



“Working together to improve student achievement becomes the practice of everyone in the school. It is an endeavor to bridge the idea that special education students are primary sole students to the special education teacher. We are becoming vastly indoctrinated to the term, “OUR STUDENT rather than, YOUR student.”

**Ella Lewis
Special Education Teacher
Lebanon Jr. High School
Lebanon, Missouri**

Demographic
Data



Implementation
Data



Performance
Data

Demographic
Data

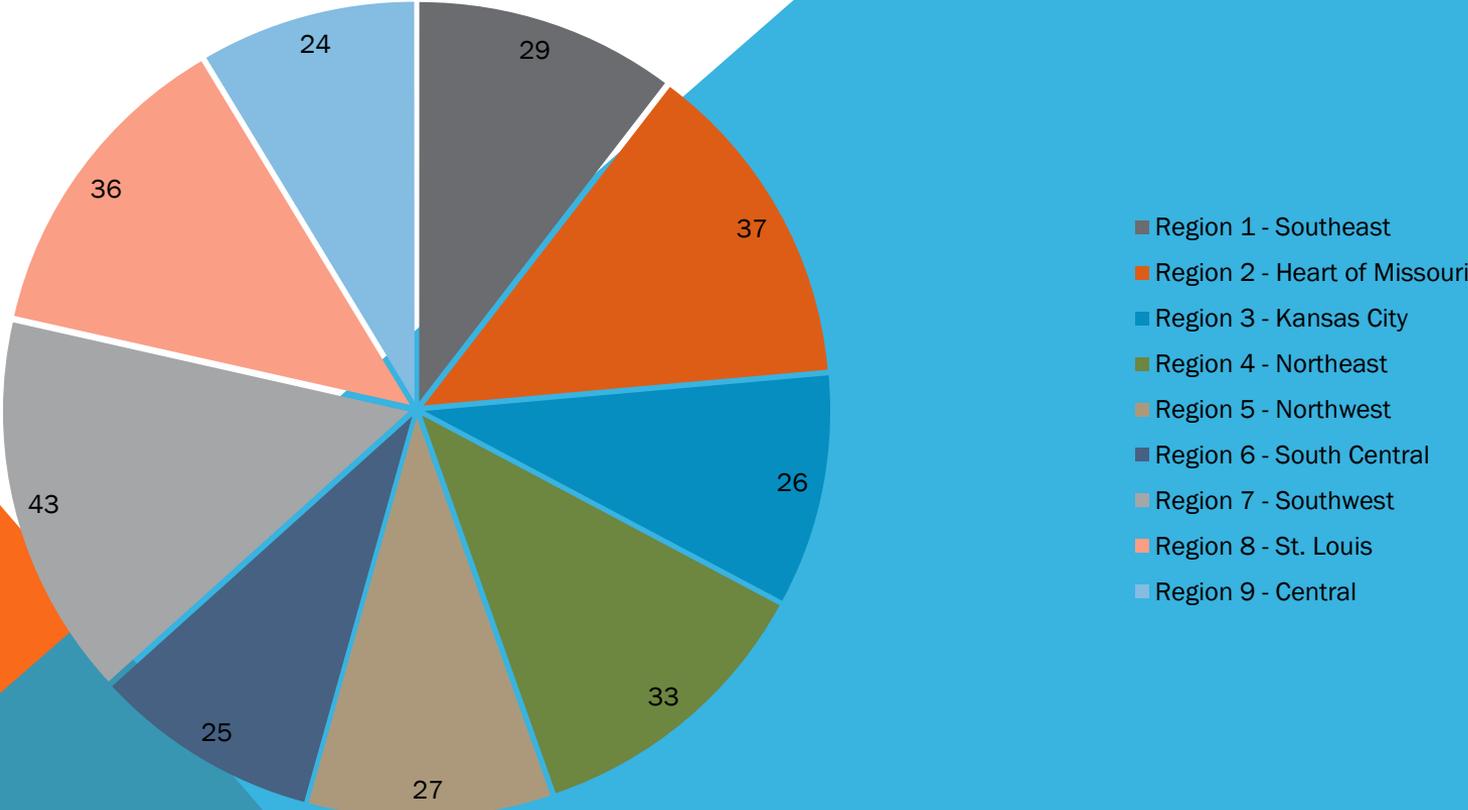


Implementation
Data

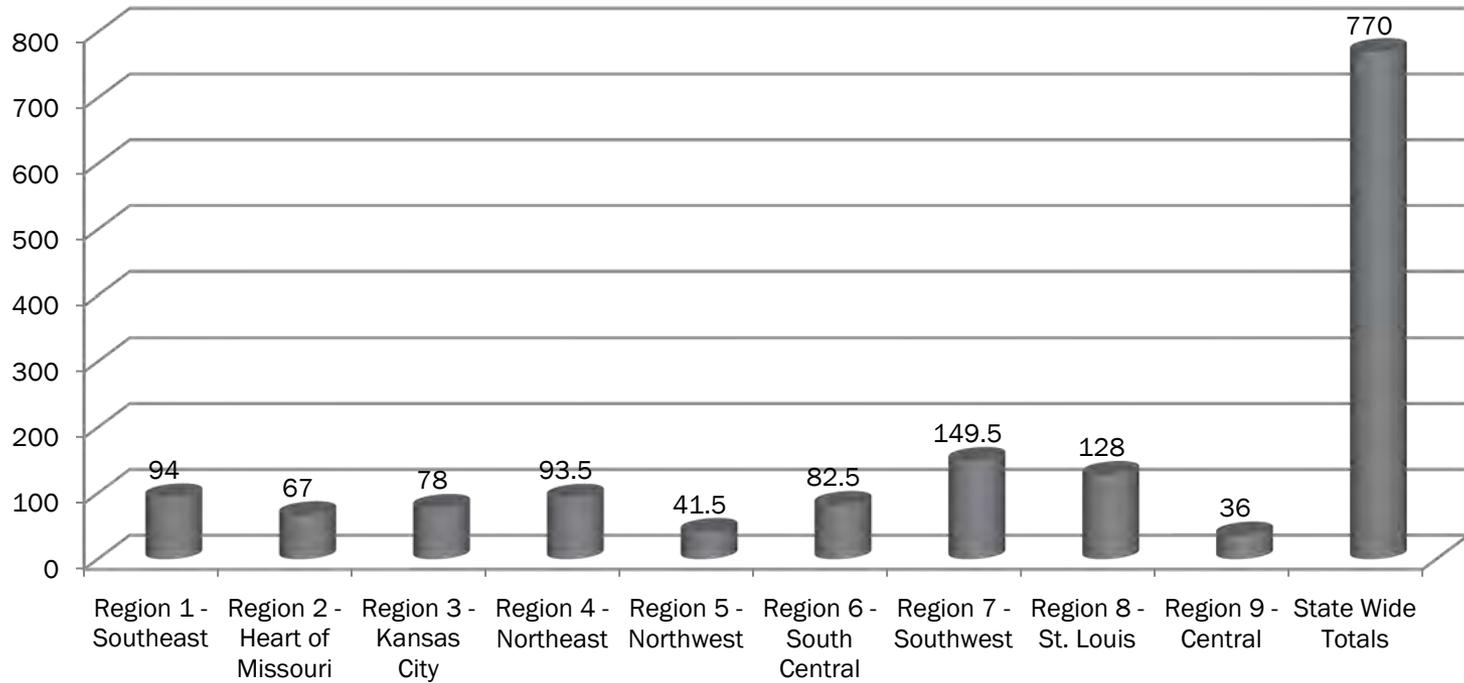


Performance
Data

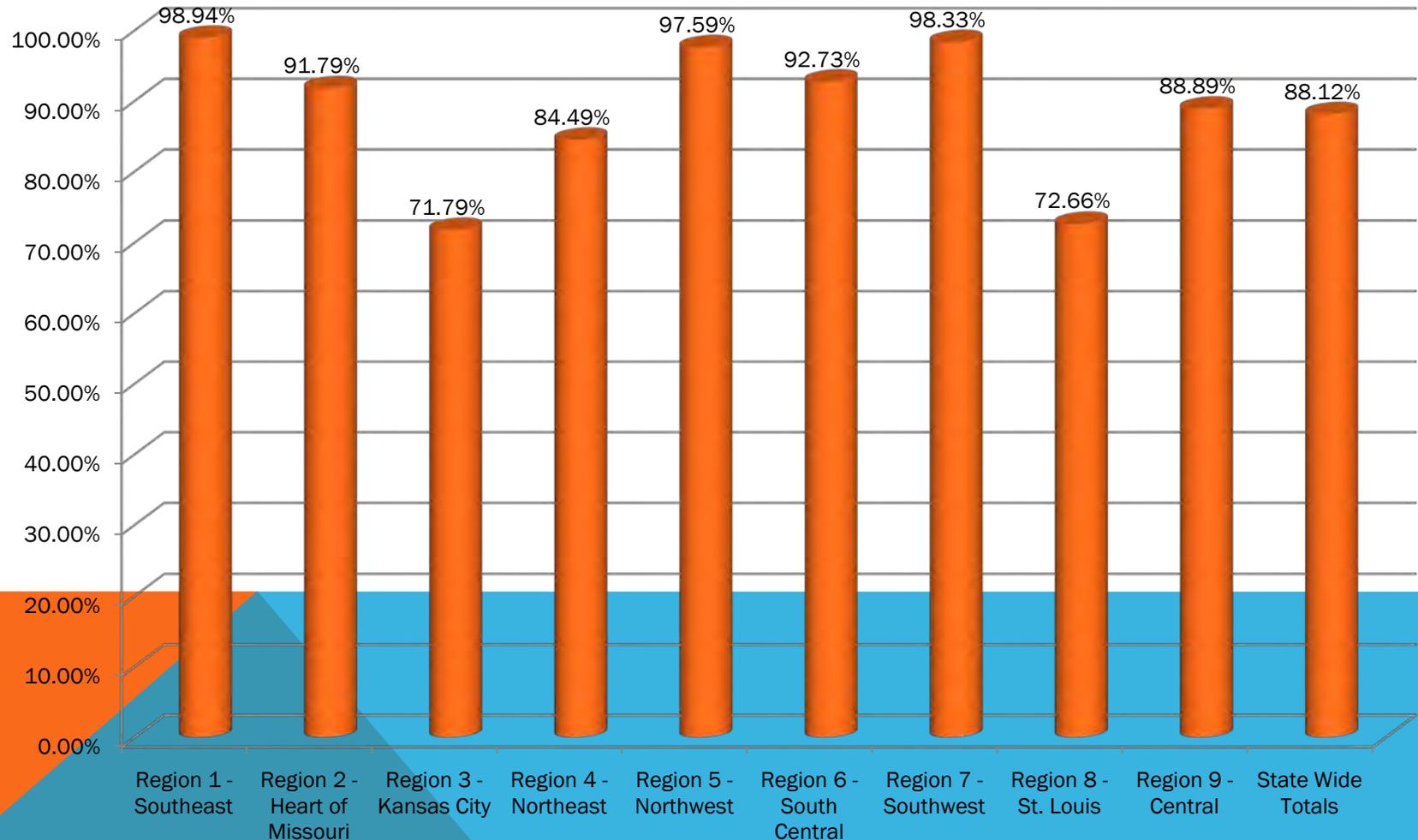
SCHOOLS CURRENTLY INVOLVED IN MO PROFESSIONAL LEARNING COMMUNITIES



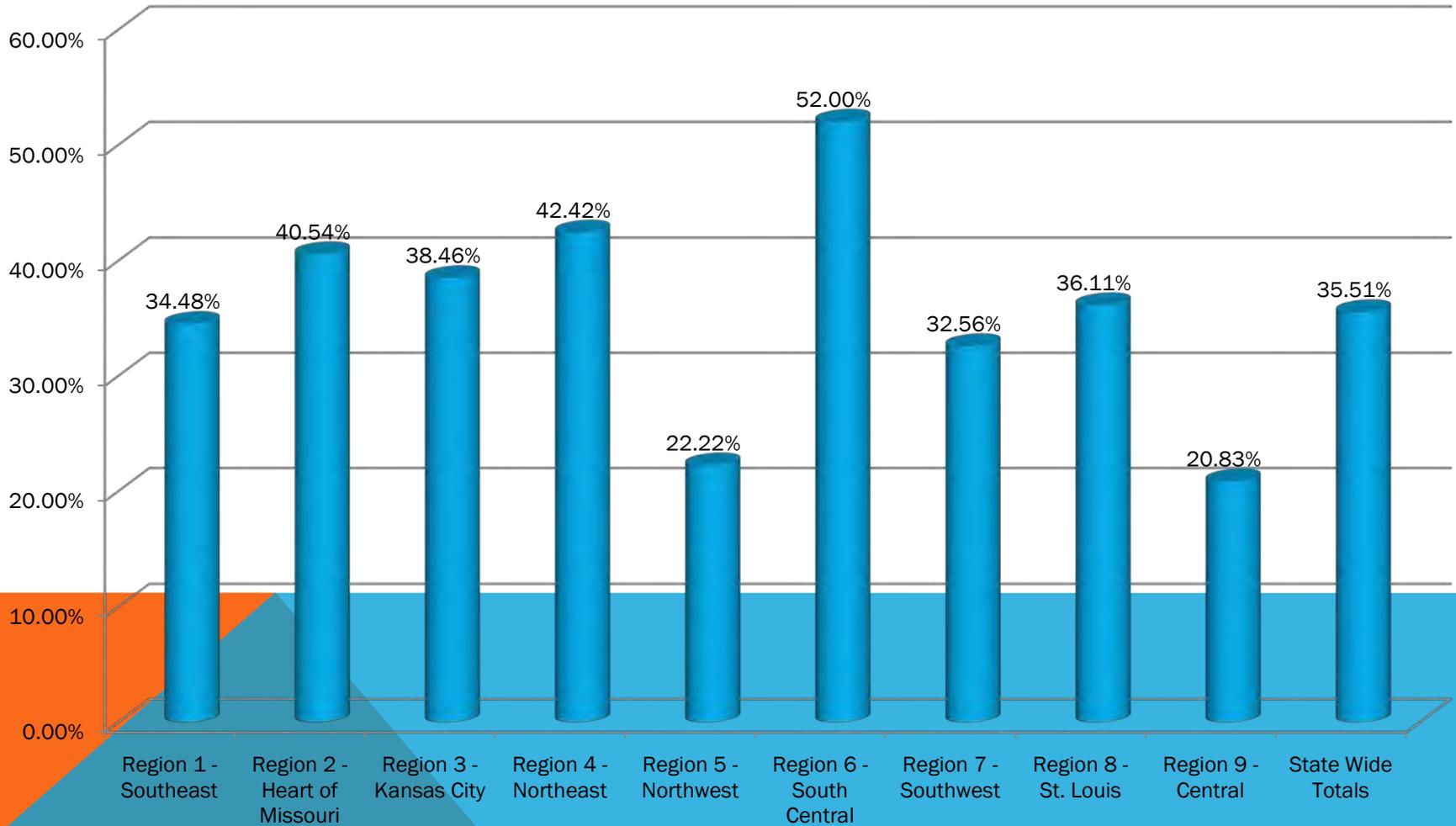
NUMBER OF SPED TEACHERS IN PLC SCHOOLS PER REGION



PERCENTAGE OF SPED TEACHERS PARTICIPATING ON COLLABORATIVE TEAMS



PERCENT OF PLC SCHOOLS WITH SPED REPRESENTATIVES ON LEADERSHIP TEAM



Demographic
Data



Implementation
Data



Performance
Data

Demographic
Data



Implementation
Data



Performance
Data

