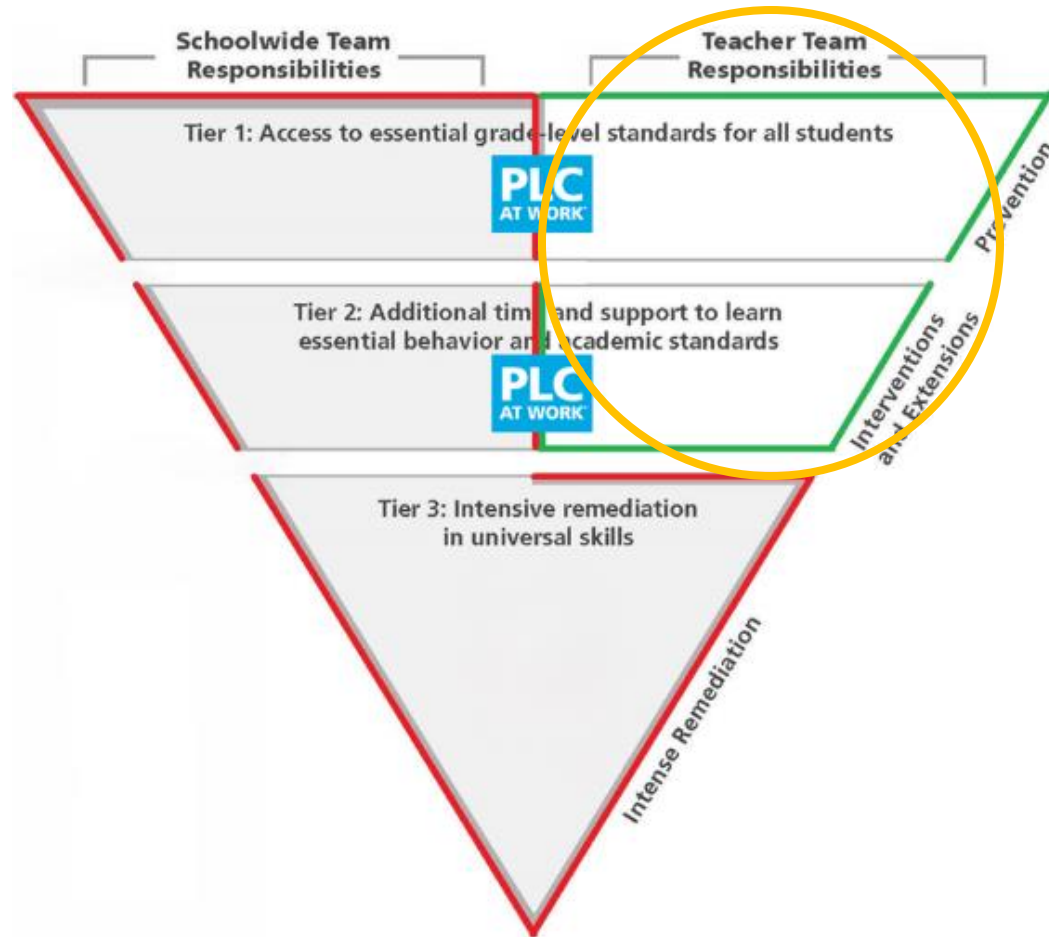




Professional Learning Community (PLC): K – 4 Collaborative Team Survey

December 8, 2025

What is a PLC?

