

**PLC Associates, Inc.  
Comprehensive Training and  
Development Supports**

**Building People and Organizations...**

**PLC** ASSOCIATES, INC.

**We Are About Results and Outcomes!**

## PLC Comprehensive Supports

### PLC Team:

First, *why we do what we do...* PLC Associates is completely committed to working with schools and organizations to achieve results, simply stated. We will stay with you and provide our “wrap-around support” in order to get to the target outcomes each school and district designates. Our Associates are experts in their particular areas of delivery; we work in a team format and support each school/district throughout the process. The result – we help you actually *achieve your student achievement and performance goals*.

PLC Associates, Inc., has worked in *27 states and with over 2000 schools nation-wide*. The company, led by CEO Penny Ciaburri, is currently a provider to numerous school systems ranging in size from the Big 5 in NYS, to suburban and rural districts, charter, and special act schools. In addition to offering school and district diagnostics, PLC Associates, Inc. provides strategic planning services, facilitates high-stakes, multi-year school turnarounds and is considered exemplary in their delivery of professional training with administrators and staff members at all levels. The company has successfully facilitated strategic plans for schools and organizations of all sizes. The outcome is always the same – comprehensive plans that move the organization forward.

The company has developed numerous *proprietary tools and methodologies* used successfully by schools which include the *PLC Model for Strategic Planning, Data Triangle (metrics from staff, students and families), PLC Organizational Assessment, PLC Data Dashboards, The SEDH Climate Survey, The Special Education Audit, The Instructional Picture, Class Visit Tool, Professional Learning Reflection Tool, Leveraged Leadership Program, The Curriculum Audit, The PLC Comprehensive Model for School Turnaround* and *The Foundational Five*. (All under copyright ©.)

PLC Associates, Inc. utilizes *an expert team of Associates*, all with exceptional knowledge and expertise. Each is considered an expert in the area of work they represent, with most over twenty five years of experience in the educational field. Additionally, the company is supported by a top-notch Technical Team, Quality Assurance Team, Data Team, Graphics Team, Client Services Team who have key responsibilities in supporting the work of the organization.

PLC Associates operates from a “systems perspective” model. Specifically, this refers to the capacity of the group to intentionally, *in a streamlined and efficient manner, build and integrate the structures, practices and aligned systems* so that schools make measurable gains and most importantly, sustain results.

PLC offers turnaround services for schools and districts in need of comprehensive support. Most turnaround initiatives are a minimum of three years. A team of experts will be assigned to the school/district who are specifically selected, based upon

	<p>expertise, to provide <i>“wrap-around” support</i>. This provides our schools with consistency and creates the critical component of building strong professional relationships with their PLC support team. All turnaround initiatives are strictly project managed by PLC, assuring that goals and deliverables are met according to timelines. A Team Leader from PLC will be assigned to create alignment of all activities. This format includes quarterly status checks with the district.</p> <p>Our PLC Team works “side by side” with our schools, guiding, facilitating, modeling and judiciously implementing critical structures. <i>The PLC approach is “hands on,” comprehensive, and results-based</i>. Our Associates not only have vast educational experience as practitioners, but also are current on research and best practices.</p> <p><i>Results matter</i> and that is why we “dig in” with our schools to make sure we achieve the intended outcomes. <b>We work with you, stay with you, build capacity, and ultimately create the sustaining systems which ensure continued success.</b></p>
<p><b>Deliverables:</b></p>	<p>While PLC Associates is prepared to support any aspect of school and district work, the following are some of the most frequently requested PLC services, specifically designed for impact. The district may select from these comprehensive proprietary offerings and/or secure a block of time that can be devoted to any of these activities. This gives our districts tremendous flexibility.</p> <p>PLC utilizes onsite and offsite support. The PLC Learning Academy is a powerful online format that allows for dynamic virtual learning. As well, our expansive library also allows access to our vast compilation of resources.</p> <p><b>Activity 1: Targeted Diagnostics: Organizational Infrastructure Review and Instructional Quality Review</b></p> <p><b>Organizational Review – District Wide Systems</b></p> <p>As a point of initiation, PLC will meet with school leaders and conduct a comprehensive review of the school’s/district’s current state. This will include academic data, behavioral data, attendance, cultural metrics, curriculum, family connections, resource allocation and leadership. The school/district typically submits reports and data sets so that PLC may gain a complete and comprehensive perspective on the successes and challenges of the school/district.</p> <p>We utilize the <i>PLC Comprehensive Organizational Assessment</i> which guides discussion and discovery of the school/district needs and challenges. Additionally, this instrument creates baseline information which will be used to measure progress as each school implements the research-based best practices facilitated by PLC. The group will also identify the advocating and restraining forces which must be addressed in order to make progress. Following, PLC will map out the project strategy including timeframe, deliverables and expectations tied to a measurement system.</p>

PLC Associates will examine and analyze the current design of the organization. That is, the way in which structures are in place and integrated into a system. This refers specifically to: leadership reporting structure, data management, construct of faculty meetings, design of grade level and content area meetings, organization and utilization of support staff and other components that are part of an intact organizational infrastructure. Within each of these structures PLC will examine practices and make recommendations for improvement.

**Activity 2: Metrics and Measurement-**

**School Culture and Climate: The Data Triangle (Staff, Student and Family Surveys) - Critical Measures**

Analysis Options:

Onsite Administrative Data Workshop/Data Cafes/Webinar Analysis Workshop

Note: The district has the options for The Data Triangle:

- Full Format (all Performance Benchmarks)
- Data Triangle: Select Question Format (selected Performance Benchmarks which reduces the size of the survey, still utilizing the benchmarks from the approved instrument). The Select Question Format reduces the length of the Data Triangle by half: Staff: 50 questions; Students - Elementary A: 15 questions; Students - Secondary: 25 questions; Family: 25 questions. The district has the choice over the number of questions, with the provision that the questions must come from the questions of the approved instrument.