Domain	Benchmark Indicator		Practice
COLLABORATION	1	School mission and vision was collaboratively developed to focus on student learning.	Staff/faculty can summarize mission & vision.
			Mission & vision were developed collaboratively.
			Mission & vision focus on student learning.
			Mission & vision are collaboratively reviewed at least annually.
	2	There is consensus among faculty/staff that PLC is an effective mechanism for focusing school improvement to result in improved outcomes for students.	Belief among staff/faculty that PLC can be effective.
			Administrator prioritizes resources to help teams meet expectations.
	3	The school-wide collaborative climate promotes sharing, reflection, and mutual support.	Teams encourage sharing of ideas.
			Teams celebrate successes.
			Administrator is focused on building and maintaining a culture of trust and mutual respect.
	4	Teachers and administrators engage in shared decision-making.	Teams are involved making school-wide decisions.
			Critical decisions affecting collaboration and instruction are made collaboratively with instructional staff.
			Administrator relies on team input for making critical decisions affecting collaboration and instruction.
	5	PLC teams organize their collaboration by relying on a schedule of meetings, planned agendas, and teaming norms.	Schedule allows time for frequent and regular collaboration
			Teams use agendas, norms, and team protocols to organize and monitor team work.
			Administrator supports teams to meet efficiently, effectively, and regularly.

TEACHER LEARNING

STUDENT LEARNING

Domain

Benchmark Indicator

Practice

8

Student achievement data is used for defining problems and designing solutions.

Team uses student data to drive problem-solving and decisions.

Team establishes and implements SMART goals based on student data.

Proficiency among staff to effectively use student achievement data for problem-solving and decisions.

Proficiency among PLC teams to implement a building level SMART goal.

9

PLC teams collaboratively identify essential learning outcomes.

Team collaboratively identified essential learning outcomes.

Proficiency among staff to identify course essential learnings.

10

PLC teams collaboratively identify instructional strategies for addressing essential learning outcomes.

Team collaboratively identified instructional strategies for addressing essential learning outcomes.

Proficiency among staff to identify instructional strategies for addressing essential learnings.

11

PLC teams collaboratively identify common formative and summative methods for assessing essential learning outcomes.

Team collaboratively identified common formative and summative assessment methods for assessing essential learning outcomes.

Proficiency among staff to identify methods for assessing essential learning outcomes.

12

PLC teams implement an effective school-wide system of matching the intensity and focus of student instruction with data identified needs.

Team members are confident in understanding of how to differentiate instruction and supports.

Tiered-levels of intervention are implemented.

Systems are in place to support implementation of tiered level interventions.

