

PLC Associates
Comprehensive Supports:
(Includes DTSDE Offerings)

**Building People and Organizations...
We Are About Results and Outcomes!**



**PLC Associates, Inc. is a NYS certified Woman Business Enterprise (WBE)
Federal ID# 16-1474033**

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 with over 850 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 providing 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 development 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 Instructional Picture, Class Visit Tool, Professional Learning Reflection Tool, Leveraged Leadership Program, The PLC Comprehensive Model for School Turnaround* and *The Foundational Five*.

PLC Associates, Inc. utilizes an expert team of over 40 Associates, all with exceptional knowledge and expertise. Each is considered an expert in the area of work they represent, with most over 25 years of experience in the educational field. Additionally, the company is supported by a top-notch Technical Team, Quality Assurance Team and 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 measureable 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 expertise, to provide “wrap-around” support. This provides our schools with

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| | <p>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 ensure alignment of all activities. This format include 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. The PLC approach is “hands on,” comprehensive, and results-based. Our Associates not only have vast educational experience as practitioners, but also are current on research and best practices.</p> <p>Results matter and that is why we “dig in” with our schools to make sure we achieve the intended outcomes. We work with you, stay with you, build capacity and ultimately create the sustaining systems which ensure continued success.</p> |
| <p>Deliverables:</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.</p> <p>The district may select from these comprehensive 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>Activity 1: Targeted Diagnostics: Organizational Infrastructure and Instructional Review</p> <p>1 A. Organizational Review – District Wide Systems</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 recent 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> <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,</p> |

construct of faculty meetings, design for 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.

1B. 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 2: The Foundational Five

2A. Direct Delivery Model

This features high impact content, based upon research and best practices. It covers the following areas:

- Student ownership of learning and learning targets
- High student engagement
- Higher order complex questioning
- Checking for understanding and targeted feedback
- Differentiated instruction and practice

The information 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 achieve 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.

[PLC Professional Reflection Tool 201819](#)

2B. 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 allow the organization to use the materials in perpetuity within the boundaries of the district. As well, PLC will provide all of the PowerPoints and trainers notes that go with each of the Modules. Often, school leaders and Assistant Superintendents for Curriculum and instruction are included as turn-key trainers.

Activity 3: High Impact Data Cycles

Our facilitators will assist in developing data cycles district-wide where in the organization is able to look at particular 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 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 4: Leadership Team Support

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.

Activity 5: The Data Triangle (SED Approved Staff, Student and Family Surveys) A Critical Measure of Culture

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: SPS: 50 questions; SV A: 15 questions; SV B: 25 questions; FES: 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.)

The Data Triangle has been previously certified as an approved instrument for use in the DTSDE Review. (Note: SED is no longer requiring certification which allows the district to select their own questions.) From the SED Website: PLC Associates' Data Triangle surveys (The Family/Community Engagement Survey, The Student Voice, and The School Performance Scan) are approved for use as part of the DTSDE review. To contact PLC Associates, Inc. regarding use of their surveys, please visit:

www.plcassociates.com or email pciaburri@plcassociates.com. Only a New York State approved survey vendor can be used for the DTSDE review process.
<http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/DTSDESurveyInformation.html>

The Data Triangle is research and best practices based. It contains research-based Performance Benchmarks that provide both quantitative and qualitative data (commentary). This information supports data informed decision making that may be used by the district, school or with particular parent and student groups. It has been widely utilized across New York State and has a response rate of greater than 850,000.

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 (CES).

For each survey, the data will be compiled in a comprehensive format as well as disaggregated by groups. The SPS is disaggregated by school; SV, by school and FES, by school. The district has final choice over how the data is disaggregated. 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.

Activity 6: The PLC SEDH Climate Survey

This is a customized (to district preference) question survey that will be given to staff, students and families. This survey offers very detailed information for DTSDE Tenet 5. 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 will be able to clearly identify SEDH needs and plan accordingly. 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 inclusions 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 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% | 49% |
| 2. Students and staff treat each other with respect. | 57% | 51% | 44% |
| 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 7: Support Staff Survey

For those in support positions such as food services, transportation, 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 8: School Reviews

District-Led DTSDE School Reviews

Conducted by our highly experienced and skilled Focus District Consultants (formerly referred to by SED as Outside Educational Experts). 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 9: 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, APs, Coaches, Directors, Deans, Chairpersons, etc. – anyone who give 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)

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 this 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:

The Leveraged Leadership program is succinctly divided into four components during the 3 to 3.5 hour 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 the Look Fors 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.

[PLC Administrative Walkthrough Tool 201819](#)

[PLC Leveraged Leadership Inventory 201819](#)

Activity 10: DTSDE Required Plans/School Based Plans

DTSDE Plans – SCEP and/or DCIP (SED Identified districts and schools)

Includes assessment of current plans, review and resubmission for the following academic year. PLC Associates will provide support and guidance as related to the requirements of the DTSDE SCEP and/or DCIP plans, as stipulated by The New York State Department of Education (SED). 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 and/or DCIP. Includes the identification of SMART Goals aligned to the recommendations of the DTSDE Report/Self Reflection and corresponding Action Plans.
- CAT (Calibration) Review of SCEPs and DCIPs.

Activity 11: 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 is 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 review 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 12: 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, QIP
- 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
- RtI Plan and Tier 1 supports and processes prior to special education referral
- RtI 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- where 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 13: Board Development

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. As well, 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 14: 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 15: 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 10 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 16: Parent Workshops/Parent Academy

This may, depending upon preference, 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 or a series of workshops.

17. Independent Evaluator/Plan Implementation

PLC will work with the district and identified school to specifically monitor and assist in the judicious implementation of SCEP and/or DCIP 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 provide 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 of the work will be integrated and aligned to established SCEP and/or DCIP, creating well-structured sustaining systems. PLC will assist in the development of Leading Indicator Reports as required by SED.

Activity 18: 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 19: 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 20: 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.

Other: Customized Support...

PLC Associates has vast resources and depth of expertise; any program 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

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| | words – we target our work directly to what is important for you and what you want to achieve! |
| SED Approvals: | <p>The Data Triangle has been previously certified as an approved instrument for use in the DTSDE Review. From the SED Website:</p> <p>PLC Associates' Data Triangle surveys (The Community Engagement Survey, The Student Voice, and The School Performance Scan) are approved for use as part of the DTSDE review. To contact PLC Associates regarding use of their surveys, please visit:</p> <p>www.plcassociates.com or email pciaburri@plcassociates.com. Only a State approved survey vendor can be used for the DTSDE review process.</p> <p>http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/DTSDESURVEYINFORMATION.html</p> <p>(Note: As SED is no longer requiring approval of instruments, the district has latitude for selecting the Performance Benchmarks and questions and customizing the surveys.)</p> |
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