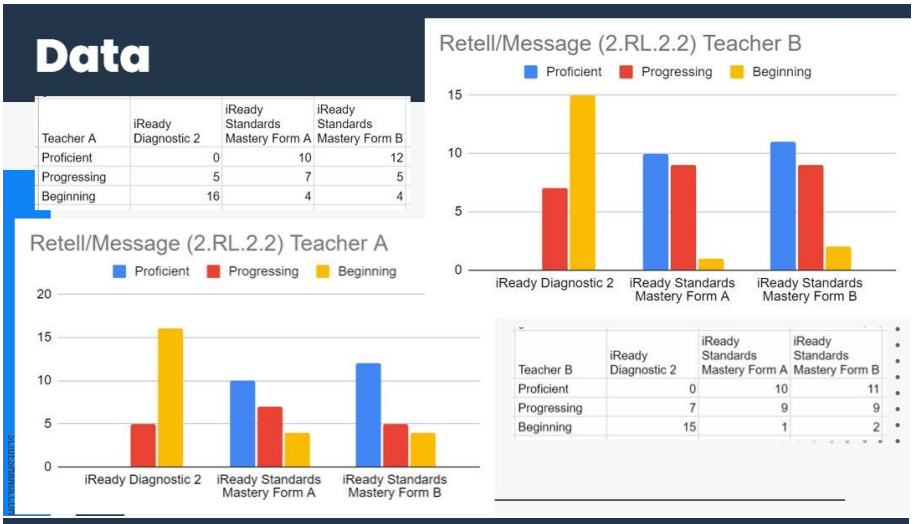
- AR team will participate in collaboration with both 2nd grade and 5th grade once a week focused on reading data starting the week of January 2nd - 6th, 2023.
- AR team will guide and model/support the two-grade level collaborative teams through analyzing formative assessment data in reading using the 4 Critical/Essential Questions for Learning:
    - What is it we want our students to know and be able to do? (Goals/Expectations)
    - How will we know if each student has learned it? (Assessment)
    - How will we respond when some students do not learn it? (Intervention)
    - How will we extend the learning for students who have demonstrated proficiency? (Enrichment)
  - Other questions to visit may include:
    - What areas of strengths does the data reveal?
    - What areas of concern?
    - Does the DOK level of the assessment items match the DOK level of the standard and targets?
- AR team will assist the two grade level teams with planning remediation instruction and assessment for students who aren't proficient.

Data Collection (Slide 8)

1. We will use our MOY data collected from our iReady Reading Diagnostic to drive instructional groupings/instruction before beginning a unit (using each standard, focusing on priority standards).
2. We will collect data from the end of unit reading standards mastery assessments to drive instructional groups for intervention of standards. Those students will then be re-assessed using a different form B of this standards mastery after remediation.
3. We will analyze and compare the students reading diagnostic performance on priority standards to their standards mastery performance to see if they are demonstrating growth and/or proficiency.

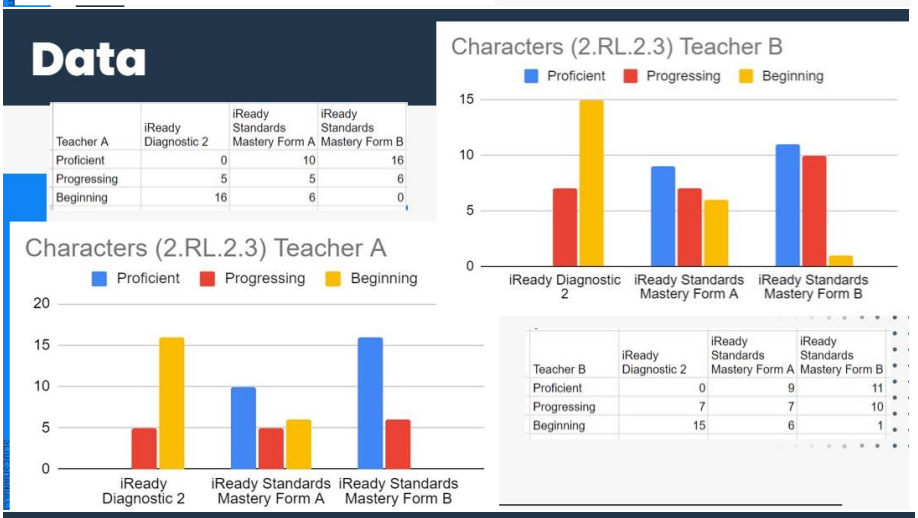
Our Data (Slides 9-17)

Second Grade Data



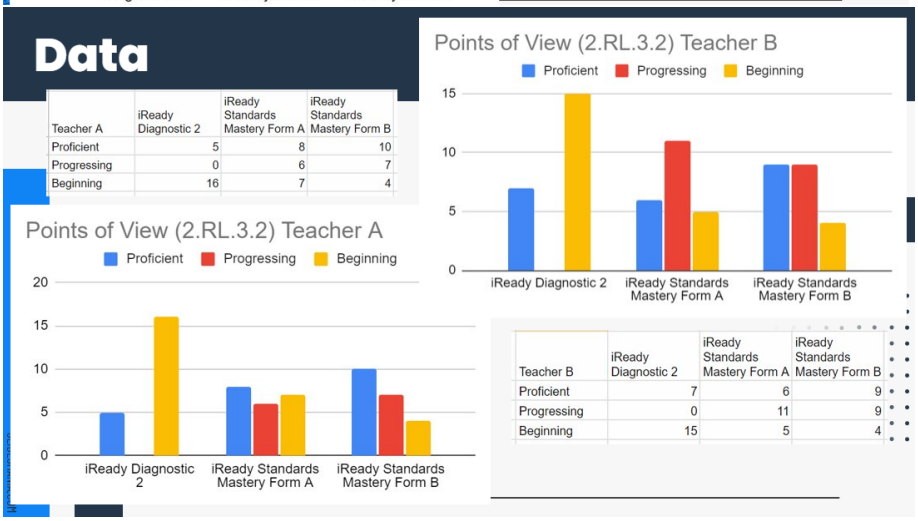
Teacher A	iReady Diagnostic 2	iReady Standards Mastery Form A	iReady Standards Mastery Form B
Proficient	0	10	12
Progressing	5	7	5
Beginning	16	4	4

Teacher B	iReady Diagnostic 2	iReady Standards Mastery Form A	iReady Standards Mastery Form B
Proficient	0	10	11
Progressing	7	9	9
Beginning	15	1	2



