

Aberdeen School District

Professional Learning Community

***PLC***

Handbook

2016-2017

**The PLC Team Process**

***Professional Learning Communities***

***An Overview***

To create a professional learning community, focus on learning rather than

teaching, work collaboratively, and hold yourself accountable for results.

-Rick DuFour, 2004

**Fundamental Assumptions**

1. We can make a difference: Our schools can be more effective.

2. Improving our knowledge is the key to improving our schools.

3. Significant school improvement will impact teaching and learning.

***The ONE Thing*** in a Professional Learning Community, “learning” rather than

“teaching” is the fundamental purpose of your school.

***Three Big Ideas***

1. Focus on Learning

2. Collaboration

3. Focus on Results

**Definition**

“…A Professional Learning Community is a collaboration of teachers,

administrators, parents, and students, who work together to seek out best

practices, test them in the classroom, continuously improve processes, and focus

on results.”

- Rick DuFour, 2002

***Four Questions to Guide***

***PLC’s***

1. What do we expect students to learn?

**Essential outcomes, power standards,**

**learning targets, pacing**

2. How will we know if they learn it?

**Common assessments, quick checks for**

**understanding, results analysis**

3. How do we respond when students

experience difficulty in learning?

**Differentiated instruction, Pyramid of**

**Interventions, and Response to**

**Instruction**

4. How do we respond when students *do*

learn?

**Differentiated instruction and**

**Enrichments**

***PLC Standards***

Teachers will be able to:

* Write a goal that is **S**trategic and Specific, **M**easurable, **A**ttainable, **R**esults Oriented / Relevant / Rigorous, **T**ime Bound and includes **E**veryone
* Write PLC meeting notes that:

include key components (SMARTe goals, data analysis, action plan tasks, collaboration and clarity in documentation),

are complete, and

are specific, clear and succinct (a reader not at the meeting can understand the meeting)

* Demonstrate proficiency in professional collaboration as measured by:

a focus on group norms

students learning

shared responsibility

professional communication and

research/information sharing

* Analyze data in the following component areas:

data processing

data manipulation and presentation

data analysis and

data implications for instructional practice

***What Do PLC Teams Actually Do At Meetings?***

**Establish Group Norms**

The first thing the PLC team needs to do is to establish “norms” and a method to monitor them. In a PLC, norms represent protocols and commitments to guide members in working together. Norms help team members clarify expectations regarding how they will work together to achieve their shared goal.

When establishing group norms, consider:

**TIME and PLACE**

- When do we meet?

- Where do we meet? How do we determine this?

- Will we set a beginning and ending time?

- Will we start and end on time?

**LISTENING**

- How will we encourage listening?

- How will we discourage interrupting?

**DECISION-MAKING**

- How will we make decisions?

- Are we an advisory or a decision-making body?

- Will we reach decisions by consensus?

- How will we deal with conflicts?

**EXPECTATIONS**

- What do we expect from members?

- Are there requirements for participation?

- What data or student work will we bring to the next meeting?

**PLC Team Process**

**1. Examine power standards**. Begin with a small time element: a month, unit, chapter, or quarter.

a. “Unwrap” the power standard. Examine the specific learning targets for that specific time period (unit, quarter, month, etc.) and develop a team pacing guide.

b. Formulate questions.

i. What concepts and skills must students master as a result of your teaching during this time period (quarter, month, chapter, etc.)?

ii. What concepts and skills must students already have?

**2. Develop learning targets (and student-friendly learning targets)**.

a. What does your year-long map (or pacing guide) look like?

b. How will you strategically place/schedule content and concepts during the year so that students will have optimal time to understand concepts and apply skills?

**3. Create a common post-assessment**. This will be administered at the conclusion of the teaching time

(unit, quarter, month) based on what students must master (Power Standards).

**4. Administer the common post-assessment BEFORE teaching**. At this time it acts as a pre-assessment.

a. What foundation do students already have?

b. What knowledge, understanding, and skills do students already have about the topic that they are about to study?

c. Which students are starting absolutely at square one in terms of understanding the concepts and/or applying the skills?

d. Send pre-assessment data to PLC Facilitator.

**5. Go through the five formal and definitive steps of the PLC Team process:**

*a. Step 1—Collect and chart data.* This data is generated from the pre-assessment. PLC Facilitator prepares a simple table with pre-assessment data, including total number of students, students who are proficient or higher, students who are not proficient, and percentage of students who are proficient or higher.

**DATA ORGANIZER**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Category* | *# of Students Assessed* | *# of Student Proficient* | *# of Students Close to Proficiency* | *# of Students Not Proficient* | *% of Students Proficient* |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

*b. Step 2—Analyze strengths and obstacles.* With actual student work or observation rubrics in hand, examine papers for what students are able to do, as well as for what is missing. What is present becomes strengths. What is missing becomes obstacles or challenges, which then become the priority—the FOCUS—for the teaching unit. What prerequisite skills are missing to get the student to learn this objective?