Demographic
Data



Implementation
Data



Performance
Data

Demographic
Data



Implementation
Data



Performance
Data

STATE PERFORMANCE PLAN INDICATORS

SPP #1: Graduation rate for Students With Disabilities

SPP #2: Dropout rate for Students With Disabilities

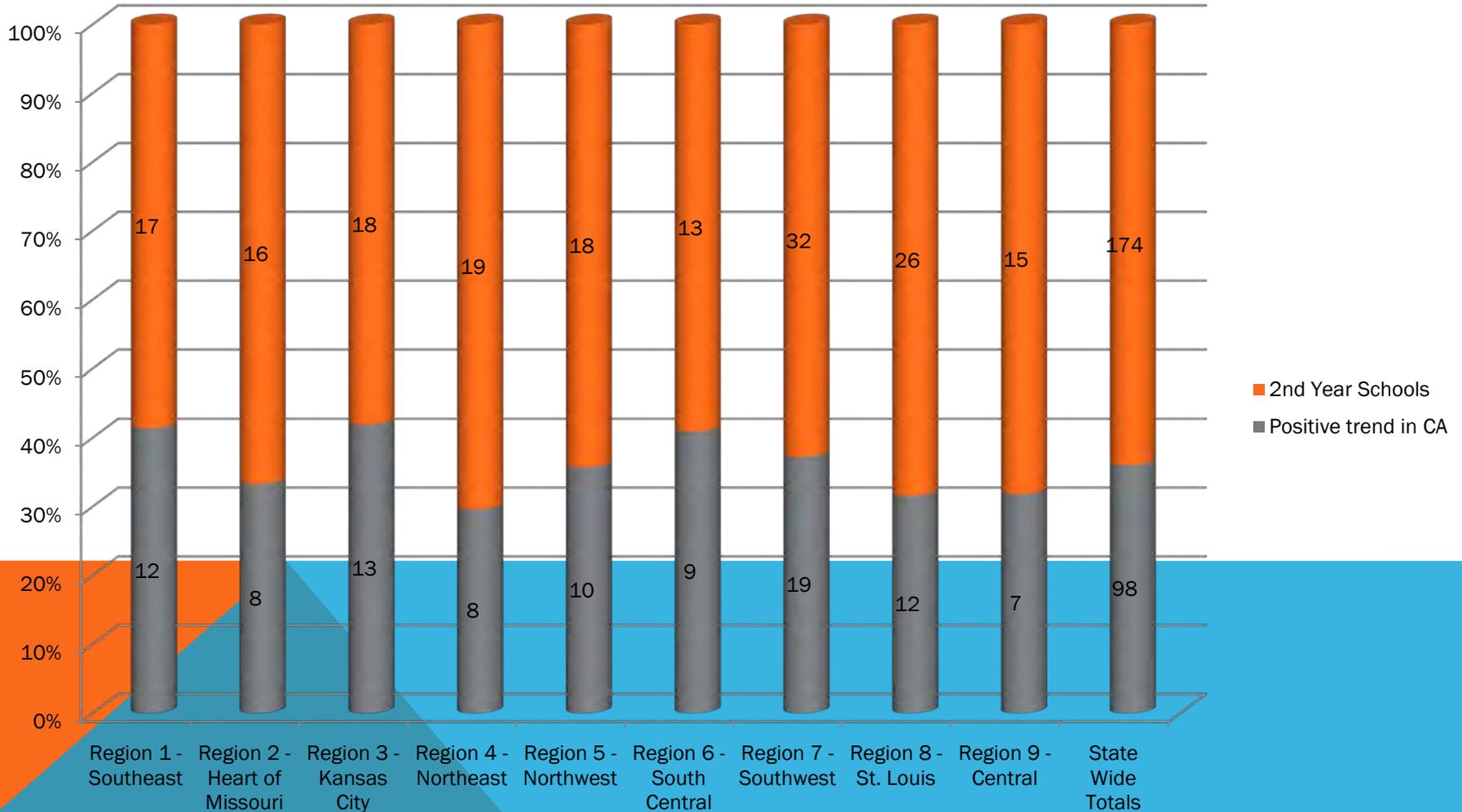
SPP #3c: Proficiency rate for Students With Disabilities on state assessments

SPP #5a: Percent of children with IEPs inside regular classrooms >79% of the school day