**Survey Categories:**

Leadership Practices and Decisions

Curriculum

Teacher Practices and Decisions

Student Social/Emotional/Developmental Health

Family Engagement

**School Performance Scan (SPS)**

This is an internal assessment of the practices of the school. The SPS provides a very valuable database for measuring performance, year after year, as well as benchmarking high performance.

**Student Voice (SV)**

This protocol is suited for students, grades 3-12, and provides input from the student viewpoint. The Student Voice grade 3-5 version has a high grade two readability level; the grade 6-12 has a high grade five readability level. The surveys may be tailored to meet the district configuration of schools and grade spans.

**The Family Engagement Survey (FES)**

This valuable tool allows districts to measure the perception of families, according to several critical areas. For districts in strategic planning,

community members may also be included. There is also a version available for community residents who do not have children enrolled in the district (Community Engagement Survey).

For each survey, the data will be compiled in a comprehensive format as well as disaggregated by groups. The data reports also include a separate section of commentary. Typically, districts ask three open ended questions.

A full color comprehensive report will be provided electronically to the district with coding for Asset, Emerging Strength and Possible Risk categories. This facilitates planning and assists in setting district and school wide goals. PLC provides guidance on set up an example communications to stakeholders taking the survey. Additionally, PLC Associates, Inc. provides a Data Triangle Guidance Document which outlines how best to use the data to set SMART goals and build strategies.

Commentary: Two Options:

Option A: Open Ended Commentary

Up to three open-ended questions. This format delivers commentary in its exact form to the client. Choosing this format allows the district or school to benefit from narrative commentary.

Option B: Checklist Commentary

This format centers on accomplishments of the school as well as challenges or needs. Respondents are able to check those areas that are pertinent from a list of comments. The advantage to this format is that the client has precise information around positives and challenges without the need to go through voluminous pages of commentary. This format may include one open text box so that respondents may offer any additional commentary, if requested.

Other Options:

- District Organizational Practices Key Questions (These are for the staff survey only and measure the impact and presence of district wide structures.)
- Comprehensive District Report - Combines all schools in aggregate form.
- Longitudinal Data Report – Compares Performance Benchmarks year over year. May be a two- or three-year report.

### **Activity 3: Metrics and Measurement-**

#### **The PLC SEDH Climate Survey For Social Emotional Learning**

This is a customized (to district/school preference) survey that will be given to staff, students, and families. This survey offers very detailed information around student social emotional developmental health (SEDH) data. The data will include similar questions asked of each group with a comparison crosswalk. This creates a 1:1 comparison crosswalk for staff, students, and families.

The district/school will be able to clearly identify SEDH needs and plan accordingly. The survey includes and addresses the areas of equity and diversity. Intact SEDH practices and process are an essential foundation in support of a conducive teaching and learning environment. It produces highly valuable content and is consistent with the educational research base for recommendations and inclusion of climate surveys.

PLC will provide a set of questions from the areas of youth assets, social/emotional/developmental health, restorative practices efficacy, etc. The district/school will select its customized questions. The SEDH Climate Survey is an excellent instrument for establishing baseline, creating goals and monitoring progress in supporting students' needs in this critical area. Excerpt:

SEDH Climate Survey: Excerpt			
All	Staff SA/A	Student SA/A	Family SA/A
1. Staff and students listen to each other.	63%	48%	44%
2. Students and staff treat each other with respect.	57%	51%	41%
3. Students can give their opinions and feedback about this school.	76%	77%	81%
4. Classroom issues/problems are handled well within the classrooms.	72%	51%	49%
5. Students are welcomed back into the classroom after being disciplined.	83%	55%	75%
6. This school helps students learn how to solve problems among themselves.	77%	81%	82%
7. The school staff/teachers help students identify causes and solutions of student problems.	67%	59%	60%
8. This school helps students learn how their actions affect other people.	67%	60%	62%
9. This school helps students learn how to make things better when they do something wrong.	60%	53%	55%
10. Students in our school take responsibility for their actions.	24%	32%	49%

**Activity 4: Metrics and Measurement-  
Support Staff Survey**

For those in support positions such as food services, teacher aides, transportation, clerical, building and grounds, etc., we also have a version so that these important stakeholders may be included in the survey process. This is the Support Services

Survey (SSS) which allows departments to make improvements, progress monitor and benchmark results.

**Activity 5: Instructional Quality Review – Teaching and Learning Practices**

PLC Associates will complete a walkthrough review of teaching and learning processes within the district/school. This will serve as a baseline for planning professional learning. As well, it creates an opportunity to set goals, create benchmarks and measure progress. This may be conducted in selected schools or district-wide. The school/district will receive an explicit report of the strategies and their impact at the classroom level. The data set, then, should be reviewed by the school leadership team as well as grade and content area teams.

**Activity 6: Leveraged Leadership: A Systems Approach To High Performance**

This is a full year program to support your school leaders, with two years of optional continuation. Leveraged Leadership (LL) is a high-impact program designed to give school leaders (may include principals, assistant principals, coaches, directors, deans, chairpersons, etc. – anyone who offers reflective feedback to teachers) the specific competencies to impact teaching/learning and establish the structures, practices, and systems that drive student achievement and school success.

There are three levels, so that the district may benefit from complete, guaranteed implementation.

Leveraged Leadership Level 1: Building Foundations

Leveraged Leadership Level 2: Digging Deeper

Leveraged Leadership Level 3: Sustaining Systems

□ Text: (Year 1)

*The Principal As A Leader of Challenging Conversations*, Corwin Press (each participant to purchase)

Options: Texts are specifically selected for year two and three.

