

Just a PLC....

Lansing High School

Building a Community

LHS is a great place to learn and a great place to teach; but we are growing and changing!

Seasoned staff → Top-down system for Steering

New staff → New approach to building a Steering Team

Who we are and what we do

Christina Hoverson (Math) - Lansing Education Foundation Member, Skyward Trainer, MTSS Behavior, Enrollment, and Formative Assessment Team

Kristie Wessel (Counselor) - Career Tech Ed, Enrollment & Master Schedule, Building Testing Coordinator, New Facility Design Team, and SIT

Melissa Lagree (Social Studies) - Site Council, MTSS Behavior, Leadership Sponsor, and Instructional Strategies Team

Carolyn Cook (Specials/English) - PDC, Speech/Debate Coach, Enrollment, MTSS Reading, and Speaking & Listening Team

Brian Malm (Science) - New Facility Design Team, Department Chair, 3 Seasons Athletics Coach, and Instructional Strategies Team

LHS PRE-PLC

Many different initiatives

MTSS Reading-9th grade reactive moving to 9-11 pro-active

MTSS Math-changes in math support courses

MTSS Behavior-discussing grades, behavior, and attendance

Common Core workshops for ELA

Not always working together well

About the same time...

- Our current Steering Team was formed.
 - So...we went as a team to the summer PLC Summit
 - As soon as we learned about the 3 BIG ideas of PLC's, we were able to see how this approach would help to improve student learning in our building:
 - Focus on learning
 - Build a collaborative culture
 - Focus on results
- (DuFour, DuFour, Eaker 2010)

Our process

- We started by training the faculty
- All of our time focused around the “6 Essential Characteristics of a PLC” (DuFour, DuFour, Eaker)
- We decided to focus on Content PLC’s:
 - 5: English, Math, Science, Social Studies, and Specials (self-named)

Shared Mission, vision, values, and Goals

- We spent time as a building and in content groups talking about why we are here.
- Then, we set SMART goals in each team.
- All 5 groups focused the first set of goals around implementing Common Core.
- We all set about identifying essential questions and tasks by content and developing content framework charts.

Focus on Results

- The goal of Content Framework Charts is that they allow and create a framework for collaboration focused on student results.
- Tight expectations:
 - Identify big ideas and essential learning tasks (what students can do)
 - Aligned with KSCCR Standards (and identified)
 - Document a scope and sequence
 - Identify texts that meet text-complexity requirements of course
 - Integrate Reading, Writing, and Speaking and Listening skills and activities
 - All members of team are working from this document

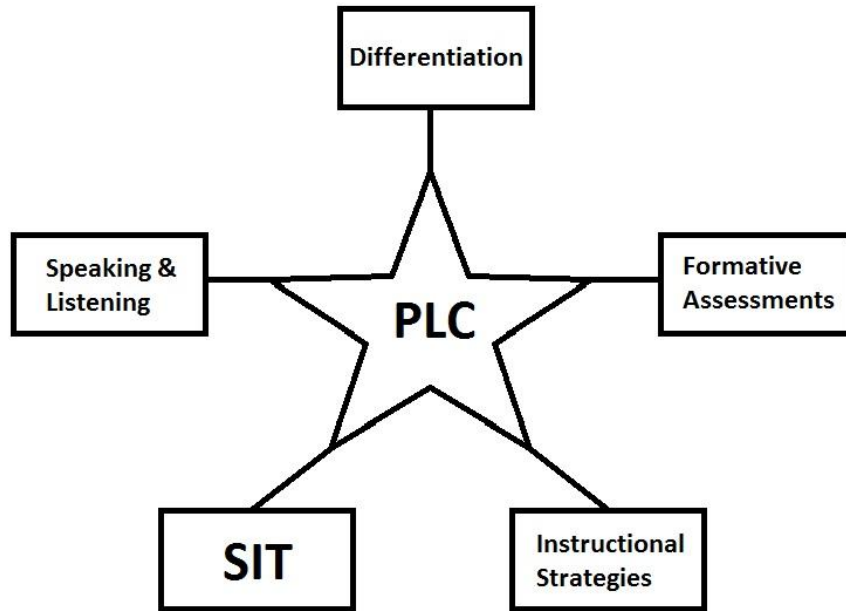
Content focus meant PD change

- *We found that it was essential that our PD time aligned with our PLC goals.
- *As steering was guiding PLC implementation, we found it important that we work more cohesively with PDC.
- *Carolyn ran for, and joined PDC. This helps both processes to work together.