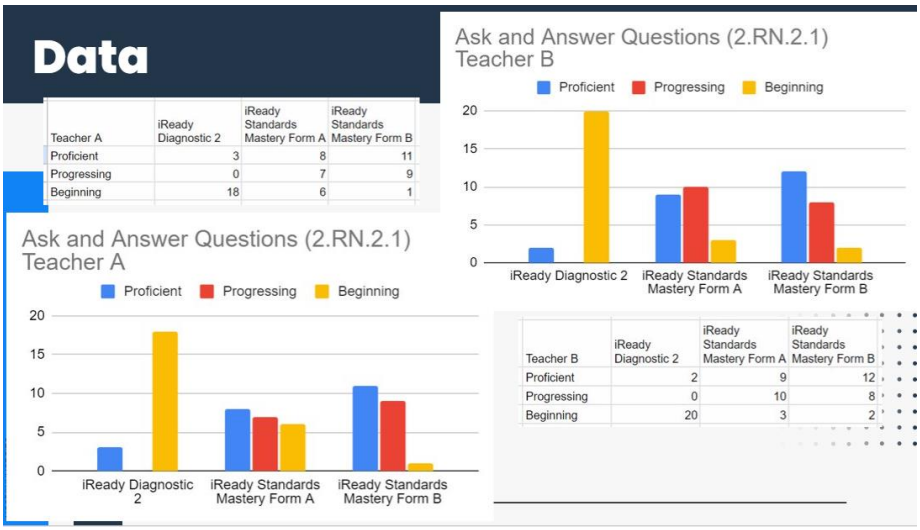
Teacher A	iReady Diagnostic 2	iReady Standards Mastery Form A	iReady Standards Mastery Form B
Proficient	0	10	16
Progressing	5	5	6
Beginning	16	6	0

Teacher B	iReady Diagnostic 2	iReady Standards Mastery Form A	iReady Standards Mastery Form B
Proficient	0	9	11
Progressing	7	7	10
Beginning	15	6	1



Teacher A	iReady Diagnostic 2	iReady Standards Mastery Form A	iReady Standards Mastery Form B
Proficient	5	8	10
Progressing	0	6	7
Beginning	16	7	4

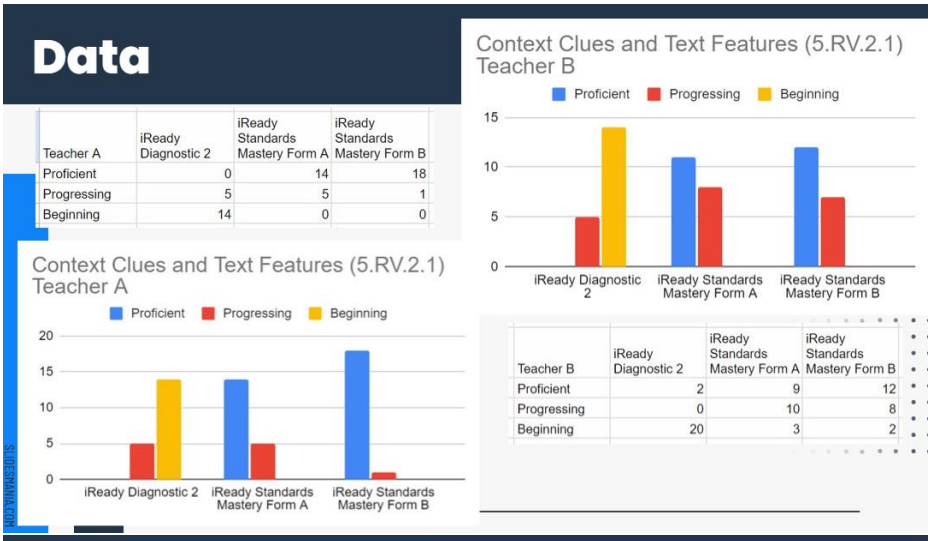
Teacher B	iReady Diagnostic 2	iReady Standards Mastery Form A	iReady Standards Mastery Form B
Proficient	7	6	9
Progressing	0	11	9
Beginning	15	5	4



Teacher A	iReady Diagnostic 2	iReady Standards Mastery Form A	iReady Standards Mastery Form B
Proficient	3	8	11
Progressing	0	7	9
Beginning	18	6	1

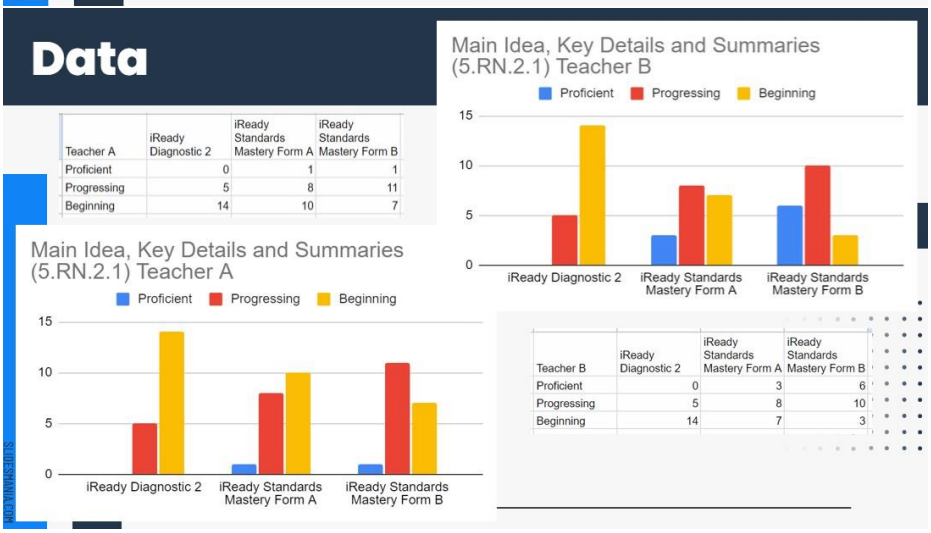
Teacher B	iReady Diagnostic 2	iReady Standards Mastery Form A	iReady Standards Mastery Form B
Proficient	2	9	12
Progressing	0	10	8
Beginning	20	3	2

Fifth Grade Data



Teacher A	iReady Diagnostic 2	iReady Standards Mastery Form A	iReady Standards Mastery Form B
Proficient	0	14	18
Progressing	5	5	1
Beginning	14	0	0

Teacher B	iReady Diagnostic 2	iReady Standards Mastery Form A	iReady Standards Mastery Form B
Proficient	2	9	12
Progressing	0	10	8
Beginning	20	3	2



Teacher A	iReady Diagnostic 2	iReady Standards Mastery Form A	iReady Standards Mastery Form B
Proficient	0	1	1
Progressing	5	8	11
Beginning	14	10	7

Teacher B	iReady Diagnostic 2	iReady Standards Mastery Form A	iReady Standards Mastery Form B
Proficient	0	3	6
Progressing	5	8	10
Beginning	14	7	3

Our Discoveries (Slide 18)

Our AR data shows higher student achievement when becoming a PLC and working collaboratively with a focus on using student data to drive reading instruction.