**Level 1: Orientation**

**Module 1:** Setting Up For Success – Core Beliefs and Structures

**Module 2** High Impact Data Cycles

**Module 3:** More On Data Cycles – Introducing Learning Walks!

**Module 4:** Targeted Feedback – Verbal

**Module 5:** Continuation of Targeted Feedback – Verbal and Written

**Module 6:** The Coaching Mindset

**Module 7:** High Stakes Challenging Conversations

**Module 8:** The Power of Relational Skills

**Module 9:** Using Our Leadership Skills of Influence In a Group Format

**Module 10:** Norms of Excellence – Creating Sustaining Systems

Level 2 and 3 – Includes additional modules that further support and deepen learning. The result, post Level 3 is a completely integrated, fully functioning set of structures

and systems that support excellence in those instructional practices that have an impact on student results.

Each school leader/leadership team will have a PLC Coach. All school leaders will conduct calibration walkthroughs when on site. These sessions may start at any point during the school year and be carried over to the next year.

All participants will complete the *Leveraged Leadership Inventory*, pre and post which will be used to monitor progress. Additionally, each will maintain the *Case Study Protocol* which is designed to specifically track improvements in instruction and progress of teams. Participants will engage in the Leveraged Leadership modules, as outlined in their Scope of Work. Additionally, each will complete assigned readings. Pre and post work will be identified by the PLC Coach.

The PLC Coach will work with the district to design and implement district and school-based practices which will create a system for instructional practice feedback to be delivered not only to individual teachers, but also a format which provides composite feedback relevant to particular grade level and content area teams for processing and action.

Data Dashboards will be created for grade level/content area teams and the entire school, to progress monitor collective improvements in school-wide instructional practices. This system would connect to current structures inside the district and align all structures for common outcomes, principally, student achievement. The PLC Coach would assist each school to successfully implement these practices and tailor it to their school.

**Format Components:** (Note: This program is tailored to each district in terms of delivery model.)

The Leveraged Leadership program is succinctly divided into four components during the half day session. Each module includes pre and post work. Action items are closely monitored.

Orientation:

The PLC Coach will meet with the participants prior to the start of Leveraged Leadership and overview the essential elements of the program.

#### *A. Learning Lab*

The PLC Coach and leadership team will go through the specific “look fors” which will be viewed that day. The group will discuss the relevant research base around each area and describe the particulars of what that specific practice should include, done well. This will allow all participating to have an exact description of the instructional practice in its ideal form, thus calibrating. Rubrics for each look for will be developed. Further, this level of specificity will enhance the school leader’s capacity to give



explicit feedback to the teacher, post visit. Research-based content is shared in each Learning Lab.

#### *B. Calibration Walks*

The PLC Coach and school leaders will walk the school and visit identified classes. In order to have maximum impact, the leadership team will keep track of classrooms visited and make certain as walkthroughs occur, all teachers are covered.

#### *C. Leadership Team Guided Practice and Discussion*

The PLC Coach and school leaders, post walkthroughs, will discuss observations, and compare notes and ratings. Following, they will have a conversation around the feedback that will be given to each staff member visited. This may also include teams at work.

#### *D. Focus Forward*

Coaches will assign tasks for the next session. This will include items such as walkthroughs to be completed, examples of written feedback to teachers, results from teacher discussions, and noted changes in practice. The purpose is to methodically implement strategies and knowledge gained through Leveraged Leadership sessions.

#### **Metrics:**

PLC Associates, Inc., in collaboration with the district, will measure impact of Leadership Team coaching and individual coaching from the perspective of changing instructional practices, calibrating as a leadership team, and delivering targeted feedback to teachers for improvement purposes. PLC has developed a *Balanced Scorecard* which each district may use and modify. This will assure the effectiveness and impact of the initiative. Data will be provided to the district, along with recommendations for next steps.

Includes: *The Leveraged Leadership Inventory* – This is an excellent tool for leaders to assess their current skill levels, create goals, both personally and as a team and measure progress!

### **Activity 7: The Foundational Five – A Powerful Model For High Impact Teaching and Learning**

#### **Direct Delivery Model**

This features high impact content, based upon research and best practices. It covers the following areas. There are five modules which break into twelve submodules. This allows delivery in a variety of ways – “push in” to team meetings, cohorts of teachers, faculty meetings, Professional Learning Communities, etc. This may also be delivered in a virtual meeting format.

- Student ownership of learning and learning targets
- High student engagement
- Higher order complex questioning

- Checking for understanding and targeted feedback
- Differentiated instruction and practice

Content is facilitated in a “learning by doing format.” That is, the facilitator works with instructional staff and school leaders, sharing the information in a very participatory way so that as an outcome, staff is able to easily transfer and replicate these strategies in their various classrooms. This program includes several tools including the *Professional Learning Reflection Tool* which allows staff to keep running records of their growth; as well, the school is able to view its instructional picture in a composite form. This supports differentiation and school-based teams to fully comprehend the progress that is being made, instructionally.

School leaders attend these programs. Professional learning for staff and may include a turn-key approach to cascade the work. Our sessions are highly participatory and abide judiciously by our “learning by doing” format to assure that participants are able to apply the information, knowledge, and skills in their immediate settings. This builds true capacity and achieves quick results. *Our data indicates upward of 40-80% increases in use of research based best practices at the classroom level (where it counts), over a six month period.*

### **Activity 8: The Foundational Five – A Powerful Model For High Impact Teaching and Learning**

#### **Train The Trainer Model**

Many districts who have teacher leaders, data coaches, directors, curriculum specialists, team leaders and instructional coaches who could facilitate the content training of the Foundational Five, utilize this model. This builds organizational capacity and secures the information within the organization. PLC Foundational Five trainers will coach the group so that they may in turn, facilitate the content within specific schools or district-wide.

