# 2011 Professional Learning Community (PLC) Guide for Completing Your Plan

## Your Implementation Plan

*Use the following guidance and suggestions to assist you in completing your school’s PLC Plan. The numbers below correspond to the sections found within the Plan.*

### 1. PLC Core Team

- Categories have been outlined to ensure a representative voice from your faculty.
- Categories should be followed unless your school configuration (i.e. ALC, UTC, PR, NFI, NFP) prevents you from doing so.

### 2. PLC Vision Statement

- Your vision is the statement of the overall purpose, function, and intent of your PLC’s activities.
- Your vision should sustain your work as a PLC for multiple years.
- In most cases, you will be using your 2010 Vision Statement, unless it was too specific to encompass any new focus that you will be proposing.
- A sample vision statement:
  "Our Professional Learning Community will maintain and/or increase student mastery in literacy and numeracy through an environment that engages students in Global 21 learning."

### 3. Group Norms

- PLC meetings and professional development sessions should be guided by norms.
- Norms represent protocols and commitments that are developed and agreed upon by the group.
- 5-6 norms are typically found in a PLC Plan.
- Examples of norms include:
  - "We will not allow cell phone use."
  - "We will begin and end on time."

### 4. 5-Year Strategic Goal Correlation

- Locate and list a goal from your 5-Year Strategic Plan that coincides with the central focus of your 2011 PLC activities.
- A sample goal taken from a school's 5-Year Plan:
  "Our school will emphasize and increase integration of technology across the curriculum."
5. 2010 PLC PROGRESS AND GROWTH

- The questions in section 5 are asked merely to guide you through determining your 2011 professional development needs.

6. SMART GOALS

- Your PLC should develop and focus on at least 2 SMART Goals.
- If your school did not achieve your 2010 SMART Goals, you may choose to continue working towards them. If your school did fully achieve your goals, you may opt to create new ones.
- SMART goals are the central driving force of a PLC and must be developed carefully.
- Your goals should be strictly student-centered and focus on what you hope they will achieve.
- The five components of a SMART Goal are:
  - S - strategic
  - M - measurable
  - A - attainable
  - R - results-oriented
  - T - time bound
- Sample SMART Goals include:
  - "During the 2011 - 2012 school year, we will increase the number of students scoring at or above proficiency level on the 2011 WESTEST by 5% in Reading Language Arts."
  - "By April 2012, the number of students starting the school year in the Tier 3 intervention group will be reduced by 10% in all content areas by way of demonstrated accomplishment on the Tier Advancement Assessment."
- The questions at the end of this session are, again, trying to reiterate the need for a connection between your Vision, 5-Year Goal, and SMART goals.

7. DATA ANALYSIS PLAN

- Your Data Analysis Plan is the plan for how you will monitor progress towards meeting your SMART Goals.
- For example, if your SMART Goal centers on improving writing scores, you might review WV Writes data periodically to see how students are progressing.
- Data sources are typically assessment tools, both formal and informal. Observations in this case, while telling, do not typically provide enough concrete, measureable data to monitor achievement.
- Sample data sources include: ACT Explore, ACT Plan, WV Writes, WVEIS statistics, DIBELS, school-generated surveys, team/department-created quizzes, WESTEST, Acuity, Study Island, Kaplan, TechSteps, Odyssey, etc.
- A sample section from a Data Analysis Plan:
  - Data Source: Study Island Student Achievement Reports
  - Monitoring Plan: Every two weeks, our school interventionist will run Study Island Student Achievement Reports for those students receiving 8th grade Tier II interventions. The interventionist will then meet with the 8th grade team to highlight deficiencies found. The group will locate 3 CSO’s the students are overall scoring low in. The classroom teachers will work to include reteach of these CSOs within their lesson plans, making note on their plans to inform the administration that these areas are being addressed.
8. ACTION PLAN