PDC Process

- Faculty gives feedback via PD surveys
- Steering uses feedback to determine if further feedback is necessary
 - We talk to our departments
 - Further survey
 - Research resources
- Steering sends a recommendation to PDC council
- When PDC sets PD; we help plan, resource, and develop building level PD that supports our PLC needs

By the end of year 1: (Action Orientation and Experimentation)



Common Core
Curriculum Maps
Higher Order Thinking
Technology Integration
Best Practice
Writing Across Content
Speaking & Listening

Our 5 drive Building PD

- These 5 areas became the focal point of PD. We focus on new learning in 1 of these areas at each PD day.
 - The other major piece of teacher feedback:
 - WE need more TIME
 - So we took days for department time with specialists
 - So we built in Late Starts
- 2x a month
- 1 late start focuses on work with PD materials
 - 1 late start focuses on continual feedback loop

Commitment to Continuous Improvement

Teacher Resource-request based

- Constantly adding and changing:
 - Specials visiting other buildings
 - Department-individualized resources (brought in)
 - Horizontal alignment
 - Re-working CFW to incorporate writing tasks
 - New technology
 - New teacher assessment resources

Results Orientation

- This is the hardest part: sometimes, no matter how much we loved an idea for a lesson or unit, student results don't match our enthusiasm.

- So, we continue:

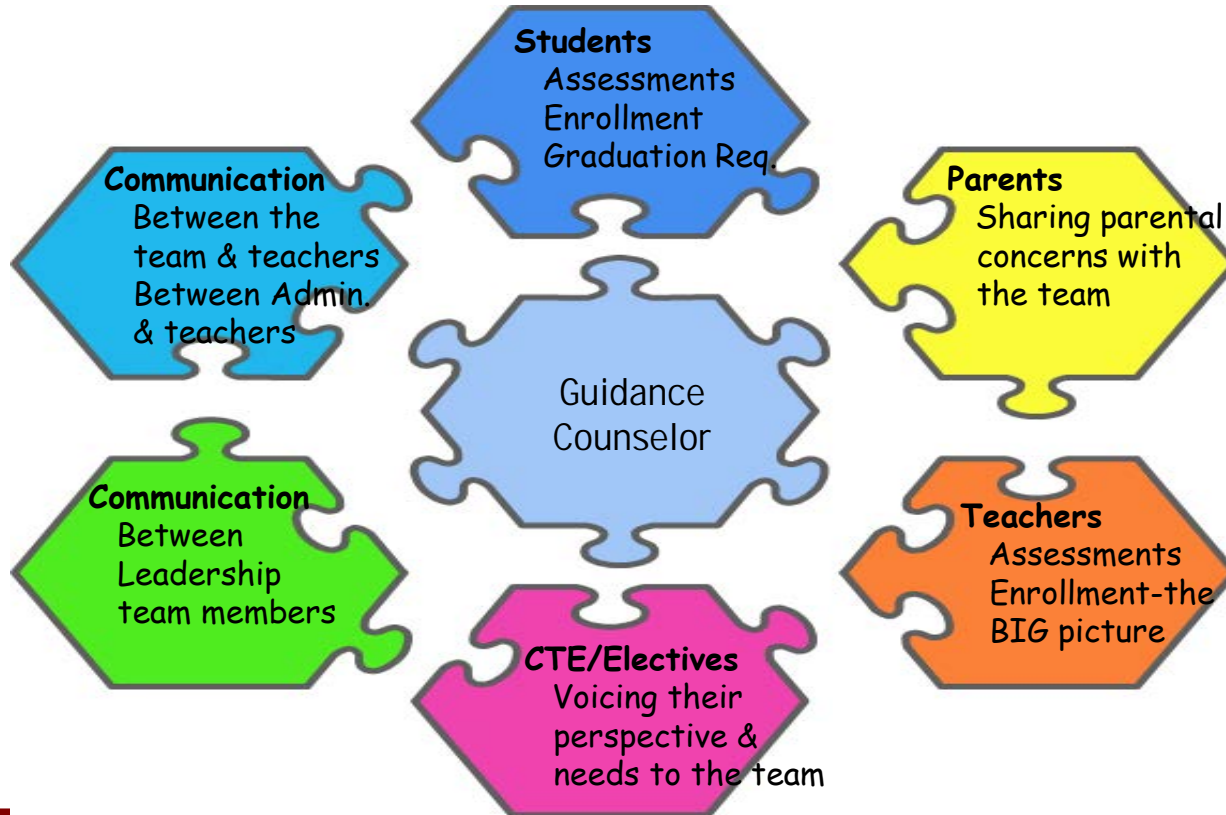
- learning about new approaches

- Searching for new resources

- Consulting our peers

- Trying new things!