PLC will provide the Foundational Five content which contains five main modules: student ownership of learning, student engagement, higher order questioning, checking for understanding with targeted student feedback and differentiated instruction and practice. These modules are broken into 12 sub-components which makes delivery very explicit with targeted content that easily fits into team meetings or other venues. The district is given a limited copyright release which allows the organization to use the materials in perpetuity within the boundaries of the district, without charge. As well, PLC will provide all the materials that go with each of the modules. Often, school leaders and assistant superintendents for curriculum and instruction are included as turn-key trainers.

### **Activity 9: The Instructional Picture: Points of Entry**

We will examine three areas of metrics in order to provide a clear, comprehensive picture of teaching and learning. First, we will join with school leaders in calibration

walkthroughs and gather their perspective on the instructional process as they view it in their respective school. This is important in that there must be alignment in the level of practices and judgement of the leadership team. Staff will complete the *PLC Professional Reflection Learning Tool (PRLT)*. The metrics from the PRLT will gauge the competencies that staff have mastered as well as staff needs and interests for further training and coaching. The third viewpoint will come from an Instructional Quality Review Report that will identify from an expert critical lens, the status of teaching and learning. These three data points will be utilized to design and deliver professional learning. As a result, we are able to pinpoint exactly, the needs and establish a point of entry that is targeted, explicit and constructed for impact.

#### **Activity 10: High Impact Data Cycles**

Our facilitators will assist in developing data cycles district-wide wherein the organization is able to look at data points throughout the academic year. This is especially important in the data-driven inquiry cycle of Plan/Do/Assess/Modify. The data cycles should include a number of different areas such as academic data, walkthrough data, attendance, SEDH, etc. This allows the district/school to have a full view of results. As well, PLC will support the process through use of data-driven inquiry protocols, sharing them with staff so that we build capacity in this all-important data area. Also included, are PLC tools such as the *PLC Administrative Walkthrough Tool* and the *Professional Learning Reflection Tool*. We will assist in setting up data dashboards and also developing the essential questions critical to analyzing the various data sets by full faculty, grade level teams, content area teams, district-wide vertical teams and/Professional Learning Communities.

#### **Activity 11: The Student-Centered, Dynamic, Results-Based Secondary School**

We will present key research based on the structures, practices, and systems of a high-performing high school (or middle school), utilizing a blend of design thinking, and sharing of critical content. This will encourage proactive problem-solving for each school as they set up an optimal infrastructure for predictably producing a culture of success and positive outcomes for all students.

This is a participatory, collaborative, and action-oriented format, intentionally designed to assist each school to develop high-impact systems which will produce enhanced outcomes for students.

#### **Delivery Models:**

PLC Associates offers this as an Open Enrollment Course as well as individually to middle and high schools, nationally. Delivered individually, your school will initially go through an assessment of practices, utilizing a selection of PLC Support and Tools (Reference page 2). Following, staff will be able to proceed through all or selected modules, based upon the plan, decided collaboratively.

#### **Includes PLC Associates Supports:**

- The PLC Middle/High School Organizational Assessment

- Data Triangle - Measure of Culture
- Professional Learning Reflection Tool
- EdTech Instructional Design and Integration
- EdTech Systems Inventory
- Leveraged Leadership Inventory (Leadership Challenges and Opportunities)
- The Social Emotional Learning (SEL)
- Professional Learning Communities Review

Resources:

- [Becoming a Great High School](#)  
Tim Westerberg
- [Leading a High Reliability School](#)  
Robert Marzano et. al.
- [Personalizing the School Environment](#)  
Joe DiMartino
- [Building Coherence in Schools, Districts, and Systems](#)  
Michael Fullan et. al.

**Activity 12: The Instructional Picture: Points of Entry**

We will examine three areas of metrics in order to provide a clear, comprehensive picture of teaching and learning. First, we will join with school leaders in calibration walkthroughs and gather their perspective on the instructional process as they view it in their respective school. This is important in that there must be alignment in the level of practices and judgement of the leadership team. Staff will complete the *PLC Professional Reflection Learning Tool (PRLT)*. The metrics from the PRLT will gauge the competencies that staff have mastered where needs and interests for further training and coaching are evidenced. The three viewpoint will come from an Instructional Quality Review Report that will identify from an expert critical lens, the status of teaching and learning. These three data points will be utilized to design and deliver professional learning. As a result, we are able to pinpoint exactly, the needs and establish a point of entry that is targeted, explicit and constructed for impact.

**Activity 13: High Impact Data Cycles**

Our facilitators will assist in developing data cycles district-wide wherein the organization is able to look at data points throughout the academic year. This is especially important in the data-driven inquiry cycle of Plan/Do/Assess/Modify. The data cycles should include a number of different areas such as academic data, walkthrough data, attendance, SEDH, etc. This allows the district/school to have a full view of results. As well, PLC will support the process through use of data-driven inquiry protocols, sharing them with staff so that we build capacity in this all-important data area. Also included, are PLC tools such as the *PLC Administrative Walkthrough Tool* and the *Professional Learning Reflection Tool*. We will assist in setting up data dashboards and also developing the essential questions critical to analyzing the various

data sets by full faculty, grade level teams, content area teams, district-wide vertical teams and/Professional Learning Communities.

#### **Activity 14: Curriculum Audit and Development**

This project has two parts. Part 1 includes a Comprehensive Curriculum Audit. Part 2 will include curriculum work and alignment based upon the findings of the Audit.

