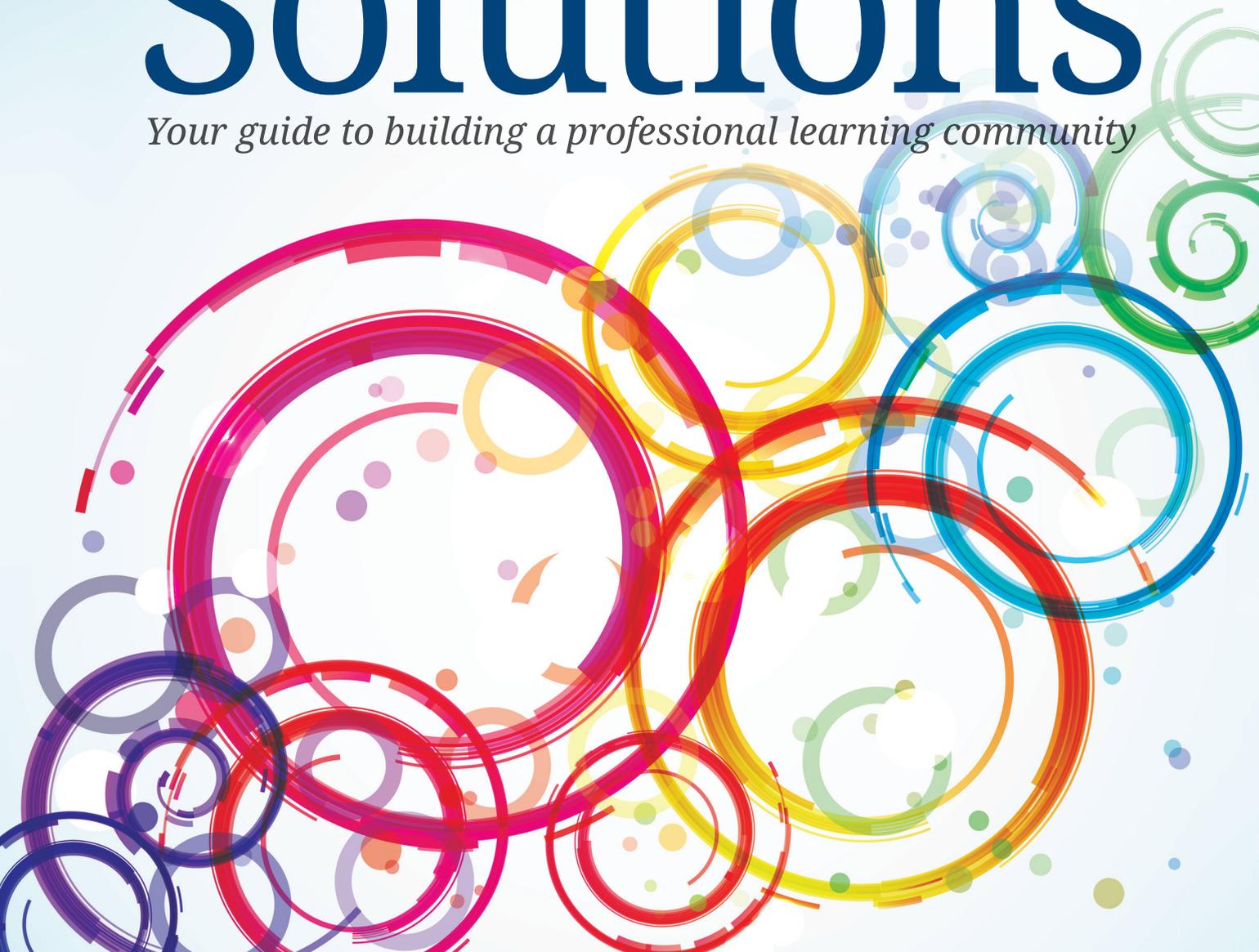


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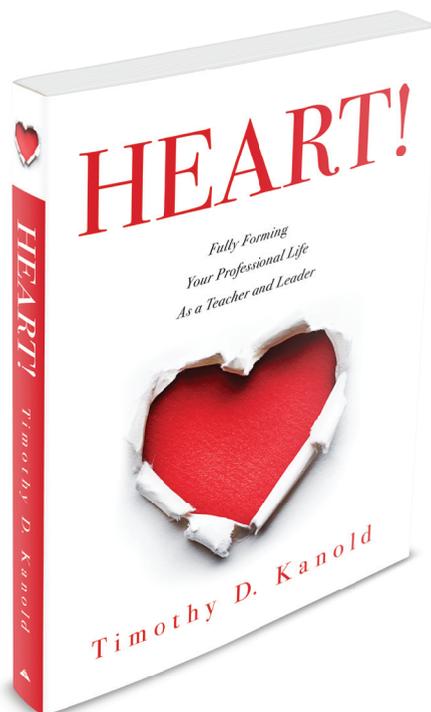
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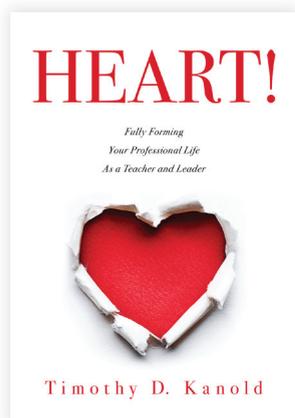
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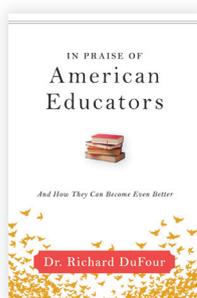
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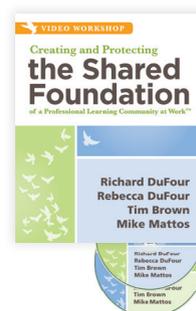
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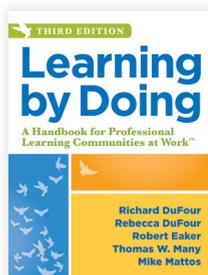
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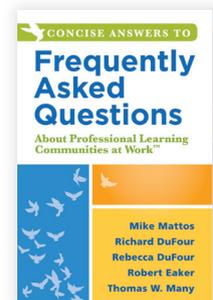
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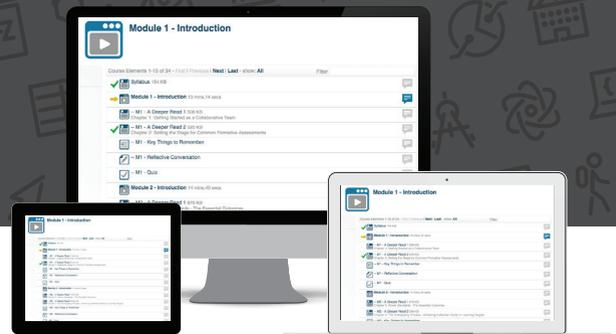
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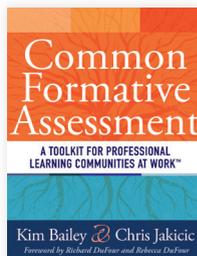