Building Relationships....



Tasks and Responsibilities

Coverage: Approximately once a week, our steering team covers a 5th hour class for a teacher that is on an additional PLC. Those additional PLCs include the following:

1. PLC Branch Teams (Differentiation, Speaking and Listening Team, Student Improvement Team)
2. Reading Team
3. Final Exemption Appeals Team
4. Department Chairs
5. Advanced Placement Teachers

Our daily meetings takes place during Fifth Hour (100 minutes)

Tasks and Responsibilities (cont.)

Research:

A new Lansing High School is currently being built, and will be finished in August 2015. With a change in location, there is research being done to see what best practice is on two topics

1. Bell Schedules: block, altered block, traditional
2. Faculty Structure: grouped by grade level, grouped by subject

Tasks and Responsibilities (cont.)

Research:

1. curriculum- Each Dept. is creating online curriculum that incorporated Common Core and 21st Century Learning Skills (ex: Marzano v. Bloom)
2. instructional strategies (differentiation)- What is Best Practice?
3. student support
4. mentoring programs
5. finals exemption programs

Tasks and Responsibilities (cont.)

“Networking”:

1. Communication within the building
2. Communication within our district (vertical alignment)
3. Communication with other educational professionals (area schools, colleges/universities, conferences, service centers)
3. Communication with stakeholders (parents, businesses, community members) Communication with our student body

Failure and Success in our PLCs

Failures:

- Staff Communication
 - Newsletter attempt by former member failed because of lack regular and productive communication with staff.
- Seasoned Staff
 - Have older staff members that blatantly do no buy in to the goal/task at hand, and in some instances attempt to sabotage the situation
 - Failure to buy in and attempt to persuade others that it is a bad idea
 - ex: Dori The fish experience

Failures contd.

- Too many irons in the fire
 - Many of us are involved in many things and we have been guilty of taking on too many tasks and as a result not producing a quality product or following through with assigned tasks.
 - We have remedied this by being part of this group and growing to accept the criticism from each other and realizing we can not do everything
- Inability to be two places at once
 - There are times of the year when we are all spread to other parts of building and it becomes difficult to complete tasks in our steering team.

Success Stories

Advancing the Curriculum

- Common Core Transitions in place in all subject areas on the building. This includes science that is adopting the 21st Century standards
- Content Framework Charts in progress through various stages throughout the building.
- Introduction of higher order thinking questions to assessments/quizzes as opposed to rote memorization/knowledge level question sequencing. This was done to align with future state assessments, college entrance exams, and best practice principles.

Success contd.

Best Practices Implemented

- Less seat time by staff- teachers are up and mobile in class
- Formative Assessments- use by staff has increased and there are many new and innovative ideas being created- not just exit slips
- Awesome instructional strategies being used and shared by staff members young and old.
- Special education teachers are more involved in the inclusion and co-teaching settings to included collaboration amongst special education staff and the rest of the staff. Less and less “self-contained” classes.

Success contd.

Breaking Barriers

- Professional conversations occurring with colleagues not in their content area.
- Classes are no longer hermetically sealed when bells ring. Teachers are inviting teachers in to see lessons and strategies.
- Technology use and sharing is very high right now. This is especially important as we move into our new complex.
- Coordination of assessments and projects to prevent overload on the students. No more 7 quiz Fridays!!

Success contd.

Evolving Professional Development

- New learning is driven by feedback of staff as to what they want/need with collaboration and PLCs in mind
- Teachers are teaching other teachers in the building, not just presenting. Staff members are more open to learn new ideas and strategies.
- As a building we are growing and recognizing when we need help from the outside.
 - Example: English department reorganization

Success contd.

MTSS

- Behavior
 - Through the use of our final exemption policy, there has been a measurable reduction in the number of behavior infractions, and a measurable increase in overall grades and attendance of the student body.
- Reading
 - Interventions occurring across grade levels
 - Students are moving through reading tiers with success, as opposed to remaining stagnant at one level throughout the high school experience.