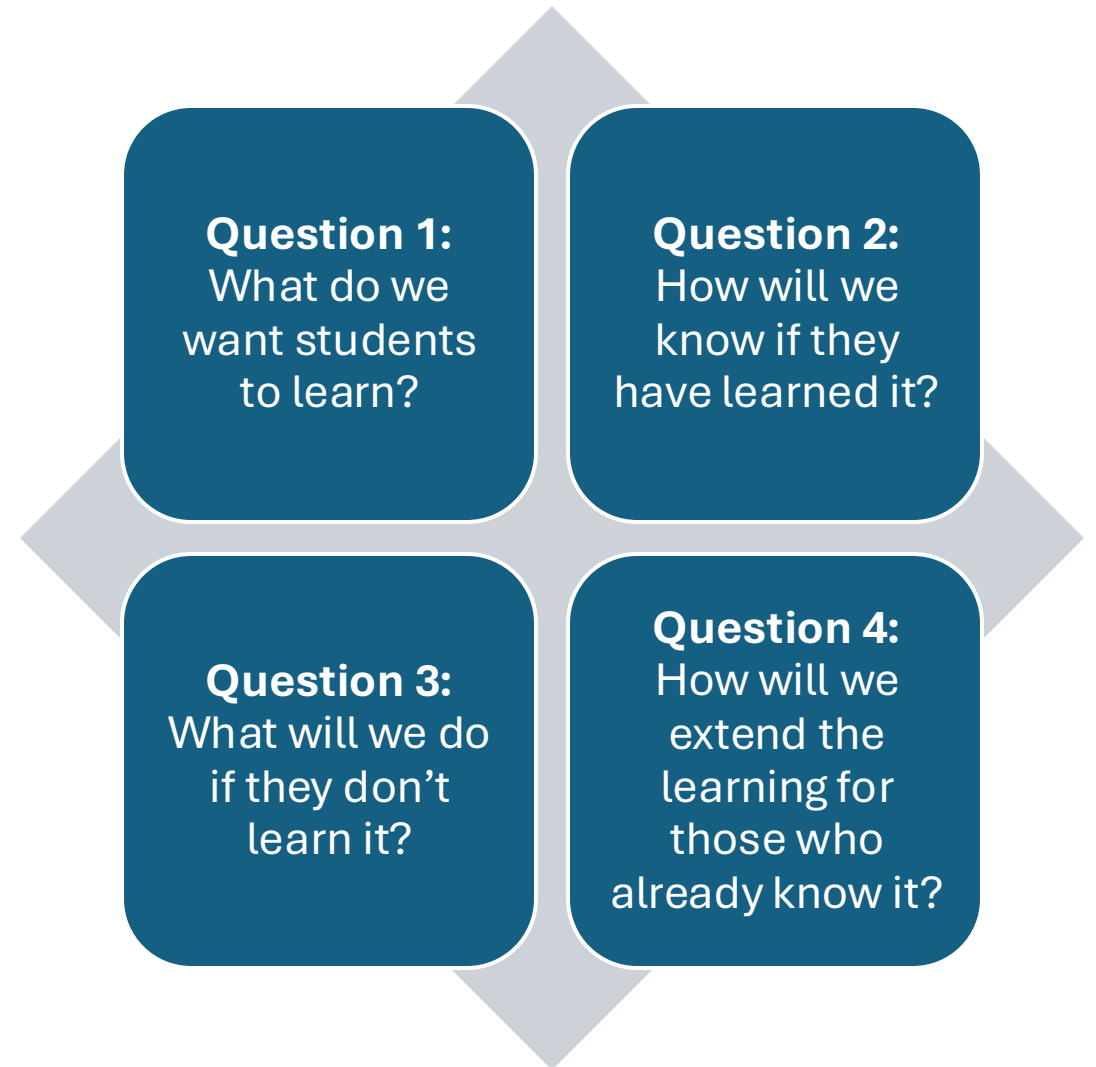
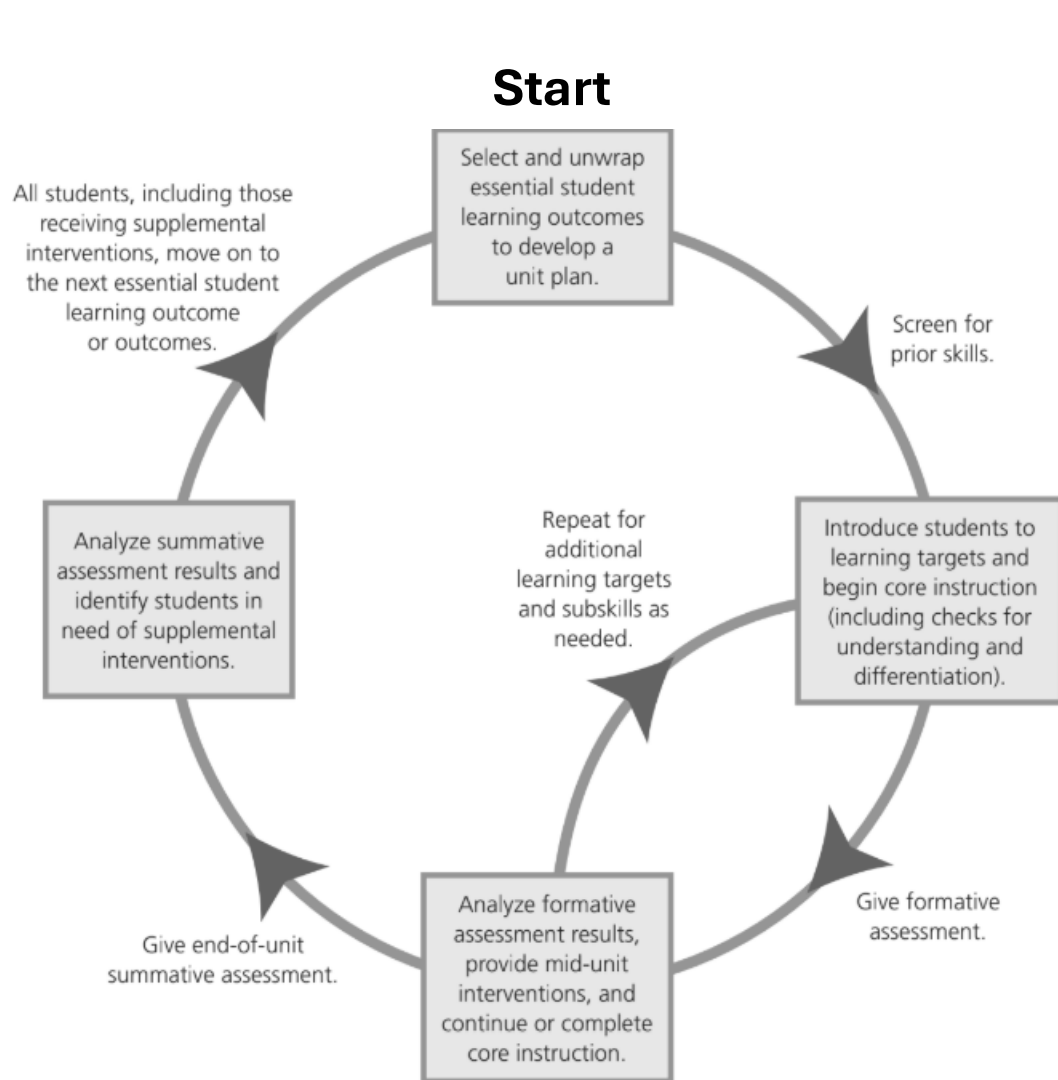