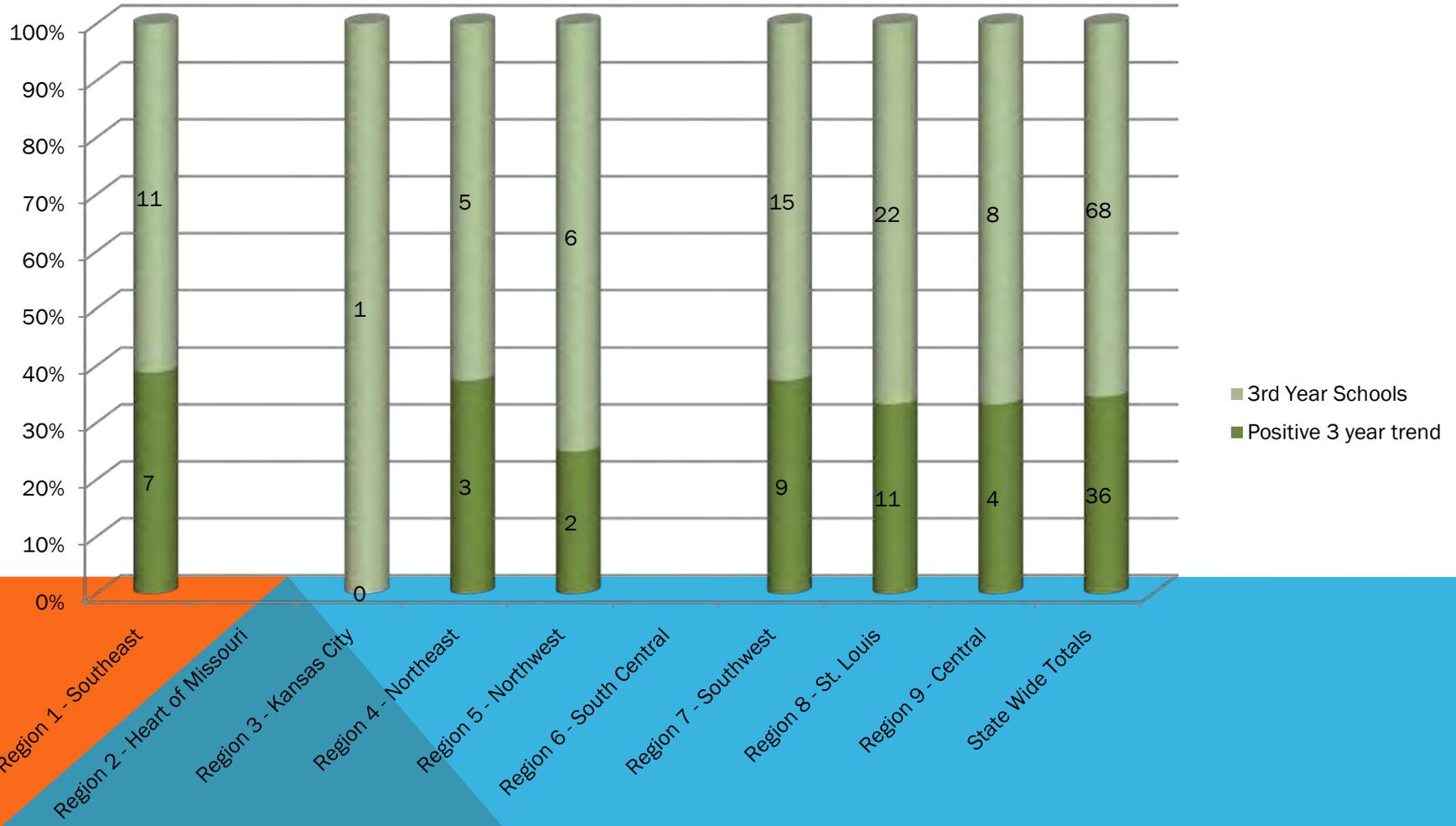
SPP #5b: Percent of children with IEPs inside regular classrooms <40% of the school day