The goal of any curriculum is to articulate what students should know, understand, and be able to do in each discipline. It should also support teachers in knowing how to achieve these goals. Having a guaranteed, viable curriculum is identified by Marzano (2003) as a primary factor influencing improved student achievement. Lezotte and Snyder (2011) in conjunction with Marzano (2003) maintain curriculum alignment provides the critical opportunity-to-learn (OTL). Alignment of standards to curriculum ensures that students are taught the standards. Equitable access to an aligned curriculum supports student learning.

The purpose of this audit is to look closely at the system as a whole, to ensure that curricula is research-based, comprehensive and aligned to standards. This will make certain that all curricula are consistent, thoroughly implemented and focused with the correct pace and content. The audit will identify strength and gap areas. It will also explore the extent to which the written curriculum is also the taught curriculum. The intention of this audit is formative with the goal of curriculum improvement.

##### **Part 1: The Curriculum Audit**

PLC Associates will work with a team, identified by the district, to:

- Review current curriculum documents and practices.
- Collect and analyze a comprehensive data set regarding current practices which includes curriculum alignment to the standards, assessments, lesson planning, extensions, and scaffolding, etc.
- Analyze the “taught” elements of curriculum and establish baselines, targets, and methods for integrating the written, assessed, and taught curriculum in the practices of the district/schools.

Following the Audit, a comprehensive report will be delivered to the district.

##### **Part 2: Targeted Curriculum Development**

Subsequently, based upon the level of support that a district selects, the PLC facilitator will guide the work of the district, creating curricula. This may include both onsite facilitation and assistance offsite reviewing of documents and supporting, through technical writing.

### **Activity 15: Special Education Audit**

Special Education Audits are tailored to each district, based upon the needs and challenges identified by the organization. PLC Associates will work with each district to first, identify the areas to be addressed, and then create a process for review.

Our processes are participatory; we work with district administration and staff to achieve targeted outcomes. Activities include: overview of current plans and data sets, interviews, surveys of practices and classroom visitations. As a result, PLC will provide a comprehensive report with clear recommendations which may be implemented to improve outcomes. In addition to recommendations, the report will also include research-based best practices that will positively impact the delivery of special education services.

The items below are typically included in the review:

- District Special Education Plan, Quality Improvement Process
- Documentation- IEPs, CSE minutes, notifications to parents, and other required annual and triennial documentation and calendars
- Models of Delivery- Continuum of Services and Least Restrictive Environment
- Reports with number of identified students per grade level, classifications- usually noted in BOE monthly required documentation after CSE meetings
- Report cards and district data for all students and for special education subgroups
- MTSS Plan and Tier 1 supports and processes prior to special education referral
- MTSS for special education students and number of special education students in advanced classes and all other school activities
- 504 students, processes and supports provided
- Record keeping for reimbursement of special services
- Speech language, OT, PT, counseling supports provided to students
- Teacher observations-students in classes and should receive modifications, resource rooms, integrated co-teaching, 12:1:1 classrooms. 8:1:1 or 6:1:1 in district or BOCES
- Number of students sent to BOCES vs. included in Regents and college-bound classes and instruction
- Curriculum
- Professional Development
- SESIS Supports
- Parent contact logs/Communications
- Data Systems and Status Reporting

### **Activity 16: Connect with Colleagues - Compelling Coaching**

Educational leaders need support from colleagues who understand the depth and difficulty of making decisions that impact the lives of students, teachers, and their community. This unique opportunity allows leaders across districts, regions, and states to share challenges and successes in these unprecedented times. Through the design of reflection, networking, and discussion, participants will increase their capacity to meet challenges in their professional and personal lives as they hone and strengthen their leadership skills. To address and support your leadership needs, we

are offering two separate networking groups:  
School Principals and Assistant Principals  
Assistant Superintendents, Directors and Coordinators

Experienced facilitators, informed by current issues and research, will foster a collegial environment to:

- Focus on leadership strategies during disruptive times and uncharted territory
- Provide practical strategies and tools to enhance leadership skills
- Elevate thinking and expand possibilities to move beyond current beliefs and practices
- Share ideas and practices, seek novel solutions together
- Tailor discussion to the needs of participants
- Promote networking with colleagues across regions

### **Activity 17: Transforming Learning: High-Quality, Student-Centered Remote Learning**

Whether we are utilizing synchronistic learning or asynchronistic learning or a balance of both, we need to continually update and refine our skill sets. We will cover explicit strategies and ideas for student and teacher self-reflection, feedback models, creative assignments, student assessment, and discuss ways to stay connected to our students.

Join expert facilitators who know this work:

These are “how-to” sessions! Focused on online, standards-based, student centered learning... How to:

- create an online environment for student-centered learning to thrive
- enhance and transform the learning process
- build student skills, supporting social-emotional health and teacher/student connections
- choose and use appropriate technology applications
- creating clear expectations, guided practice, and exploration
- use data regularly to identify each student’s learning needs

Session #1 - Transforming Learning

Session #2 – Connecting With Our Students – Ownership of Learning

Session #3 - Engage and Empower Every Student!

Session #4 - Student Assessment

Session #5 - Modeling and Feedback

### **Activity 18: Grade and Content Area Drill Down Sessions**

Each five part series provide how to enhance and transform the learning process for student-centered learning to thrive.

