Creating a PLC Culture to Improve Student Achievement:

(Ohana-means Family. No One Left Behind or Forgotten)

Edgar L. Miller Elementary School:
Merrillville School Corporation

Presenters:

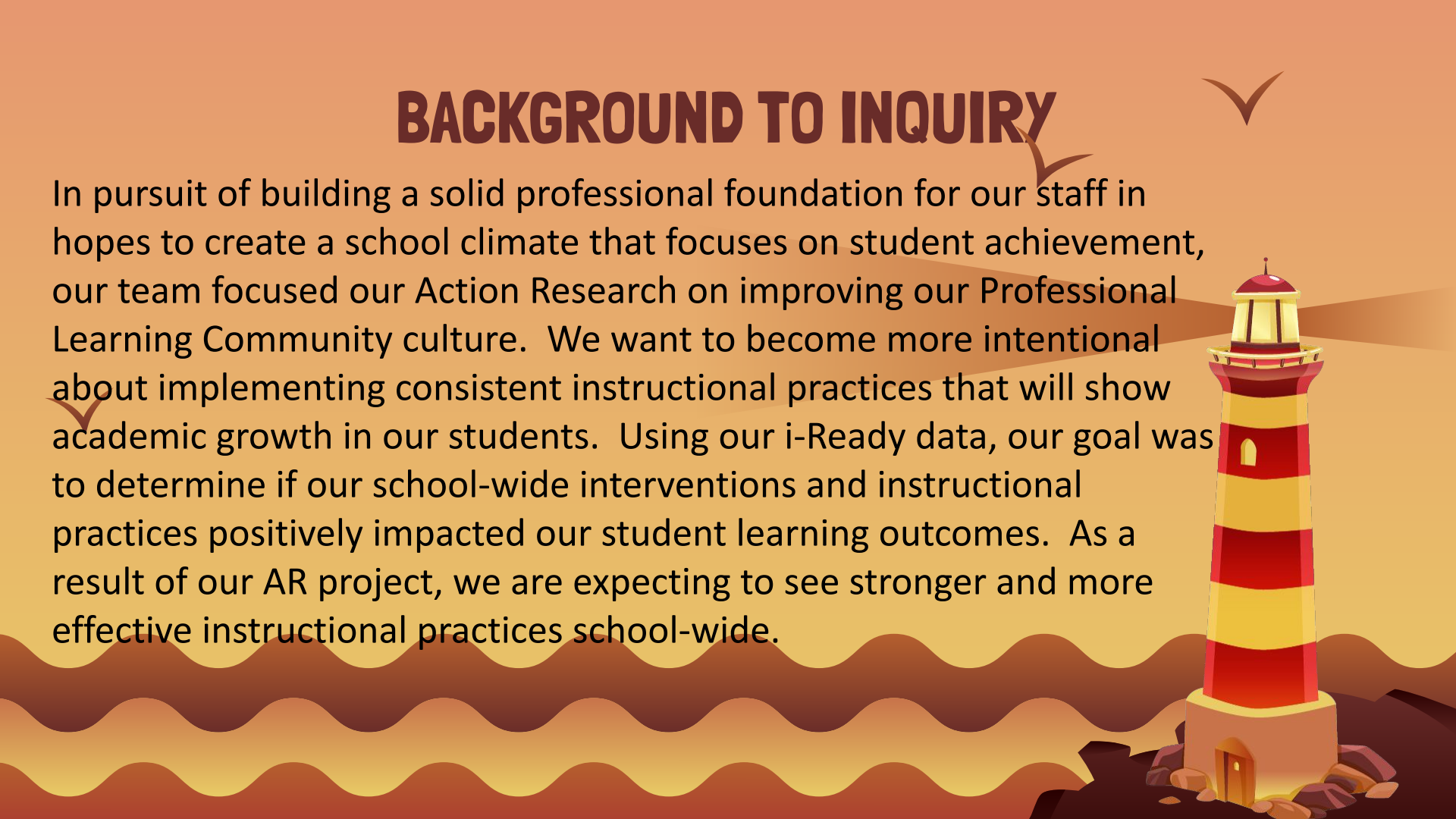
Principal: Jennifer Griffin (jgriffin@mvsc.k12.in.us)

Teacher Leader: Terri White

Teacher Leader: Toni Blaszczyk

BACKGROUND TO INQUIRY

In pursuit of building a solid professional foundation for our staff in hopes to create a school climate that focuses on student achievement, our team focused our Action Research on improving our Professional Learning Community culture. We want to become more intentional about implementing consistent instructional practices that will show academic growth in our students. Using our i-Ready data, our goal was to determine if our school-wide interventions and instructional practices positively impacted our student learning outcomes. As a result of our AR project, we are expecting to see stronger and more effective instructional practices school-wide.