Other Discoveries:

- The PLC process forced the collaborative teams to look at student data to drive instruction in daily lessons and intervention.
- Our 5th grade team verbalized their appreciation for weekly PLC meetings by stating that it helped keep them accountable.
- It required teachers to slow down and understand it is ok to take the time to help students master priority standards.
- When less support was given, the number of students who were proficient in a standard dropped.

Where We Are Headed Next (Slide 19)

During the 2023-2024 school year K-2 teachers will be diving into the Science of Reading and learning a new curriculum. Because of this, we will not be implementing PLC's for kindergarten and first grade. We will have second grade continue PLC's, with the focus staying on reading achievement. If Kindergarten and First grade teachers feel confident in the new curriculum by winter break, we will have them begin to implement PLC's once returning.

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We plan to provide PD and train our staff on PLC's. We plan to support teachers in the beginning process.

Bibliography (Slide 20)

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PLC's to Drive Student Achievement

Improving student growth and proficiency through more intentional teacher collaboration...

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North Side Elementary School

Our Team:

Stephanie Leasure, Principal
sleasure@eastnoble.net

Melissa Hardin, Counselor

Jordyn Tribolet, Instructional Coach

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Our Wondering:

What is the impact on student achievement in reading when PLC's are implemented at North Side?

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Other sub-questions to consider:

1. How does our AR team best support our two grade levels in implementing collaborative teams using the four essential questions (before and after instruction) when analyzing formative assessment data in reading?

2. Once these teams are comfortable and fluidly working as a collaborative team, how will our AR team pull back some, yet continue to provide support?

3. In what ways will we celebrate the small wins in reading?

4. How do we get “buy in” of the PLC process from our teachers? How do we use their data to create “buy-in” with the rest of the staff? How will we eventually incorporate this process into other subjects?

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  - What areas of concern?
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Our Data:

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Second Grade Data

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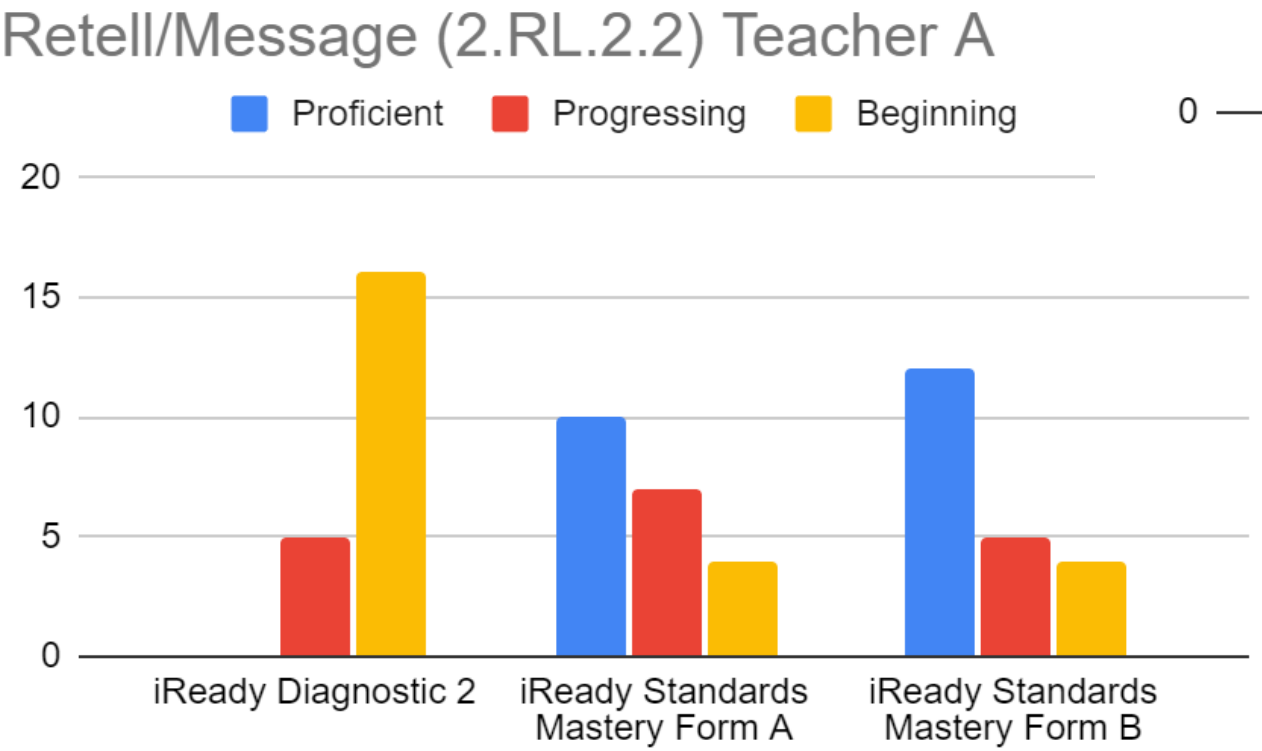
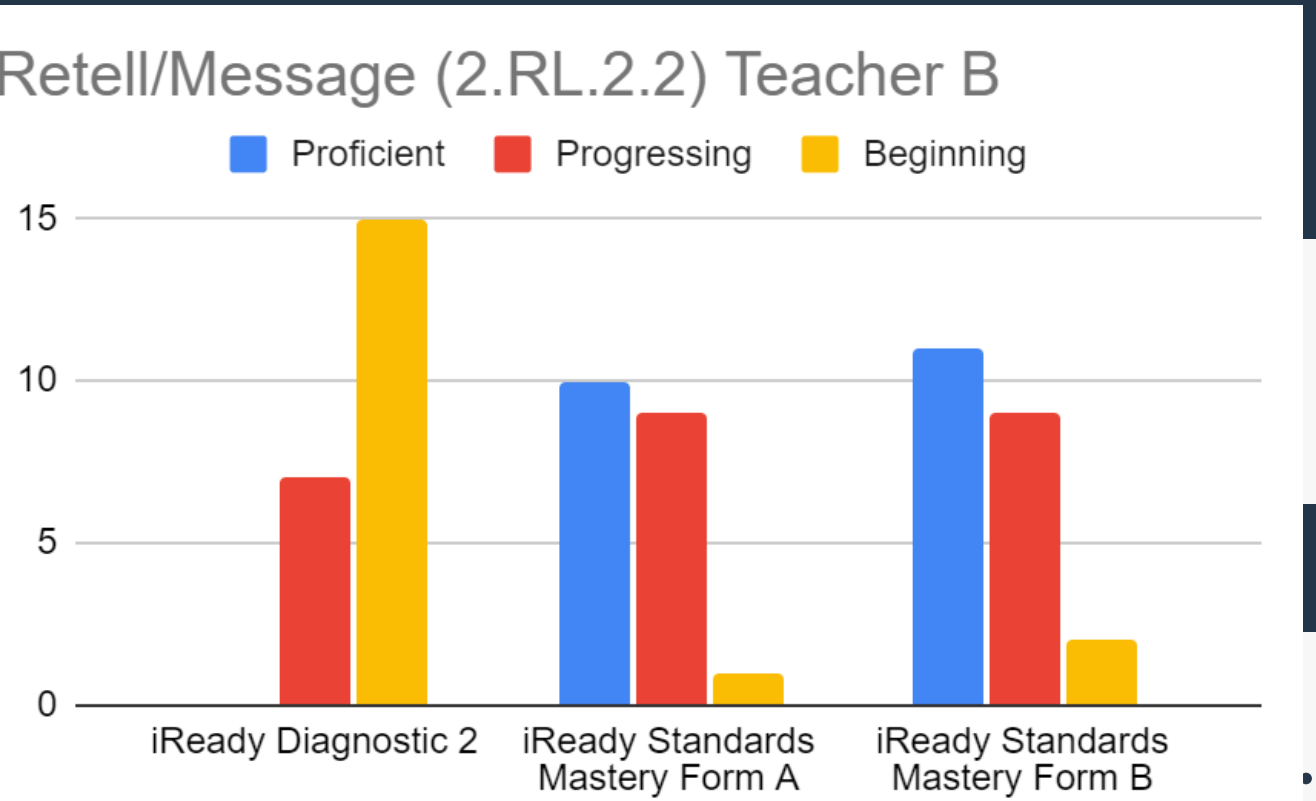
Data