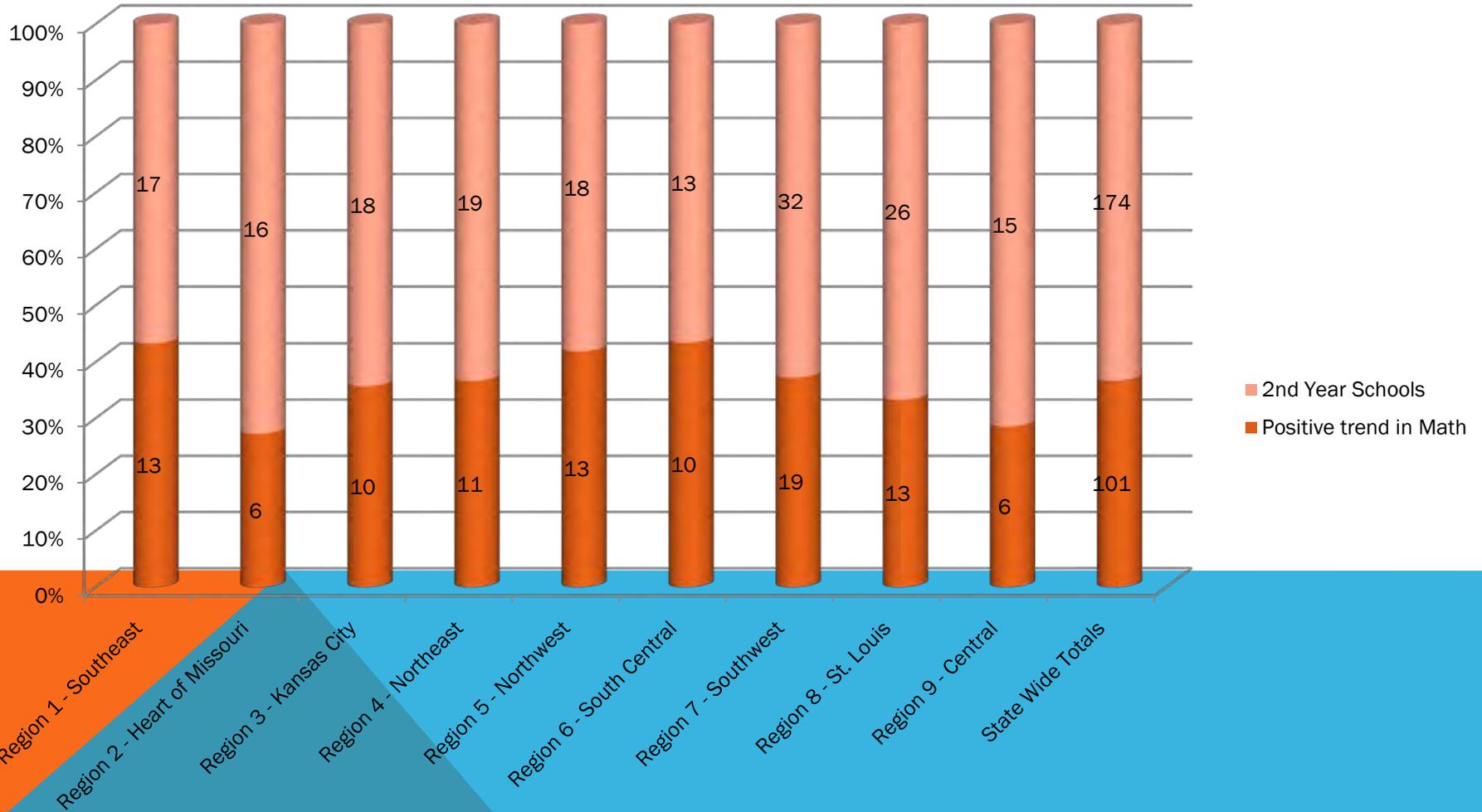
2ND YEAR PLC SCHOOLS WITH POSITIVE TREND IN COMMUNICATION ARTS FOR IEP STUDENTS



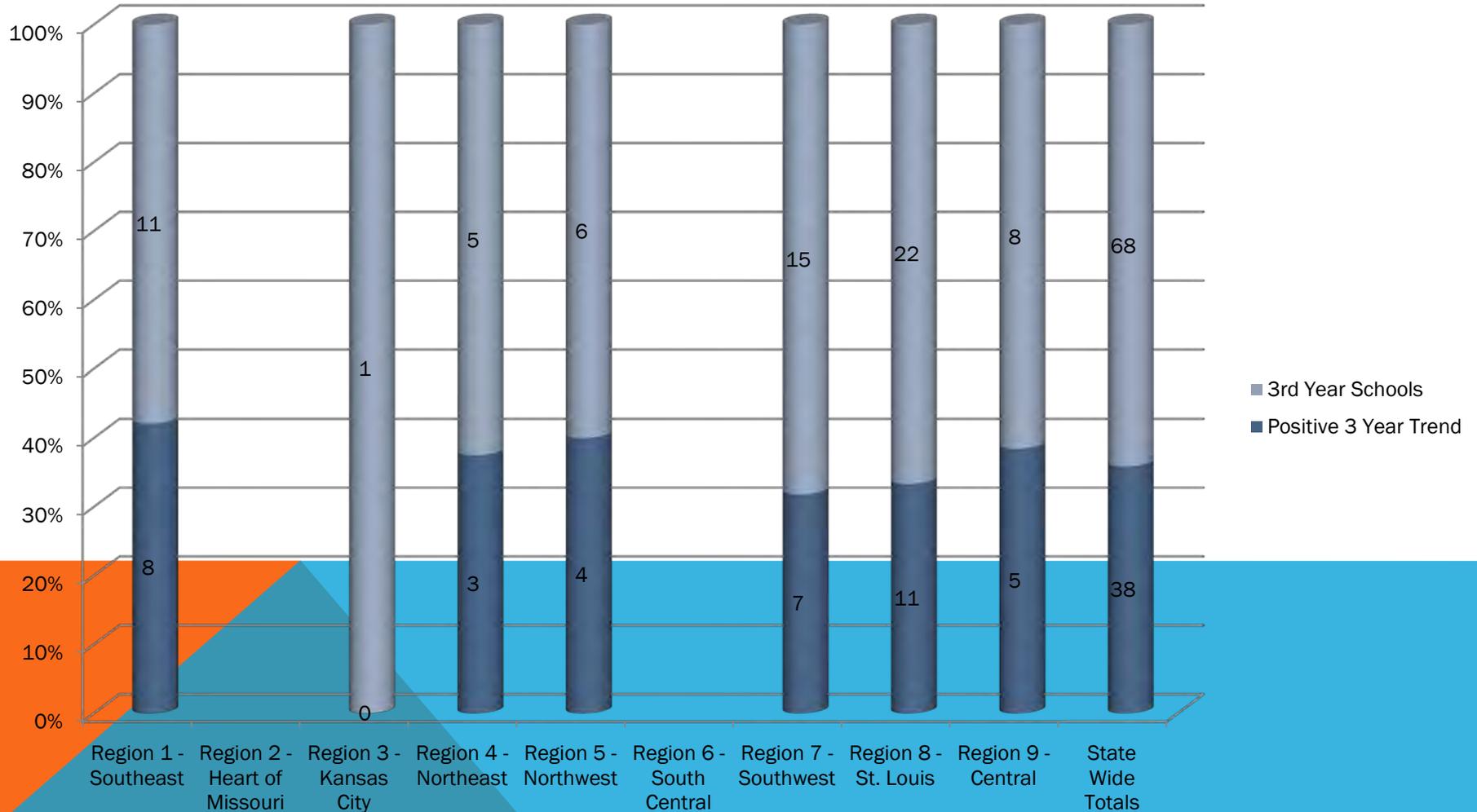
3RD YEAR PLC SCHOOLS WITH POSITIVE TREND IN COMMUNICATION ARTS FOR IEP STUDENTS



2ND YEAR PLC SCHOOLS WITH POSITIVE TREND IN MATHEMATICS FOR IEP STUDENTS



3RD YEAR PLC SCHOOLS WITH POSITIVE TREND IN MATHEMATICS FOR IEP STUDENTS



JACKSON R-II SCHOOL DISTRICT

	3 Year Trend in IEP CA Performance				3 Year Trend in IEP Math Performance		
	2008	2009	2010		2008	2009	2010
Jackson High School	8.3%	25.0%	20.0%		12.1%	15.4%	36.8%
Jackson Middle School	13.8%	3.7%	6.7%		6.7%	17.2%	32.4%
R.O. Hawkins Jr. High	15.5%	7.6%	17.2%		19.0%	15.4%	23.4%
South Elementary	36.4%	26.7%	32.4%		47.3%	33.3%	37.8%
West Lane Elementary	28.3%	25.0%	27.8%		19.6%	22.2%	31.5%

JACKSON R-II SCHOOL DISTRICT

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Jackson High School	8.3%	25.0%	20.0%		12.1%	15.4%	36.8%
Jackson Middle School	13.8%	3.7%	6.7%		6.7%	17.2%	32.4%
R.O. Hawkins Jr. High	15.5%	7.6%	17.2%		19.0%	15.4%	23.4%
South Elementary	36.4%	26.7%	32.4%		47.3%	33.3%	37.8%
West Lane Elementary	28.3%	25.0%	27.8%		19.6%	22.2%	31.5%

Year 3 schools SPP #5b
% IEP students in regular classrooms >79% of day

School District	2008	2009	2010
Caruthersville 18 School District	53.4	56.04	65.34
