



# PLC AT WORK<sup>®</sup>

Success Story

## St. Andrews School

**ST. ANDREWS, MB, CANADA**

St. Andrews School used the PLC at Work<sup>®</sup> process to provide staff with more time to collaborate, improve data collection practices, and increase student reading scores year-over-year.



# St. Andrews School

ST. ANDREWS, MB, CANADA

## ► DEMOGRAPHICS

- **413** Students
- **0%** Free and reduced lunch
- **0%** Limited English proficient
- **2%** Special education

*St. Andrews School is part of the Lord Selkirk School Division, which is located just north of Winnipeg, Manitoba. The district includes 15 schools—11 elementary schools, 3 junior high schools, and 1 high school—and approximately 4,500 students. St. Andrews School is the second-largest school in the district, with 440 students and 40 staff.*



## ► CHALLENGE

Staff members completed a survey answering three questions:

1. What do we do well?
2. What do we need to improve?
3. What do you expect of the new principal?

Most staff stated that they wanted to have more time to collaborate. This was the beginning of St. Andrews's PLC/RTI journey. Data was collected for reading, attendance, and behaviour, and results were presented to the entire staff.

At the time of the survey, only 73% of primary students and 81% of intermediate students were reading at grade level. Conversations were started with each teacher and each grade group regarding their reading results and instruction. The school found that data collection needed to improve and a closer look needed to be taken at what was being taught and what students were learning.

## ► IMPLEMENTATION

The following March, the concepts behind the theory and practice of PLCs were introduced. Grade groups and specialty groups looked through the English language arts curriculum to identify essential outcomes and target skills. In April, St. Andrews sent a group of teachers to a Solution Tree event in Winnipeg, where RTI experts Mike Mattos, Chris Weber, and Austin Buffum were presenting. When the teachers returned,



“All of the students at St. Andrews are ‘our’ kids, and we cannot help all of them learn what they must learn without a collective effort. With the guidance of Solution Tree associates and resources over the past several years, the staff at St. Andrews School has been hard at work building grade-level professional learning communities and our response to intervention (we call it W.I.N. – What I Need). Ensuring all students are learning at high levels is the way we do business at our school.”

—Harold Freiter, former principal

## ► IMPLEMENTATION CONTINUED

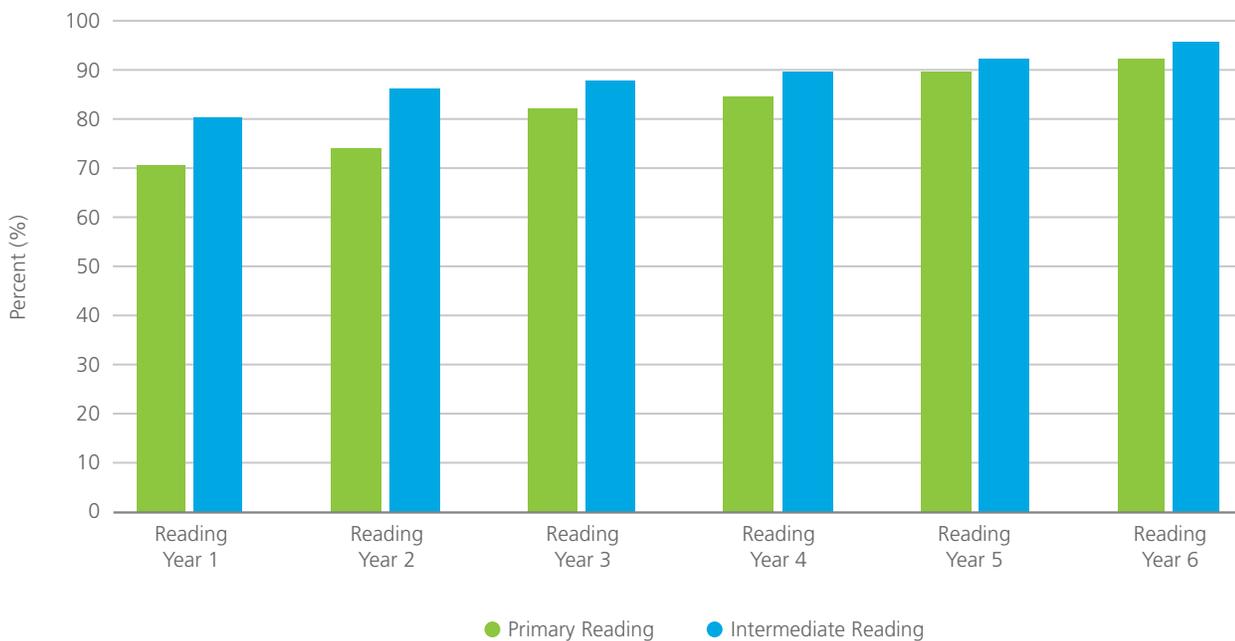
they were convinced that St. Andrews needed to make a change. In June of that year, team norms were created for each grade group.

In September, teachers participated in a book study on *Learning by Doing* by Richard DuFour, Rebecca DuFour, Robert Eaker, and Thomas W. Many. Through the collective efforts of the entire staff, an RTI structure was put into place. In order to have a well-thought-out system of interventions, a strong PLC focus was needed. The following year, staff were led through the process of rewriting the school’s mission and vision statements to fully illustrate that St. Andrews is a school where all students learn.

## ► RESULTS

St. Andrews uses the PM Benchmark Reading Assessment Resource three or four times a year to determine students’ reading levels. As students move into the later intermediate grades, a combination of the PM Benchmark and the Johns Basic Reading Inventory are used to determine reading levels. Based on previous-year scores, St. Andrews constantly increases its benchmark percentage to challenge staff to ensure all students are learning at high levels. “Our long-term benchmark is for 100% of our students to reach year-end expectations in reading,” says former principal Harold Freiter.

**St. Andrews School Reading Data  
(Percent of Students Meeting or Exceeding Grade-Level Expectations)**





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