Teacher A	iReady Diagnostic 2	iReady Standards Mastery Form A	iReady Standards Mastery Form B
Proficient	0	10	12
Progressing	5	7	5
Beginning	16	4	4





Teacher B	iReady Diagnostic 2	iReady Standards Mastery Form A	iReady Standards Mastery Form B
Proficient	0	10	11
Progressing	7	9	9
Beginning	15	1	2

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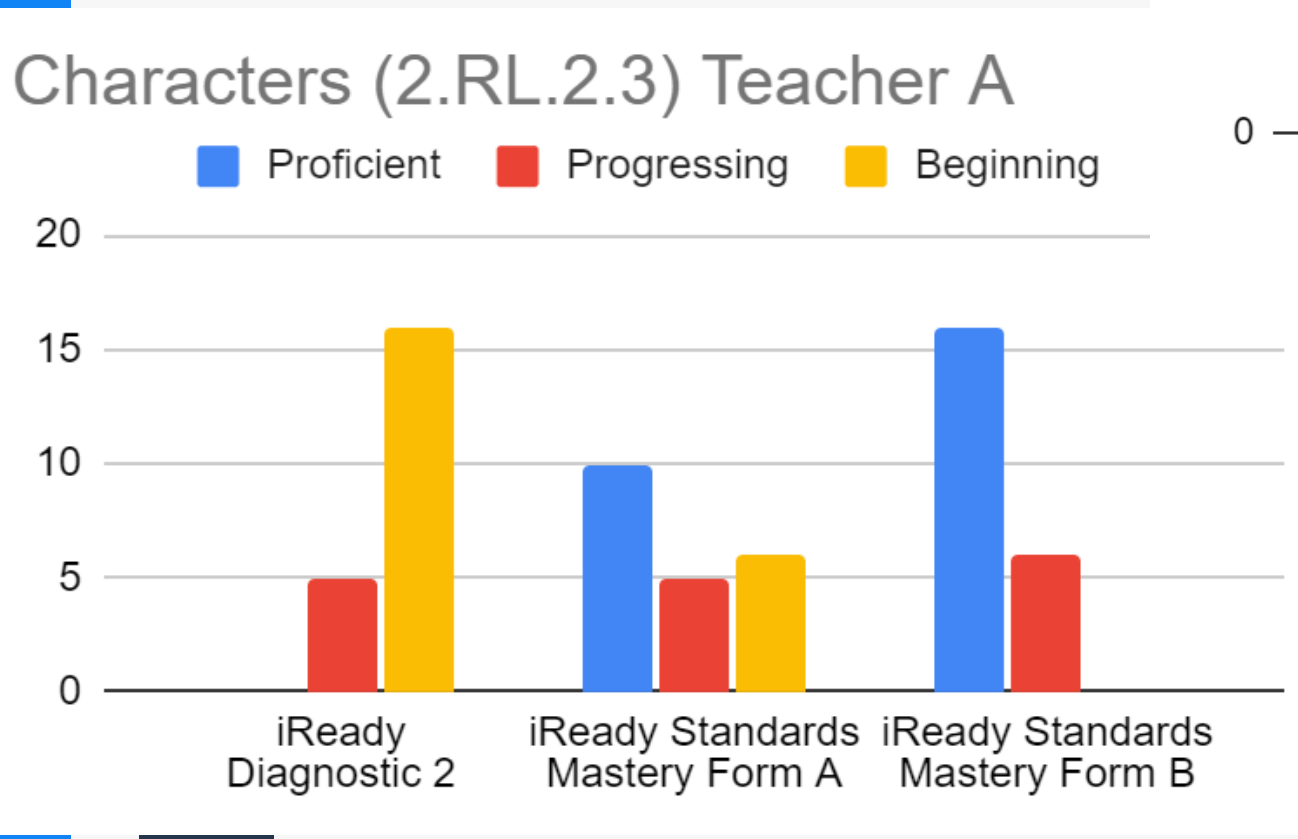
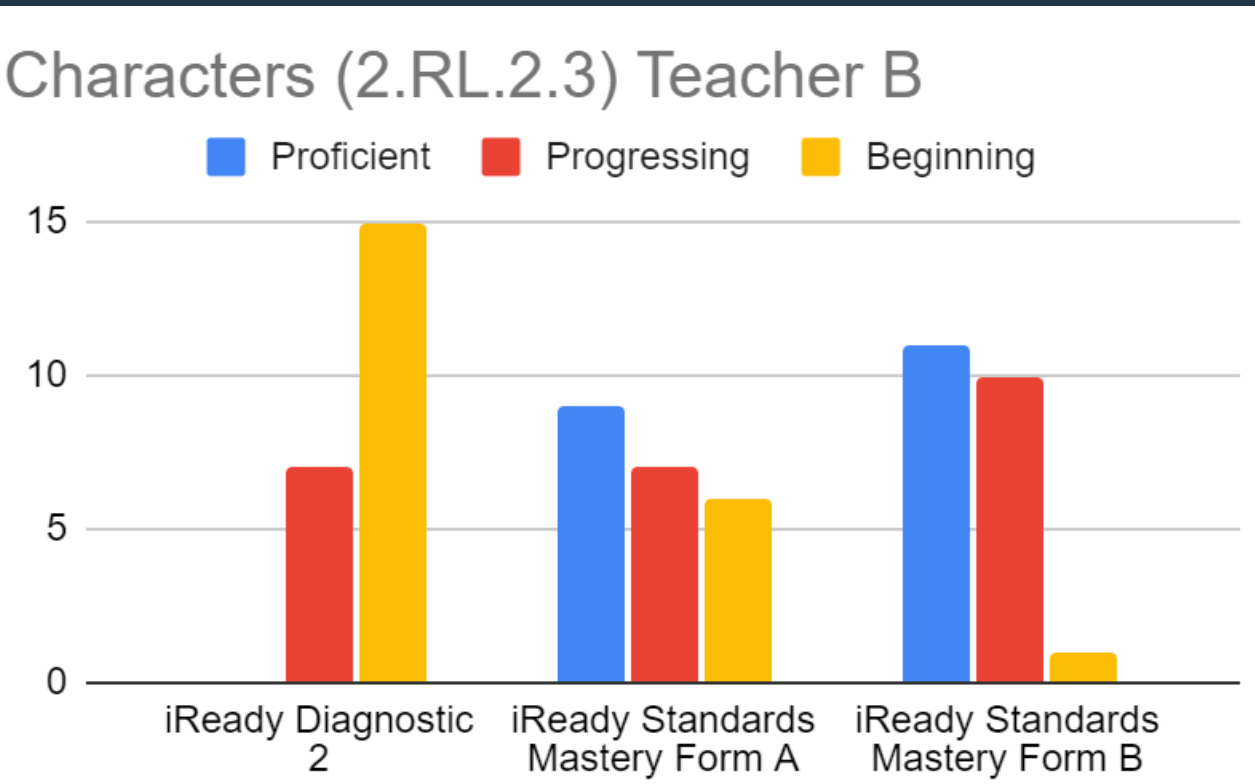
Data