Jackson R-II School District	71.1	63.83	63.74
Macon County R-I School District	65.64	69.44	67.30
Maryville R-II School District	59.41	59.34	61.24
Ava R-I School District	58.74	59.5	70.33
Norwood R-I School District	73.61	75	70.49
Lebanon R-III School District	60.45	60.71	61.19
Laclede County R-I School District	69.23	76.14	79.12
Hancock Place School District	65.6	70.83	74.19
Concordia R-II School District	67.61	73.33	72.97
Johnson County R-VII (Crest Ridge) School District	77.63	82.54	89.39

***Met State Target of 59.76%**

**Year 3 Schools SPP#1
Graduation Rate for Students With Disabilities**

High School	2008	2009	2010
Concordia High School	100	75	81.82
Lafayette County (Higginsville) High School	88.89	84.21	70
Hancock Place High School	55	76.67	63.16
St. Charles High School	100	73.61	88.89
Ava High School	92.86	100	100
Norwood High School	100	100	100
Lebanon High School	64.29	89.74	83.33
Logan-Rogersville High School	100	80	85.71
Maryville High School	75	100	83.33
Green City High School	100	100	100
Macon High School	75	92.31	80
Jackson High School	93.75	85.71	88.24

*** Met Target with 75%**

“Whereas many schools operate as if their primary purpose is to ensure that children are taught, PLCs are dedicated to the idea that their organization exists to ensure that all students *learn* essential knowledge, skills, and dispositions.”

Dufour, Dufour, Eaker and Many