Specific sessions for:

PreK-2

Grades 3-5



Grades 6-12

Students With Different Abilities

Multiple Lingual Language Learners/Early Language Learners

How to:

- provide models and attributes of successful remote learning
- build and manage remote and hybrid learning communities
- transfer student engagement best practices into the remote learning environment
- engage stakeholders, parents, and other caregivers as partners
- support social-emotional health and teacher-student connections
- use assessments and data regularly to identify each students' learning needs
- target feedback and promote student ownership and self-regulation of learning
- choose and use appropriate technology solutions and applications

### **Activity 19: Effective Instructional Technology Framework and Technology Planning**

Alignment across the six areas of effective instructional technology is essential to remote, hybrid and in-person learning models. We can help with:

- Strategic Planning – Analyze current plans and facilitate the development, implementation and monitoring of new strategic plans per state guidelines
- Compliance – Support the conversion to updated Ed. Law 2-D
- Integration – Establish and execute plans for the implementation of technology hardware and software to maximize usage and align to district goals
- Communication – Develop and implement a communication plan to support instructional technology initiatives utilizing existing district software
- Technology Management – Streamline existing hardware and software through evaluating current inventory and aligning future purchases to maximize resources and align to state contracts
- Instructional Design – Align technology standards to district curriculums to embed additional opportunities for districts to personalize instruction and empower students

We will provide wrap around support to strengthen and establish technology systems. Our PLC Team understands each school district will have a different entry point to this work. Using various analysis options, we will personalize solutions to your district's most pressing needs.

#### **Assessments:**

**The EdTech Systems Assessment** has been built to highlight the critical questions from each of the Six Pillars for an Effective Instructional Technology Framework. This targeted, twenty-question assessment will provide your district with essential information to maximize the use of instructional technology. The Technology



Framework Pillars are stronger together and lay the foundation for increased capacity for instructional technology across your organization. This provides a baseline as well as a tool to progress monitor.

**The EdTech Integration Assessment** supports a strong plan for instructional technology is key to building capacity and success across a school district. Regardless of the current state, school districts have an opportunity to establish new norms for educational technology through effective planning, professional development, and execution. This targeted, twenty-question assessment focuses on Integration and Instructional Design and will provide your school with essential information around successfully integrating technology with instructional best practices. This provides a baseline as well as a tool to progress monitor.

### **Activity 20: Leadership Team Support and Coaching**

Sessions are based upon the identified needs of the district/school. This may include walkthroughs with “look fors”, creation of data dashboards for progress monitoring, data cycles, building a dynamic culture, targeted professional learning, alignment of lesson plans, creating a “systems model” for high performance, change process, review of research-based practices that impact instruction, implementation of school plans and follow-up individual coaching with school leaders. These sessions may also include our very popular Leadership Retreats, in “getting ready” for the upcoming academic year or throughout the year or “real time” planning.

### **Activity 21: Comprehensive Strategic Planning**

We will start by discussing your interests. What is it you want to achieve? Each time we work with a district or school, keeping the fundamentals in place, we execute differently. This is critically important, as the process must result in exactly the outcomes you want.

Our processes are data-driven, research-based, comprehensive, and inclusive. We see our role as providing key levels of support, facilitation, and guidance so that your energy may be directed toward insightful thought, dynamic discussions, and planning for your schools. Beginning to end, we will assist and support you in setting up the Core Team, determining Task Forces for the areas that the district wishes to focus on, designing communications, developing agendas, facilitating strategy sessions, organizing data, collecting input from key stakeholder groups- staff, community, and students and structuring our meetings so we are set for results.

Our publication: *The PLC Handbook for Strategic Planning* is provided. The Handbook is filled with clear examples, protocols, and activities, which allow us to be streamlined and efficient. We use a sequential, clear, methodical process which quickly jumpstarts the work. As a result, your district will gain a clear blueprint for the path forward with staff and community united, energized, and ready to implement a “game changing” strategic plan. PLC will format your entire strategic plan, power

point community presentation and highly polished graphics document for sharing with the public – all covered!

### **Activity 22: Coherence Planning: Alignment and Integration For Impact**

Content covers the work and research of Michael Fullan. Our facilitators, using the book, *Coherence: The Right Drivers*, will thoughtfully work leadership through the various concepts over the course of the academic year. This includes the elements of coherence making and the four key components of the Fullan model which are: Focusing Direction, Cultivating Collaborative Cultures, Securing Accountability and Leading for Coherence. Additionally, as part of this work, PLC will interface in the various PLC tools and models to support the ultimate goal which is aligning all of the work of the organization. There are ten PLC developed modules that align with the Fullan research and form a basis for the work. This is designed for central administration and school leaders as members of the district-wide leadership team.

### **Activity 23: Supporting Learning Through Technology**

Areas of Focus:

- Identify synchronous and asynchronous professional development opportunities and learning resources provided by third party vendors and educational organizations.
- Develop a communication plan for instructional technology including best practices for instructional technology, professional development, and growth opportunities, available supports for technology integration and technical support for stakeholders.
- Coordinate learning plans to include planned opportunities for staff and students to explore learning technologies in a low stakes environment.
- Focus on creating engaging, accessible instructional lessons utilizing instructional technology, project based learning and multiple methods of submitting assignments (audio, video, etc.)
- Develop weekly plans for learning to build consistency and comfort in remote/hybrid learning platforms.
- Reimagine communications between staff, students, and families to prioritize relationship building and personalized support.

### **Activity 24: Data Workshops and Data Cafés**

Data Workshops and Data Cafés are an excellent way for various stakeholder groups to dig into available metrics and information and then plan accordingly, with corresponding goals and strategies. The Data Workshop is a full day of events and involves a number of different surveys from staff, students, and families. Typically, at the close of the Data Triangle surveys, this is a planned event for administrative staff.

Data Cafés are stakeholder specific; meaning, families would look at their family specific data by school and students would examine student data. These are usually half-day events. Data Cafés may be held for school staff in a half day format,

examining available data points. The outcome is to gain an understanding of the information, identify common themes, select particular performance benchmarks for goals and develop corresponding strategies. Often times, districts will invite PLC to do an initial Data Workshop or Data Café and then, in that capacity is built, the district is able to follow up with their own workshops.