Teacher A	iReady Diagnostic 2	iReady Standards Mastery Form A	iReady Standards Mastery Form B
Proficient	0	10	16
Progressing	5	5	6
Beginning	16	6	0





Teacher B	iReady Diagnostic 2	iReady Standards Mastery Form A	iReady Standards Mastery Form B
Proficient	0	9	11
Progressing	7	7	10
Beginning	15	6	1

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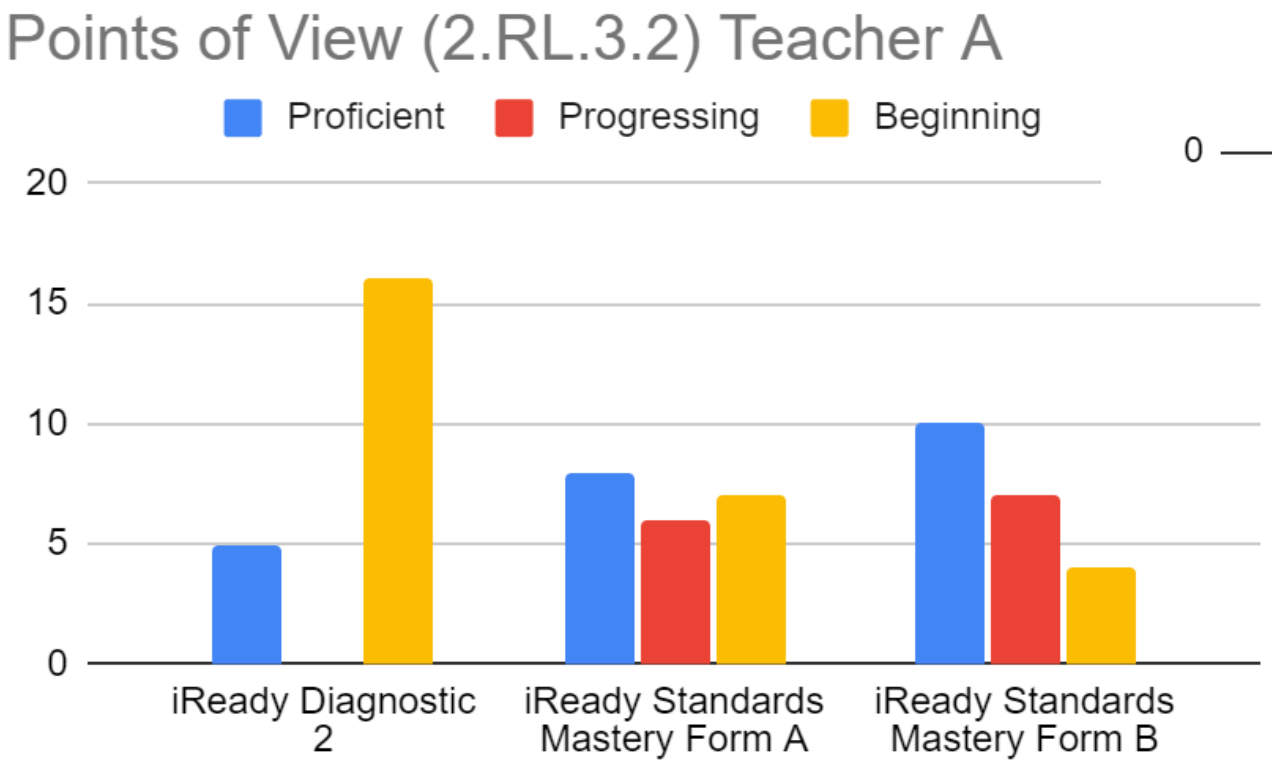
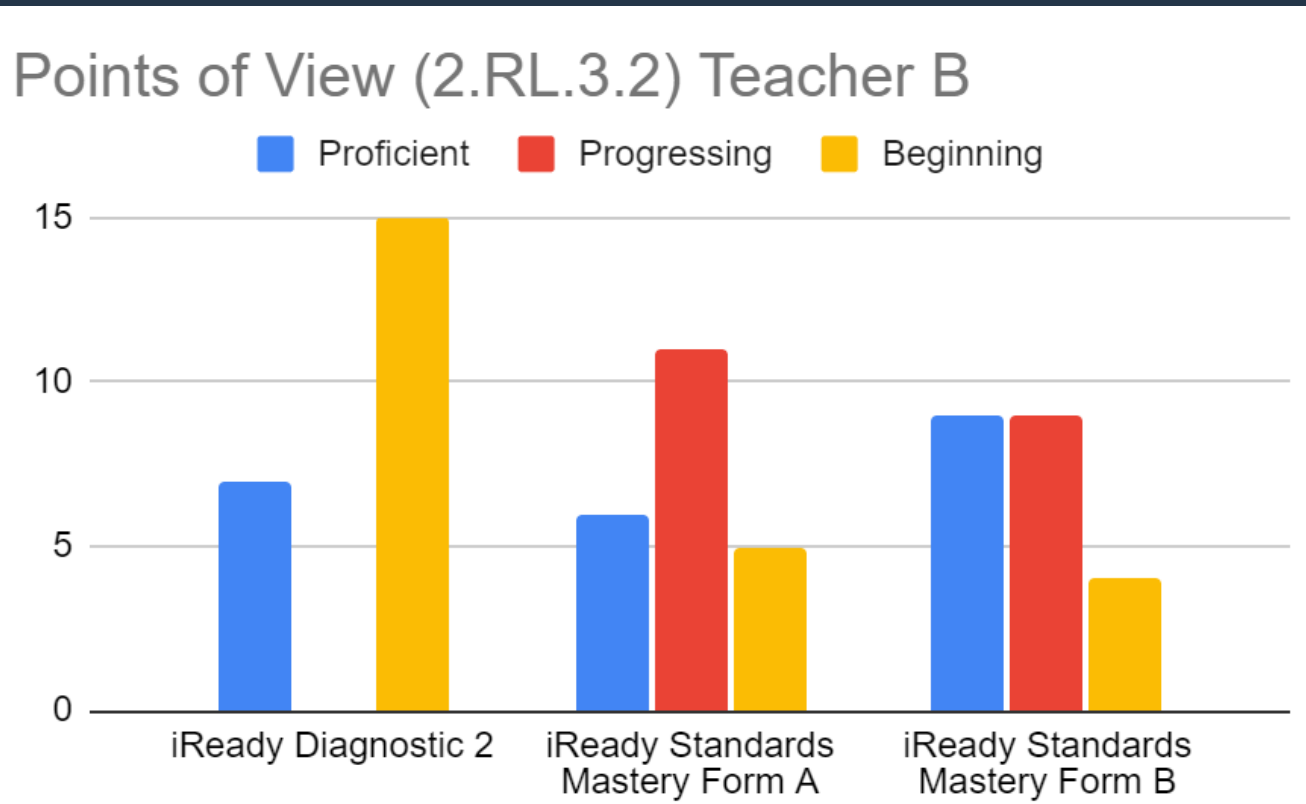
Data