- To begin your Action Plan, note the means in which you sought input from your staff on your intentions for planning professional development sessions. It may be a survey, a discussion or vote taken during a faculty senate meeting, through collecting e-mail responses, etc. Full staff knowledge of your PLC’s intentions is expected.
- Your Action Plan is a timeline of what you are going to do and when you are going to do it.
- Being able to devise a long-range plan helps ensure the intentions of your PLC will be followed through.
- You should include all of your PLCs activities, from planning meetings to professional development sessions, on your action plan. These items should be in chronological order.
- Examples of Action Plan Steps include:
  
  | Date / Times / Hours | March 15, 2011, 3:00 PM – 4:00 PM, 1 hour |
  | Action Step: PLC Core Team Planning Meeting |
  | Responsible Members: PLC Core Team |
  | Resources Needed: PLC Packet, 2010 PLC Plan, staff development surveys, 5-Year Plan |
  | Measurable Indicators: development of PLC Vision, Norms, and SMART Goals |
  | 
  | Date / Time / Hours: June 25, 2011, 8:00 AM – 2:00 PM, 5.5 hours |
  | Action Step: PD Session – “Classroom Intervention Strategies” |
  | Responsible Members: staff participants |
  | Resources Needed: copies of “School RTI”, session agenda |
  | Measurable Indicators: creation of RTI strategy binder |

9. Budget Plan Worksheet

2011 Budget Stipulations:

All money must be spent by September 30th.
There is a limit of 5 hours for planning per each Core Team Member.
There is a limit of $3000 total for the Out-of-County Presenters and Materials categories.
Food, travel, venues other than a Harrison County school, student resources, and technology are not associated with this funding source.
Materials can only be requested when they relate directly to your session (i.e. accompanying text, resource binder).

- Include your total allotted budget where requested.
- Note the separate areas for Stipends, Out-of-County Presenter Fees, and Materials.
- The Stipends category is for Core Team members, professional development participants, and Harrison County teacher presenters.
- Stipends are $35.00 per hour, and lunch is not to be included when computing the daily rate.
- Additionally, fixed costs of 21% must be budgeted for each stipend, therefore, use $42.35 per hour.
- Stipends for Core Team meetings can be combined into one line per meeting for the 6 participants. See example below:
  
  | Date: March 21, 2011 |
  | Hours: 2 |
  | Budgeted Rate Per Person: $84.70 |
  | Number Attending: 6 |
  | Total Cost: $508.20 |

- When budgeting for a Harrison County 200-day employee as a presenter, include payment for both preparing and presenting. For example, if they are conducting a 3 hour session, they would receive a stipend for 6 hours – 3 to present and 3 to prepare.
- The Out-of-County Presenter Fees category is for contracted speakers charging fees (i.e. a Kagan presenter).
10. CORE TEAM MEETINGS

- Note the date, time, and location of each Core Team meeting.
- This information must match those listed on your Budget Plan Worksheet.

11. STATEMENT OF INTENT

- All 6 Core Team members and the principal need to sign, not type, the Statement of Intent.

Your Professional Development Proposals

Use the following guidance and suggestions to assist you in completing your school’s Professional Development Proposals. **Note that one proposal is needed per event. Run additional copies as needed.**

SESSION INFORMATION

- Double check this information against its listing in your Action Steps. All information must match.
- If the session is a multiple day session, include all dates.
- “Number of attendees” can include all those attending (i.e. administrators). It will help justify any extra materials being requested.
- “Number of attendees receiving stipends” must match your attached participant list. Only those individuals on the list can receive stipends once processed.
- Do not include presenters in your total attendee count.

SESSION RATIONALE

- For your “Session Description”, explain the design (i.e. rotating small groups, whole group, hands-on), purpose, and focus of your session.
- For your “Session Goals”, explain the specific outcomes you hope to achieve. For example: 1. Teachers will learn more about RTI and how to determine student placement in Tiers.

DOCUMENTATION

- Your session documentation must be attached to your proposal. You should have one packet for each session.
- The agenda should contain the name of your school, the name of the session, the date, the time, and the location.
- Times on the agenda must match the times listed in your plan. Assure that lunch breaks match (i.e. if you budget for a half an hour for lunch, your agenda cannot say one hour).
- Accuracy on your list of participants is critical to ensure proper and timely payment.
### REQUISITION FORMS

- **For Dept.** - your school PLC (i.e. Nutter Fort PLC)
- **Intended Use of Items Ordered** (i.e. professional resource for staff development)
- **Vendor** - include full address
- **Ship to** - include full school address
- Do not fill out Vendor No. or Account Code
- The building principal must sign the "Requisitioned By" line.