Definition: An on-going process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

Three Big Ideas

- Focus on Learning
- Culture of Collaboration & Collective Responsibility
- Results Orientation

The PLC Cycle & Four Questions



Survey Purpose

This survey is designed to be given annually and to collect information about team collaboration in broad areas like developing common assessments, analyzing student learning data, and using assessment results to inform instructional practices.

Survey Respondents

School Building Respondents

- FGH: 24
- GES: 22
- WPS: 24
- Overall: 70

Grade Level Respondents

- Kindergarten: 14
- Grade 1: 14
- Grade 2: 10
- Grade 3: 13
- Grade 4: 11
- Related Arts: 9

Survey Ratings

Not Yet = 0

Sometimes = 1

Most of the Time = 2

Consistently = 3

A higher average score indicates a more positive or favorable result.

The maximum possible score is 3.0.

District K - 4 Summary of Collaborative Team Goals	K-4 Overall Max Score = 3
PLC Goal 1: Collaborative Planning Identify and make sense of standards for the unit. Establish pacing and student learning goals.	2.46
PLC Goal 2: Common formative assessment Develop common formative and end-of-unit assessments.	2.38
PLC Goal 3: Reviewing our instructional practices Discuss the effectiveness of our instructional practices and try new practices together.	2.08
PLC Goal 4: Data analysis and response Analyze common assessment data and develop a plan to re-engage learners.	2.36
PLC Goal 5: Student ownership Students analyze data and set learning goals.	1.29

FGH Spotlight

Strengths to Leverage

- Data analysis and student work evaluation consistency.
- Collaborative planning for standards and pacing.
- Engaging with students in age-responsive goal setting.

Growth Opportunities

- High leverage instructional practices
 - Reviewing instructional practices
 - Identifying research-based practices
 - Planning for differentiation within curriculum

GES Spotlight

Strengths to Leverage

- Collaborative Planning
- Collaborative team feedback on student work
- Identify and plan for students who are not yet proficient

Growth Opportunities

- Common Formative Assessments
 - Pre-planning as a team
 - Collective administration of CFAs
 - Collective scoring

WPS Spotlight

Strengths to Leverage

- Collaboration around best practices and instructional strategies during collaborative team times
- Teams use essential standards to plan for interventions and instruction
- Teams identify students that need tiered support through data

Growth Opportunities

- For teams to incorporate more high leverage instructional practices.
 - Student goal setting
 - Actional feedback to students
 - Differentiating instruction for all learners

District Spotlight

Strengths to Leverage

- Collaborative planning to address essential standards
- Data-informed decision making supported by Instructional Coaches & MTSS Building Coordinators
- Using standardized measures for decision making (e.g., DIBELS & Star Assessments)

Growth Opportunities

- Integrate high-leverage instructional practices across all tiers
- Share and discuss action research – effective instructional practices
- Use common formative assessments for decision-making (CKLA & Bridges)