Teacher A	iReady Diagnostic 2	iReady Standards Mastery Form A	iReady Standards Mastery Form B
Proficient	5	8	10
Progressing	0	6	7
Beginning	16	7	4

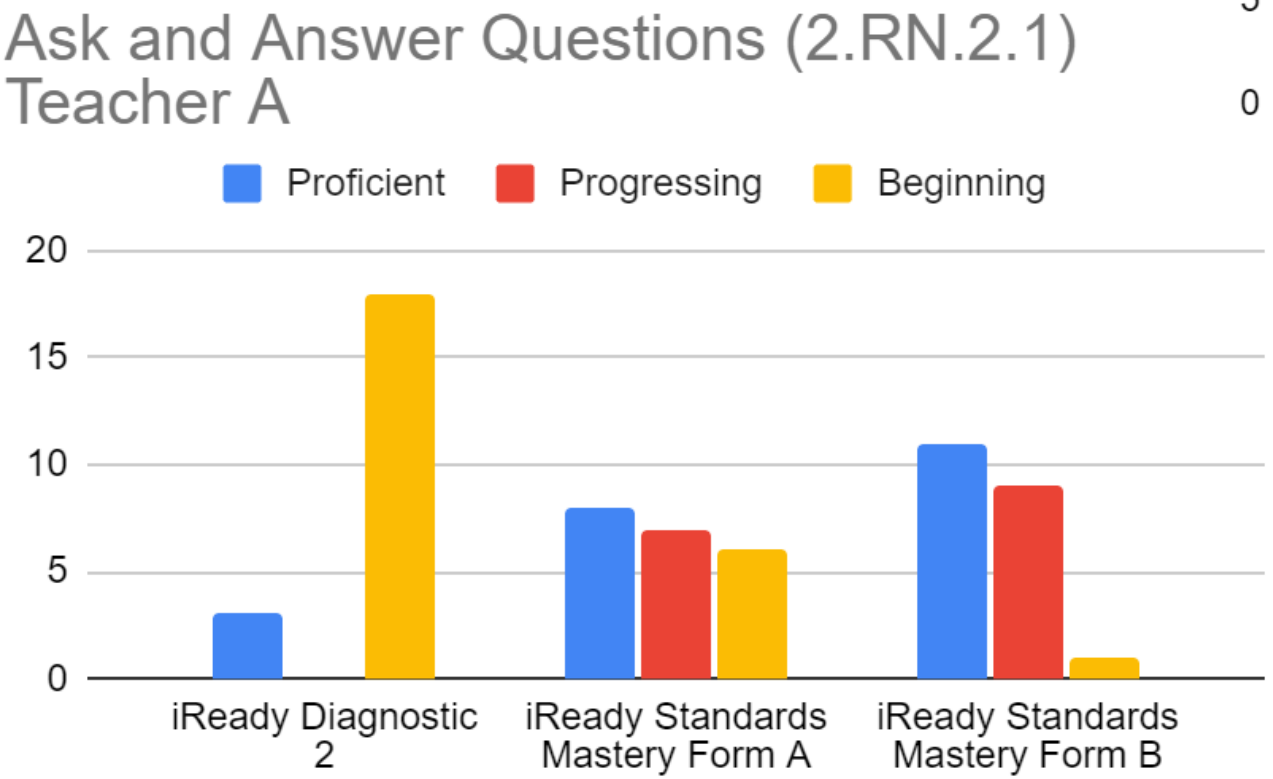


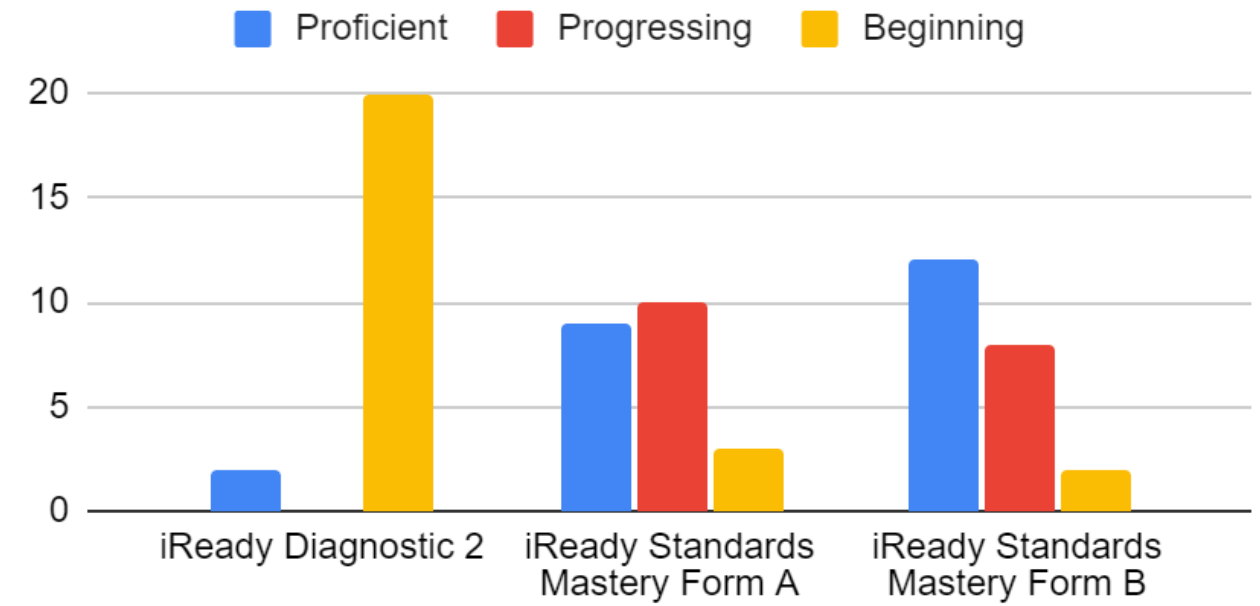


Teacher B	iReady Diagnostic 2	iReady Standards Mastery Form A	iReady Standards Mastery Form B
Proficient	7	6	9
Progressing	0	11	9
Beginning	15	5	4

Data