**ANALYSIS OF STUDENT WORK**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Objective not met*** | **Objective partially met** | **Objective met** | **Exceeding objective** |
|  |  |  |  |
|  |  |  |  |

*c. Step 3—Establish goals: set, review, revise.*

Use an exact form of goal statement to include all parts of the information needed in a SMARTe

(Specific, Measurable, Achievable, Relevant, Timely, and Everyone) goal.

**Example:** % of **Grade 7 students** scoring proficient and higher in calculating the surface area of

geometric shapes will increase from **28%** to **73%** by the **end of October** as measured by a **teamcreated assessment** administered on **October 30 (31 make-up date)**.

*d. Step 4—Select instructional strategies (what will you and your entire team do for YOUR students?)*

*i.* What concepts are the focuses of the specific time period (unit, quarter, month, etc.)?

*ii.* What are student intervention needs? Drastic measures requiring drastic action?

*iii.* What strategies will you implement that will have greater impact student achievement?

*iv.* Keeping in mind the effective teaching strategies, which techniques will you select to focus on? Which strategies will help the most students and maximize learning?

*v.* Use Instructional Strategies Brainstorm form.

*e. Step 5—Determine results indicators and* ***Common Formative Assessment***

*i.* “When WE implement the strategies/techniques identified in step 4, then WE expect

the following in terms of what students will demonstrate”:

Students will demonstrate:

Understanding of concepts and skills (e.g., math)

Increased application when using the comparing strategy in all

subjects

Improved ability to think in more complex ways

Teach and then assess (using formative assessment techniques; part or all of the pre-/post-assessment is appropriate to see students’ learning in relation to proficiency of expected outcomes). Using a variety of instructional techniques and learning activities for students, begin the instructional cycle again.

**Summary**

1. **“Unwrap” power standards** to determine concepts and skills to teach.

2. **Develop learning targets.**

3. **Develop, administer and score pre-assessment** created before instruction took

place.

4. **Input your pre-assessment data into the common Parkrose Data Organizer**

to prepare for PLC Team meeting.

5. **Fill out the Analysis of Student work form.** Review the four PLC questions.

6. **Establish Goals.**

7. **Brainstorm Instructional Strategies.** Determine common instructional

strategies.

8. **Teach and use Formative Assessments** including at least one common

formative assessment with your team.

9. **Administer and Score post-assessment.**

10. **Input your post-assessment data into the common Parkrose Data**

**Organizer.**

11. **Meet as a team/department** to determine if goal was met, and next steps.

12. **Examine curriculum map** (pacing guide) for next unit, month, quarter, etc.

Begin cycle again; and repeat steps.

**SMART GOALS**

SMARTe goals should be attainable, yet a stretch from what is currently occurring. SMARTe goals should be driven by a data study of trends in student achievement. SMARTe goals must focus on measurable student achievement, and be aligned to a building SIP goal. SMARTe goals help educators on improving student achievement. A SMARTe goal clarifies exactly what students should learn, the standard of learning expected, and the measures used to determine if students have achieved that standard.

A ***SMARTe*** goal is:

**Strategic and Specific** – Linked to building SIP goals. Focuses on specific student

learning. Answers the question – Who and What?

**Measurable** – The success toward meeting the goals can be measured in student

achievement. It answers the question – How?

**Attainable** – Goal can be achieved in a specific amount of time, with increased

teacher effectiveness. It should be a stretch from current achievement data. Now

that Parkrose teachers have been creating and evaluating SMARTe goals, we are

asking that teachers shift from identifying percentage gains to trend data.

(See example for details).

**Results Oriented / Relevant / Rigorous** – The goals are aligned with a building

SIP goal, power standards, and focus on increased student achievement in one

defined area.

**Time Bound** – Goals have a clearly defined time-frame including a target date.

It answers the question – When?

**Everyone** - The goals touch every student and expect every student to show

measurable growth in student learning.

SMARTe Goal Statement: Percentage of [student group] scoring proficient and higher in

[content area] will increase from [current reality %] to [goal %] by the end of [month or quarter]

as measured by [assessment tool] administered on [specific date – two consecutive day].

**Example**: Percentage of **grade 6** students scoring proficient and higher in **writing** will increase

from **13%** to **58%** by **October 30** as measured by a **teacher-created writing prompt**

**assessment** administered on **October 30 or 31**.

**SMARTe Goal #1: Percentage of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ scoring at proficiency or higher in**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will increase from \_\_\_\_\_% to \_\_\_\_\_% by the end of \_\_\_\_\_\_\_\_\_\_\_\_ as measured by**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ administer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

*Examples:*

***Not* a SMARTe goal:**

**Students will improve their writing skills in English 10.**

***Does not identify*** *a measurement or time frame. The “trend” is not measurable.*

**Fifth grade students will improve mathematical modeling in algebraic**

**relationships as measured by fifth grade common formative assessments.**

***Does not identify*** *time frame or the quantifiable numbers for improvement. What*

*is the trend?*

**As measured by the 8th grade common formative assessment for writing**

**organization, 8th grade students will improve their organization by 50% during the**

**2009-2010 school year.**

***Does not identify*** *the trend data or proficiency level.*

**SMARTe goal:**

The percentage of English 9 students scoring a 3 or better on the state writing standards rubric will increase from 46% to 66% by the end of second term of the 2009- 2010 school year.