**Activity 25: Teacher-Led Learning Walks: Job Embedded Professional Learning**

This is an excellent initiative partnered with PLC professional learning, in particular the PLC Foundational Five. Our facilitators will work with teachers to engage in Teacher Led Learning Walks, reflecting on the various instructional practices. The sessions are very participatory; our facilitators utilize specific models for engaging in different types of learning walks. The process always includes a pre-briefing, so that we are aware of what we are "looking for." We also conduct a post briefing; teachers receive this very positively as it allows them to meaningfully reflect upon their work, learn from each other and improve practice. PLC Associates recommends that all districts participate in some form of teacher led learning walks – and partnered with The Foundational Five makes this exceptional!

**Activity 26: Supporting Students With Disabilities – Scaffolding For Successful Outcomes**

Students With Disabilities is a vulnerable group in need of critical support. During a typical school year, these groups of students are connected to numerous providers in helping them meet their individualized plans and goals.

These are “how-to” sessions! We will explore and identify critical considerations as well as viable solutions in assisting district staff in propelling the learning of SWDs in remote and hybrid settings.

Session #1 – Understanding the Students In Your Classroom

Session #2 – Intentional Planning for SWDs

Session #3 – Purposeful Teaching for SWDs

Session #4 – Co-Teaching Friends and Foes

Session #5 – Parents and Paraprofessionals as Allies in Learning

**Activity 27: DTSDE Needs Assessment or PLC School Reviews**

District-Led DTSDE School Reviews (New York State Model)

Conducted by our highly experienced Associates. Includes all pre-planning, conferencing, scheduling of activities, class visit walkthroughs, data collection, and report writing. PLC will be responsible for creating all agendas, materials, and activities, which are required in completing the review process. This includes the facilitation of staff, student, and family focus groups, as required and school leader interviews. The facilitators will write and deliver final reports. Reports will be calibrated by PLC Associates, Inc.

### **Activity 28: School Based Plans**

School Based Planning (PLC Associates, Inc. Model)

Includes assessment of current plans, review of successes and challenges, current data, in preparation for the construction of plans. The PLC model includes: targeted goals, strategies, and action plans, along with associated timelines and persons responsible for implementation. As well, we will assist each school in building the all-important critical mass support as co-accountabilities are put in place.

### **Activity 29: SCEP and DCIP Plans (New York State)**

We will follow the documented process outlined and prescribed by SED in the DTSDE. Includes:

- Meeting with district personnel and staff for purposes of familiarizing with the current structures, practices and systems of the school/district as well as review the DTSDE processes, as needed.
- Review all documentation, including the self-reflection documents. Additionally, we will review all pertinent district and school data in preparation for the construction of the plans.
- Development of SCEP/DCIP, aligned to the recommendations of the DTSDE Report/Self Reflection.
- CAT (Calibration) Review of SCEP/DCIP

### **Activity 30: Board Development and Leadership**

Our facilitators will guide Boards through an array of topics that range from roles and responsibilities, organizational guidelines for working together and strategies for high performance Boards. We are able to facilitate sessions around the work of the district and assist the Board in successfully fulfilling their leadership role relative to district goals and strategies as we examine rich research related to Board best practices.

### **Activity 31: Parent Workshops/Parent Academy**

This may, depending upon preference, involve an array of activities. It may include setting up a Parent Academy concept which would design and offer “parent friendly” workshops and sessions to families on topics of interest. We start by canvassing families for the topics they are interested in and delivering sessions, in partnership with district staff. This could be a full Parent Academy, individual sessions or a series of workshops.

### **Activity 32: Independent Evaluator/Plan Implementation**

PLC will work with the district and identified school to specifically monitor and assist in the judicious implementation of school and district plans. This will include strategies for identifying data dashboards which will track the progress of SMART goals in the district and school plans through the use and application of designated leading indicators.

Additionally, PLC will assist in building strategy maps which will create a visual for monitoring the implementation of action plans. Particular attention will be given to establishing accountabilities on the part of the person/group/team leading the action

plans as well as making certain those involved in the work are in place, creating the needed guiding coalition for supporting the work, district and school-wide. All the work will be integrated and aligned to established plans, creating well-structured sustaining systems. PLC will assist in the development of Leading Indicator Reports.

**Activity 33: Development of Winning Grants and Resource Allocation**

PLC Associates will support the development of grant writing and assist organizations to gain additional resources. This includes: creating a compelling case for the grant, meeting all requirements and technical elements, development of a strong narrative, calculations of expenditures in a way that assures impact, assessment, and evaluation of grant outcomes through metrics.

**Activity 34: Customized Support – Diversity, Equity, and Inclusion**

As part of a healthy and responsive culture, the elements of respecting diversity, creating equitable opportunities, and making sure all of our students can find their connection to our school, staff, and fellow students, are critical. This work will focus on creating the foundational systems and practices that provide the environment and supports needed for students to thrive, be successful academically and fully develop their social emotional learning competencies. This is where the work and research of Maslow and Bloom intersect; more specifically, when needs are unmet, students will have obstacles in pursuing their learning. Students have different needs. We will work on the development of a common understanding, school-wide, relative to each of these concepts and establish the high-impact strategies which will make certain we are meeting the needs of all students.

**Activity 35: Development of Professional Learning Communities (PLCs)**

PLC Associates will support the development and organization of Professional Learning Communities. This may either be set up of the PLCs or improving the efficacy and impact of currently operating PLCs. Facilitation may include: operational guidelines and norms, use of data protocols, assessing student work, analyzing formative assessment data, review of instructional practices, reinforcement professional learning...This also include a baseline and post *PLC Inventory* which assesses practices and may be used to measure progress.