PURPOSE OF INQUIRY

Therefore, the purpose for our inquiry was to create a professional learning community that will be collaborative and intentional in making critical instructional decisions to increase student achievement.

OUR WONDERING...

With this purpose, we wondered if creating a systematic and collaborative instructional approach with a PLC culture would improve student achievement and school-wide instructional practices.

OUR ACTIONS

01 Set the PLC stage
- Set Norms

02 Collaborative Discussions on our WHY?
- School Improvement Goal

03 Established PLC meetings

04 DATA
- charting
- analysis
- next steps

01

Set the Stage and Create Norms

Committments	Don't
• Be on time (1 hour meetings) • Stay on task • Be prepared • Stick to the agenda • Be respectful • Be vulnerable • Be non-judgemental	• Be disconnected • Be unfocused • Be judgemental • Be tardy (5-minute grace period)

02

School Improvement Goal–Math

MATH	45+% of all K-4 students will be on or above grade level by the third i-Ready diagnostic assessment

03

Establish PLC Meetings

2x monthly	• During teachers' common plan time • Early dismissal days

PIC Meeting Notes

Team Agenda Template

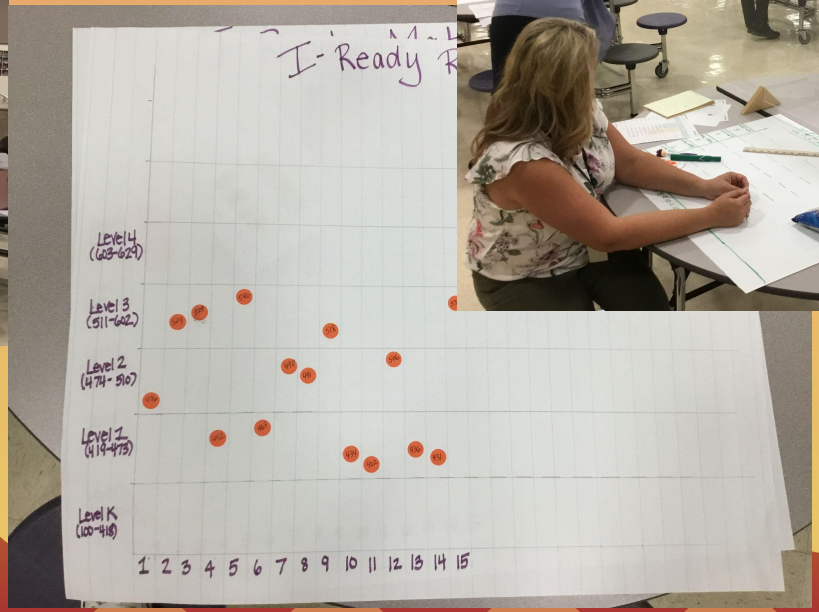
- What do we want students to learn?
- How will we know when they've learned it?
- WHat will we do for those who don't?
- What will we do for those that have learned it?