During the 2010-2011 school year, all 4th grade students will improve their math calculation

skills as measured by at least a 1.0 year gain in state grade equivalent growth (RIT) from the

2008-09 to the 2009-10 OAKS math test.

As measured by the “Six Analytical Writing Traits Writing Assessment,” all 7th students below

the 3.0 writing standard in conventions will make continuous growth until they reach the 3.0

level during the 2009-2010 school year. All others will increase to at least 3.5 level or better.

During the 2010-2011 school year, non-proficient (based on RIT scores) 10th grade students in the ELL subgroup group (as indicated by the eSIS 2008-09 state assessment report for PHS)

will increase by 25% as measured by the OAKS math algebraic relationships subtest strand.

**Data Analysis Steps**

The various steps of the analysis of the data can be

summarized as follows –

1. Collect and organize the data.

2. Break down the data for sub groups, which gives

quantitative description.

3. Using statistical descriptions of data such as graphs may

bring different aspects into view.

4. Examine the data as well as the patterns in the student

work to help to improve the evaluation of the findings.

5. Different qualitative, non-statistical, and statistical

methods can be used for obtaining additional findings but

only as needed.

6. Summarize the findings. During this last step, revisit the

data many times to verify, test, or confirm the themes and

patterns you have identified.

**PLC Forms**

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| --- | --- | --- | --- |
| **Team SMART Goal** | | | |
| **School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Team: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Facilitator: \_\_\_\_\_\_\_\_**  **School Goals:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Team Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | |
| **Plan** | **Analyze the Data & Define the Focus/Goal** | **What Is The Data Telling Us?** |  |
| **Our Goal**  **Proficiency Level \_\_%** |  |
| **Do** | **Implementation Strategies** | **Our Action Plan** |  |
| **Check** | **Assigning, Maintaining & Monitoring** | **What Is The Timeline? How and When Will We Assess The Students?** |  |
| **Act** | **Response** | **Our Remediate or Enrichment Plan** |  |

**Team Meeting Minutes**

Meeting Date:\_\_\_\_\_\_ Team Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Facilitator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Team Members in Attendance:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic of Discussion:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is Our Common Assessment Data Telling Us? (“Check” Section of SMART Goal).

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How Is Our Implementation Plan Working: (“SO” Section of SMART Goal).

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What Do We Want Students To Learn? (“Plan” Section of SMART Goal).

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How Are Our Strategies Working For The Students Who HAVE NOT Attained Proficiency? Data based. (Act” Section of SMART Goal).

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How Are Our Strategies Working For The Students Who HAVE Attained Proficiency? Data based. (ACT” Section Of SMART Goal).

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MY PLC NOTES AND PLANS

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Focus Of The Meeting** | **Discussion, Issues, Concerns** | | **Ideas and Decisions** |
|  |  | |  |
| **I Need To…** | | **I Need To Bring….** | |
|  | |  | |

|  |  |  |
| --- | --- | --- |
| **New Ideas That I Will Use In My Classroom** | **How I Implemented The Idea** | **Results**  **Did The Idea Prove To Be Effective?** |
|  |  |  |
| **New Activity That I Will Use In My Classroom** | **How I Implemented The Activity** | **Results**  **Was The Activity Effective?**  **Modifications?** |
|  |  |  |

|  |
| --- |
| **OUR GOAL PLAN**  The PLC/RtI Connection |
| **Focus/Plan** (What is the problem? Why is this occurring?) |
| **Strategies/Do** (What are we going to do about it? |
| **Assessment/Check (How are we going to progress monitor? I**s it working? |
| **Remediate/Response** (What are we going to do about it? How will we help the students who didn’t achieve the goal?) |
| **Enrichment/Response** (How will we enrich the students who achieved the goal?) |
| **General Notes** |

**The 4 Driving Questions**

**What Is The Instructional Focus?**

**What Are The Instructional Strategies?**

How Will We Know When They Have Learned It?

**How Will We Respond When They Need Remediation or Enrichment?**

**The Team Cycle**

PLC MEETS

PLC MEETS

Teacher instructs using effective strategies from the team’s focus meeting.

Teacher remediates or enriches based on the pre-determined proficiency level.

**The team conducts common assessment then meets to analyze data and discuss strategies.**

Using data, the team creates a lesson plan and a common assessment.

**DATA TOOLS**

Universal Screening Data

Progress Monitoring Data

Student Data Progress Tracker

<http://www.osceola.k12.fl.us/depts/ResearchEvalAcct/documents/StudentProficiencyTrackerv2.xls>

PLC Group Data Analysis

http://www.osceola.k12.fl.us/depts/ResearchEvalAcct/documents/PLCGroupDataAnalysis\_V3\_Excel2003.xls

Test Item Analysis Calculator

http://www.osceola.k12.fl.us/depts/ResearchEvalAcct/documents/TestItemAnalysisCalculator\_V2\_Excel\_2003.xls