Teacher A	iReady Diagnostic 2	iReady Standards Mastery Form A	iReady Standards Mastery Form B
Proficient	3	8	11
Progressing	0	7	9
Beginning	18	6	1





Teacher B	iReady Diagnostic 2	iReady Standards Mastery Form A	iReady Standards Mastery Form B
Proficient	2	9	12
Progressing	0	10	8
Beginning	20	3	2

Fifth Grade Data

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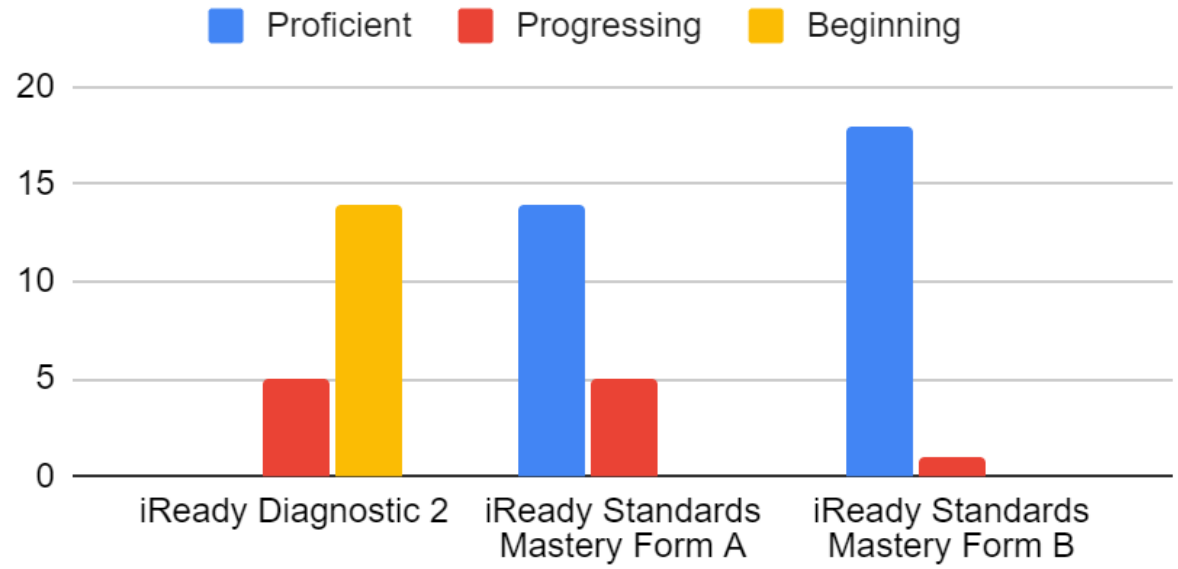
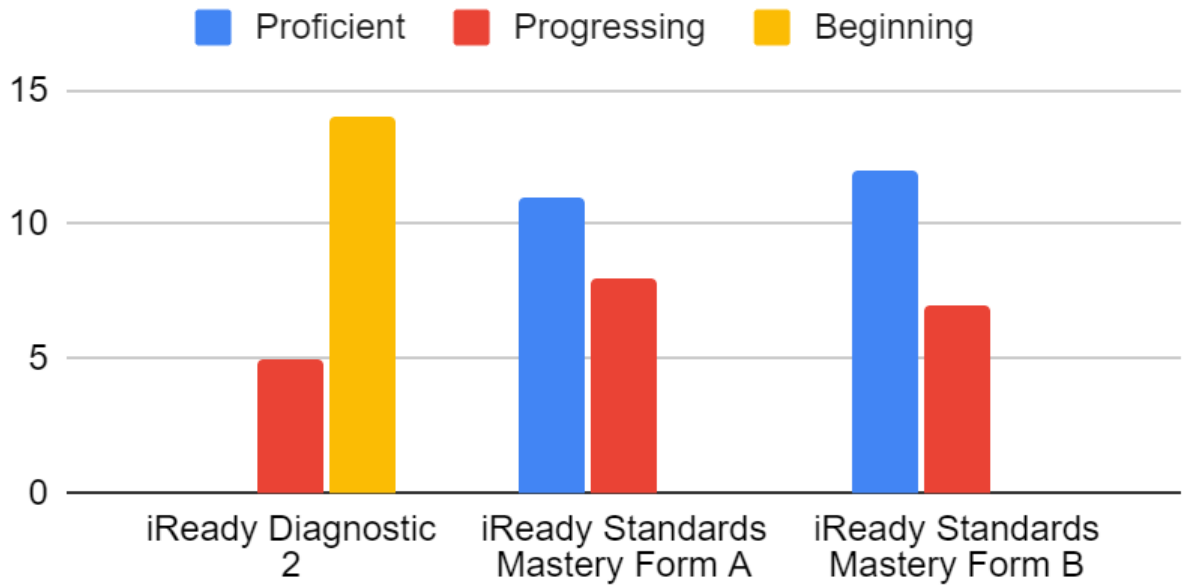
Data

