Future Goals for the PLC/RtI Work in Pittsford

In a strong Professional Learning Community (PLC) culture, PCSD students are engaged in authentic, rigorous learning experiences; buildings have implemented a seamless system for providing students with interventions and supports necessary for all students to learn at high levels; and students' social/emotional as well as academic needs are successfully met through the efforts of all staff members working interdependently to ensure success for all.

Where do we hope to be five years from now, relative to this work?

There is **consensus** that the work is essential because **we understand that learning is our fundamental purpose** and therefore we are willing to examine all practices in light of their impact on student learning. In order to achieve our collective purpose we must work collaboratively because no one can do it alone, and we understand our obligation to assess our effectiveness on the basis of results rather than intentions.

Collaborative teams organized around shared learning responsibilities have been formed in all buildings.

- All teachers are a part of a team.

- We have protected time for teams to meet – minimally weekly.

- We utilize technology as appropriate and necessary to facilitate collaborative team time.

Collaborative teams have established and can hold themselves accountable to norms and protocols for guiding their work; norms and protocols are revisited/revised as membership on the team changes.

Collaborative teams are **focused on the "right" work** and the **4 PLC questions** provide the structure for their time together.

- Teams have identified the essential learning targets, including the agreed upon proficiency levels for each target, and prerequisite skills for all units of instruction.

- Teams have agreed upon how to best sequence and pace the course content in order to help students achieve intended essential learning; individual teachers still maintain autonomy in how the instruction is delivered in their classrooms.

- Teams have developed and use common formative assessments (CFAs) for each of their essential learning targets; they analyze student results from CFAs and plan appropriate instructional responses based on the data from those CFAs.

We have **structures** in place that allow teacher teams to provide the **additional time and support** necessary to help all students learn at high levels through the provision of social/emotional and academic intervention and/or extensions, by student, by standard, at regularly scheduled intervals.

An ongoing process has been established that provides for a recursive **feedback loop** between collaborative teams at the buildings and district curriculum writing teams so that work done at the building levels informs district level curriculum work and vice-versa.

Pittsford Schools

An academic program supportive of all students learning at high levels

In order to accomplish this, what must we, at the district level, promise to provide to buildings?

An academic program supportive of <u>all</u> students learning at high levels

- District level curriculum documents focused on the principles of understanding by design, making it easier for teacher teams to identify essential learning in order to provide all students with a guaranteed and viable curriculum that is focused on the acquisition, application and transfer of both essential content and next generation skills;

- District level assessments that are of high quality (valid, aligned, rigorous, balanced, authentic, reliable, and universally accessible);

- Structures, opportunities, and resources for interventions and enrichments to meet the social/emotional and academic learning needs of all students;

- The focused use of resources to support all students learning at high levels.

Structures and opportunities for teachers to have protected time, during the school day, to collaborate

- Ongoing assessment of, and necessary adjustments to, the current 6 day elementary schedule and its impact on teachers' ability to meet the needs of all students

- Commitment to continued efforts to modify the existing secondary schedules to provide for consistent and equitable opportunities for professional collaboration, student intervention/enrichment, and time for rigorous and authentic learning experiences.

A system for monitoring student progress

- Tools and support to put "just in time" data into the hands of teachers and principals;

- Systems for efficiently identifying students for social/emotional and academic support/enrichment – by student, by standard – in a timely manner.

High quality professional learning that is job embedded to the extent possible and focused on:

- Collaboration skills

- Creation of high quality assessments

- Creation and use of common formative assessments

- Data driven inquiry and instructional planning

- Unpacking standards into essential learning targets

- Protocols for looking at student work

- Understanding the academic, social, and emotional needs of diverse learners