REMEMBER YOUR PLC NORMS

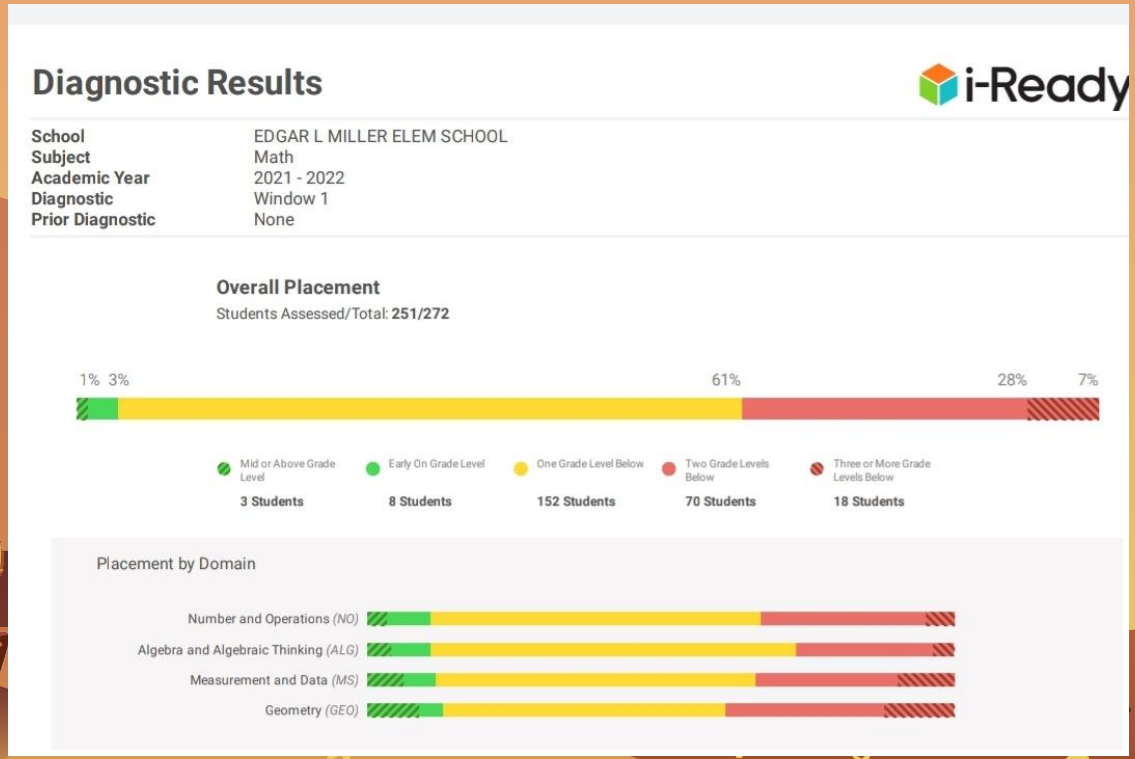
Team Members Present: Anderson, Decker, Williams	**Date: Dec. 2, 2021**
Meeting Location: A6	

Planning Activities (Check all that apply)	**Minutes and Notes:**
☐ Creating Assessments ☑ ~~Analyzing/Discussing Data (attach student data sheet)~~ ☑ ~~Reteaching/Reassessment Planning~~ ☑ ~~Discuss specific students' academic~~ concerns and intervention strategies	• 2:05-3:05 Analyzed data from post N and O Assessment • Finalized the list of students that qualify for tutoring • Selected the next Standards Mastery for Reading and Math in January (Graphing (Math) Summarizing (Reading) •
Next Steps: **Tuesdays and Thursdays we will remediate Numbers and Operations with students who did not pass the N and O Assessment.**	
Agenda for Next Meeting: **Create test for Algebraic Thinking**	**Next Meeting Date: January 2022**

DATA COLLECTION



04 DATA COLLECTION



Diagnostic Results

i-Ready

School	EDGAR L MILLER ELEM SCHOOL
Subject	Math
Academic Year	2021 - 2022
Diagnostic	Window 1
Prior Diagnostic	None

Overall Placement

Students Assessed/Total: **251/272**

1% 3% 61% 28% 7%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
3 Students	**8 Students**	**152 Students**	**70 Students**	**18 Students**

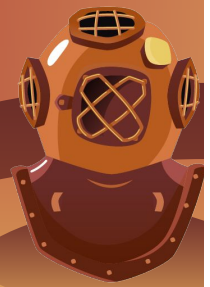
Placement by Domain

Number and Operations *(NO)*

Algebra and Algebraic Thinking *(ALG)*

Measurement and Data *(MS)*

Geometry *(GEO)*



Diagnostic 1

4% of students K-4 on grade level

Interventions Planning–PLC Professional Development

What's our plan?

1

*Need to create a universal Title 1 Math Time

*First 6 weeks will be dedicated to Numbers & Operations ONLY (at least on Mondays, Wednesdays, and Fridays)

*Your classes have been divided into the groups

*Some grade levels have 2-15 minute groups, others have 1 group for 30 minutes

2

*6 week rotations

*Informal Progress Monitoring throughout (sample sheet in folder)

*Formal assessment at the end of 6 weeks... November 19th is the testing date...data will be turned in and analyzed by your team

*Your grade level will create the assessments for each grouping (divide and conquer).