Teacher A	iReady Diagnostic 2	iReady Standards Mastery Form A	iReady Standards Mastery Form B
Proficient	0	14	18
Progressing	5	5	1
Beginning	14	0	0

Context Clues and Text Features (5.RV.2.1) Teacher A



Context Clues and Text Features (5.RV.2.1) Teacher B



Teacher B	iReady Diagnostic 2	iReady Standards Mastery Form A	iReady Standards Mastery Form B
Proficient	2	9	12
Progressing	0	10	8
Beginning	20	3	2

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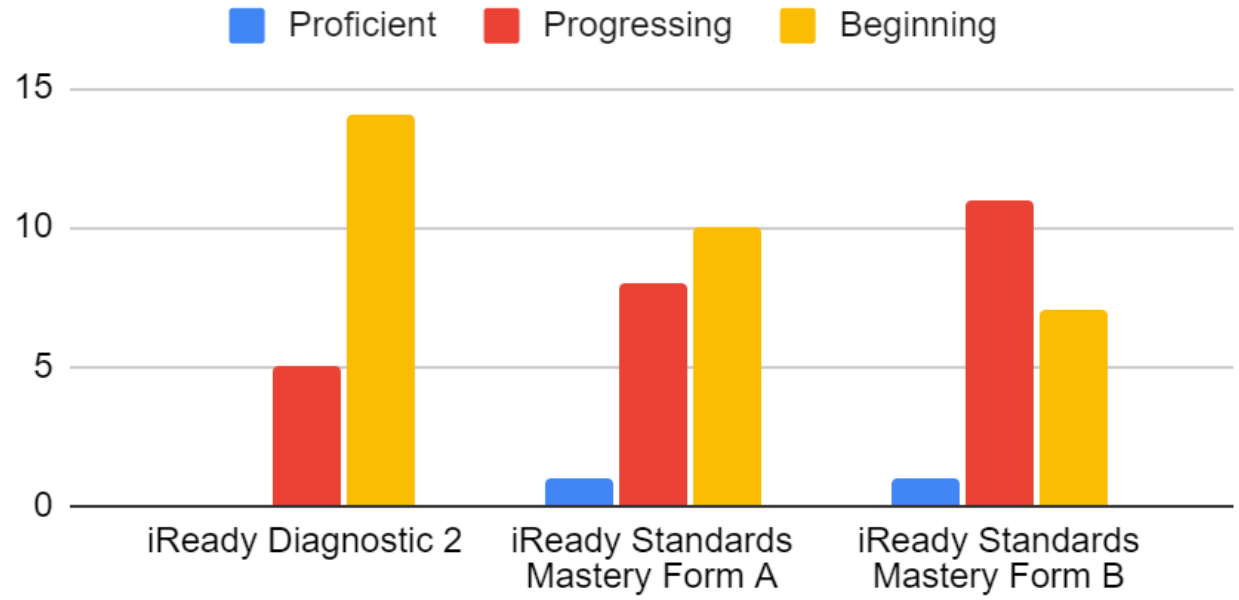
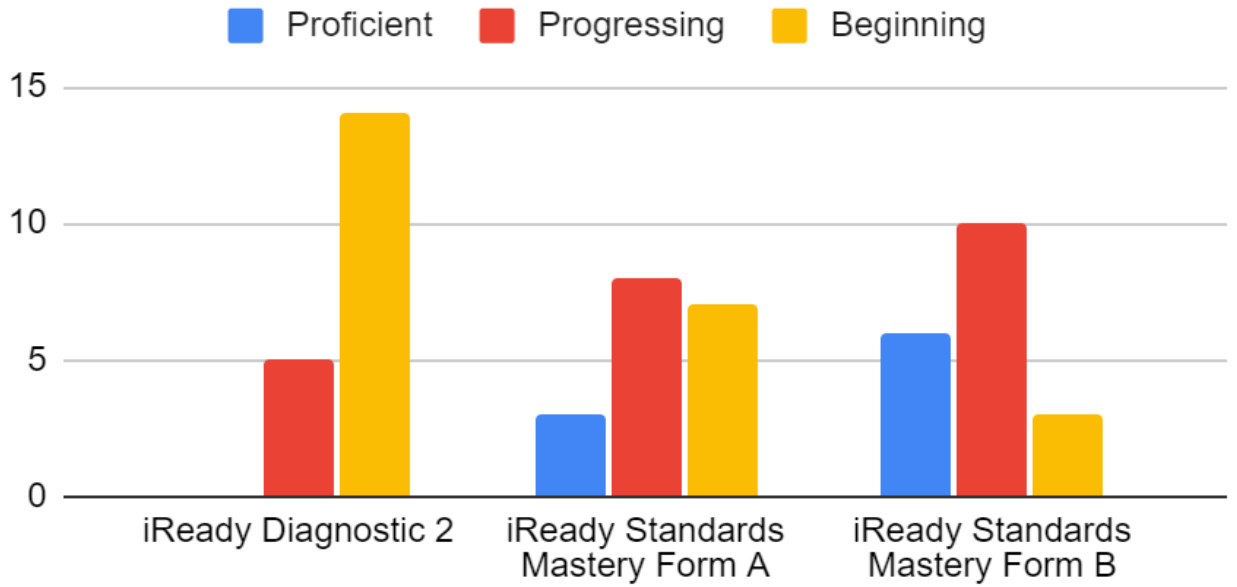
Data

Teacher A	iReady Diagnostic 2	iReady Standards Mastery Form A	iReady Standards Mastery Form B
Proficient	0	1	1
Progressing	5	8	11
Beginning	14	10	7

Main Idea, Key Details and Summaries (5.RN.2.1) Teacher A



Main Idea, Key Details and Summaries (5.RN.2.1) Teacher B



Teacher B	iReady Diagnostic 2	iReady Standards Mastery Form A	iReady Standards Mastery Form B
Proficient	0	3	6
Progressing	5	8	10
Beginning	14	7	3

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Our Discoveries:

Our AR data shows higher student achievement when becoming a PLC and working collaboratively with a focus on using student data to drive reading instruction.

Other Discoveries:

- The PLC process forced the collaborative teams to look at student data to drive instruction in daily lessons and intervention.
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