**Activity 36: Project-Based Learning/Problem-Based Learning**

The question heard frequently when talking with classroom teachers and school leaders is “How can I get students to be engaged in the learning?” Project/problem based (PBL) learning engages students through a process of solving real-world problems or applying solution-based projects to real world problems. PLC Associates will provide teachers and leaders with an understanding of the essential elements of PBL and with the co-construction of an implementation and on-going support plan to make student engagement palpable.

### **Activity 37: MTSS**

Multi-Tiered Support Systems (MTSS), formerly called response to intervention or RtI, recognizes that academic and behavioral functioning are intertwined. MTSS is a systemic approach designed to identify and coordinate evidence-based interventions. SEL programs and approaches are often seen as an important component of universal approaches within MTSS because they are designed to promote positive academic and behavioral outcomes in all students. PLC Associates will work with your school to identify the current systems of support and to identify the current state of the social and emotional challenges faced by the students. Once the current state is determined, we will work with your school to implement modified or additional support systems along with professional learning for educators to better address their own social and emotional needs, along with those of the students in their classrooms. A focus will be integrating all support staff members, leaders, and instructional staff in a systems-based approach so that all students have needs met. Special attention will be given to maximizing impact from support staff such as counselors, guidance, social workers, etc. These systems must address the academic, behavioral and attendance challenges and needs of students.

### **Activity 38: Restorative Practices**

Educators are constantly striving to have students self-regulate their behavior. Yet, many of the behavior management systems or techniques fail to address the underlying cause of student misbehaviors. Developing a community of learners that allows for mistakes to be made without excluding the offenders from the community is the real goal of restorative practices. PLC will provide the district with a comprehensive approach to the philosophy and practical implementation supports needed to successfully implement restorative practices. This will include how to work with different types of circles from those that occur regularly in the classroom to those that happen after an offender has been suspended. Additionally, several examples of scripts for different conferences will be provided including hard copy examples of student contracts, letters to be shared with the school community and families, and attendees will be participants in circles.

### **Activity 39: Using IXL Learning - Instruction, Learning and Student Ownership**

IXL makes assessment and the assessment of each student simple for teachers to implement effectively in their classrooms. This leads to teachers making better decisions on supporting each student where they are at and providing a path for each student to reach their full potential. IXL is built on four components that work together to build high-impact model using data as the heart of instructional design and differentiation.

#### **Session 1: Why IXL Learning?**

IXL is built on four components that work together seamlessly to give teachers and administrators the information they need to differentiate instruction and help each student reach their full potential.

#### **Session 2: Exploring the Power of “Yet” and Thriving With IXL Learning.**

This session focuses on the concept of “Flow” and why it’s vital to learning. We explore the power of “Yet”- focused on how kids will have a complete and total mindset shift when you intro this statement. When we enter IXL with students focused on supporting this mindset, the guided practice and independent practice will thrive within this system.

### **Session 3: Plan for Launch**

The plan for Launch is an important part to the implementation of IXL. This includes checking the IXL system and confirming rosters plus confirming that each teacher has built into their plans the guided practice with students which in turn supports the diagnostic actions of IXL.

### **Session 4: We Have Data, Now What?**

Using our learning from the introductory sessions and our experience with Launch, we will now apply the Data Mining Protocol to live student data.

### **Additional IXL Learning Options:**

IXL Continuous Diagnostic for Math: Intervention and Enrichment

- Understanding current academic levels is vital for success in hybrid and remote learning environments. In this 90-minute session, teachers will learn how to leverage the IXL Continuous Diagnostic with students to differentiate instruction and offer asynchronous opportunities for students to own their learning.

IXL Continuous Diagnostic for Reading: Intervention and Enrichment

- Understanding current academic levels is vital for success in hybrid and remote learning environments. In this 90-minute session, teachers will learn how to leverage the IXL Continuous Diagnostic with students to differentiate instruction and offer asynchronous opportunities for students to own their learning.

IXL for Math: Assigning Standards

- IXL affords teachers the opportunity to augment instruction by assigning standards to students. As students work synchronously or asynchronously in the online platform, teachers are able to view live work sessions, easily identify trouble spots and gain instant access to student data to best support students in any learning environment. This 90-minute session included a work session where teachers will practice assigning standards to students.

IXL for Reading: Assigning Standards

- IXL affords teachers the opportunity to augment instruction by assigning standards to students. As students work synchronously or asynchronously in the online platform, teachers are able to view live work sessions, easily identify trouble spots and gain instant access to student data to best support students in any learning environment. This 90-minute session included a work session where teachers will practice assigning standards to students.

IXL for Science/Social Studies/Spanish: Assigning Standards

- IXL affords teachers the opportunity to augment instruction by assigning standards to students. As students work synchronously or asynchronously in



the online platform, teachers are able to view live work sessions, easily identify trouble spots and gain instant access to student data to best support students in any learning environment. This 90-minute session included a work session where teachers will practice assigning standards to students.

#### IXL: Using Data to Drive Conversations and Personalize Learning

- As students work in IXL, teachers gain access to personalized data for each student. This data may be used to drive conversations with students, teachers, administrators, and families to better understand students strengths and challenges. As part of this 90-minute discussion, we'll use real student data to personalize next steps for teachers in attendance.

#### **Activity 40: Other: Customized Support...**

PLC Associates has vast resources and depth of expertise; any program/training can be set up and customized to the needs and interests of the district/school. This may include any variety of activities, tailored specifically to the district to support high performance, and include any combination of the activities described in this document. In other words – we target our work directly to what is important for you and what you want to achieve!

# PLC ASSOCIATES, INC.

***PLC Associates, Inc.***

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