*These will be posted in the Miller Handbook → Interventions → Math → Assessments

Instructional Strategies

Numbers and Operations **Diagnostic 1: 11% of students on grade level**	• 6 week small-group instruction by instructional groupings • Assessment • Remediation
Algebra & Algebraic Thinking **Diagnostic 1: 11% of students on grade level**	• 6 week small-group instruction by instructional groupings • Assessment • Remediation

PLC Data Review

Domain:	Numbers and Operations	Domain:	Algebra and Algebraic Thinking	Domain:		Domain:	
	Assessment #1		Assessment #2		Assessment #3		Assessment #4
Group 1	Score	Group 1	Score	Group 1	Score	Group 1	Score
	40		0				
	60		20				
	90		100				
	100		70				
	90						
	100%						
Group 2	Score	Group 2	Score	Group 2	Score	Group 2	Score
	50		90				
	70		100				
	100		70				
	90		70				
	90		90				
			80				
Group 3	Score	Group 3	Score	Group 3	Score	Group 3	Score
	100		80				
	100		90				
	100						

How are We Doing? Diagnostic 2

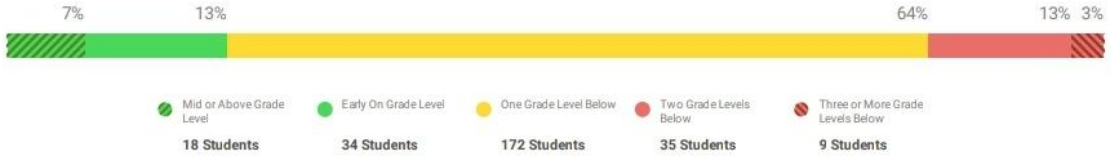
Diagnostic Results

i-Ready

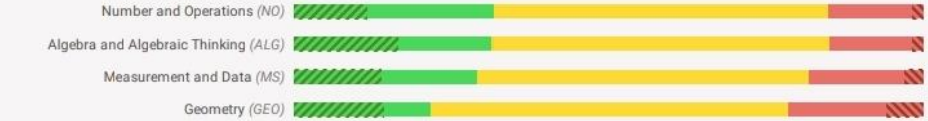
School	EDGAR L MILLER ELEM SCHOOL
Subject	Math
Academic Year	2021 - 2022
Diagnostic	Window 2
Prior Diagnostic	None

Overall Placement

Students Assessed/Total: **268/272**



Placement by Domain



Diagnostic 2

20% of students K-4 on grade level

Instructional Strategies

Numbers and Operations **Diagnostic 2: 32% of students on grade level**	• 6 week small-group instruction by instructional groupings • Assessment • Remediation
Algebra & Algebraic Thinking **Diagnostic 2: 31% of students on grade level**	• 6 week small-group instruction by instructional groupings • Assessment • Remediation

Data Analysis

Numbers and Operations	Diagnostic 1: 11% *Students on Grade Level	Diagnostic 2: 32% *Students on Grade Level	Growth: +21%
Algebra & Algebraic Thinking	Diagnostic 1: 11% *Students on Grade Level	Diagnostic 2: 31% *Students on Grade Level	Growth: +20%

WOAH!

Overall Diagnostic 1	4%
Overall Diagnostic 2	20%
Overall Growth	+16%

School Improvement Goal–Math

MATH	45+% of all K-4 students will be on or above grade level by the third i-Ready diagnostic assessment

Discoveries

- When intentional and focused on effective collaboration and instruction, we find that having a systematic approach directly impacts student learning.
- It is important to create systems and follow them with fidelity for the greatest impact.
- Obstacles that are beyond our control tend to hinder our attempts for consistent follow-through.
- If we are passionate about the work, it is important to “get back on task.”


Where are
We Headed
Next?

NEXT STEPS

NOW

Continue the work

May 2022

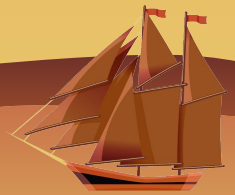
Administer Diagnostic 3

SUMMER 2022

Common Curriculum Mapping

FALL 2023

Incorporate Reading



THANKS!

DOES ANYONE HAVE ANY QUESTIONS?

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Edgar L. Miller Elementary School
Merrillville School Corporation

Creating a PLC Culture to Improve Student Achievement

Principal Name: Jennifer Griffin
School Name: Edgar L. Miller Elementary
Team Members' Names: Terri White, Toni Blaszczyk
Principal's Email Contact: jgriffin@mvsc.k12.in.us

Background Leading to Our Inquiry (Slide 3)

In pursuit of building a solid professional foundation for our staff in hopes to create a school climate that focuses on student achievement, our team focused our Action Research on improving our Professional Learning Community culture. We want to become more intentional about implementing consistent instructional practices that will show academic growth in our students. Using our i-Ready data, our goal was to determine if our school-wide interventions and instructional practices positively impacted our student learning outcomes. As a result of our AR project, we are expecting to see stronger and more effective instructional practices school-wide.

The Purpose of Our Inquiry (Slide 4)

Therefore, the purpose of our action inquiry was to create a professional learning community that will be collaborative and intentional in making critical instructional decisions to increase student achievement.

Our Wondering (Slide 5)

With this purpose, we wondered if creating a systematic and collaborative instructional approach with a PLC culture would improve student achievement and school-wide instructional practices.

Our Actions (Slide 6)

Understanding that as we are in the midst of a global pandemic, students are experiencing academic gaps. We found that it was crucial for the staff to intervene and create a system of effective instruction to address the individual needs of each student. So we began to create our plan by the following:

1. Set the PLC Stage
    a. As a staff, we discussed the importance of working more collaboratively with one another to create a system of success for our students. We watched a video about PLC's and created a set of Norms for ourselves.
2. Professional Development (PLC)
    a. We discussed as a team our school-wide goal and how our instructional practices will help close the achievement gap.
3. Professional Development (PLC)
    a. Our academic coach and academic interventionist led a PD on our instructional practices and timelines for progress monitoring and PLC meetings
4. Professional Development (PLC)
    a. We began our interventions by analyzing benchmark data from i-Ready by
        i. charting individual student data
        ii. looking at students' instructional groupings
            1. Small group instruction by groupings
            2. Create assessments by groupings
            3. Assess/Decide Next Steps

Data Collection (Slide 11,12,16-22)

- Teachers chart students' i-Ready data to be hung in classroom
- i-Ready diagnostic data
- Assessment data by student and domain

Our Data (Slides 11,12,16,18-21)

Our data collection began with our school-wide i-Ready diagnostic assessment. After the completion of the test, all teachers began to chart and analyze student's data. The chart allowed for visually seeing each students' academic level (on grade level, one or more years below level). Using this data, plc teams began to meet to dig into specific domains in which students struggled. As a school, 2 domains became our focus (numbers and operations and algebra & algebraic thinking). Data shows (diagnostic 1) that only 4% of students were working on grade level, and by diagnostic 2 (slide 18) 20% of students were on level….16% increase overall. More specifically, with the domains of our focus, Miller students showed a 21% and 20% respectively.

Our Discoveries (Slide 23)

- Learning Statement One:
  When intentional and focused on effective collaboration and instruction, we find that having a systematic approach directly impacts student learning.
- Learning Statement Two:
  It is important to create systems and follow them with fidelity for the greatest impact.
- Learning Statement Three:
  Obstacles that are beyond our control tend to hinder our attempts for consistent follow-through

Learning Statement One/Two: At the start of our inquiry, we were very consistent with a detailed plan on how our approach will show academic success. To clarify our focused instructional strategies, teachers, Title I Aides, and instructional interventionist used small group math instruction (students grouped by i-Ready's instructional groupings) for 6 weeks of focused instruction in a specified domain (Numbers and Operations, Algebra and Algebraic Thinking). At the end of 6 weeks, students were given an assessment to check their understanding (remediated if needed). Data in i-Ready's second diagnostic showed a 16% overall improvement and a 21% and 20% growth in the focused domains. (**Slides 18, 20)**

Learning Statement Three: While things were working out great, we found that it became difficult to to be consistent with our PLC meetings and discussions on Next Steps as our corporation is in the middle of textbook adoption. Our meetings have been cut to a bare minimum and caused an inability to have effective collaboration on creating lessons and assessments. Due to this obstacle, teachers were given autonomy on how to continue the instructional practices.

Where We Are Headed Next (Slide 25)

This Action Research journey created a school atmosphere of total collaboration and a more intentional professional learning community. Through grade level and leadership discourse along with data analysis and next steps, our teachers definitely see the importance of a PLC culture. It has shown through our student academic data.

Understanding the benefit of a professional learning community, we will continue our plan in the upcoming school year in the following way

- Continue the work from 2021-2022 and tweak any assessments

- During the summer of 2022, create a school wide curriculum map using vertical alignment along with scope and sequence (infuse GVC vocabulary)
- As we strengthen our Math plan, transition to Reading in like manner