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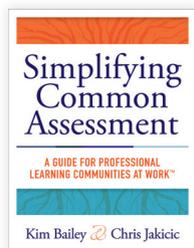
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By Kim Bailey and Chris Jakicic

Foreword by Richard DuFour and Rebecca DuFour

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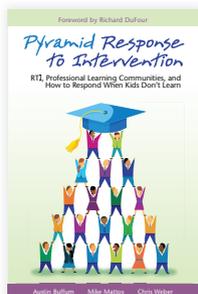
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By Kim Bailey and Chris Jakicic

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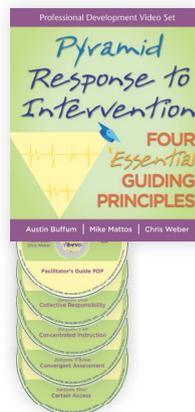
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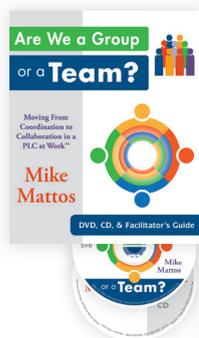
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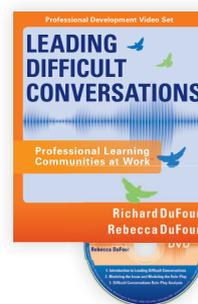


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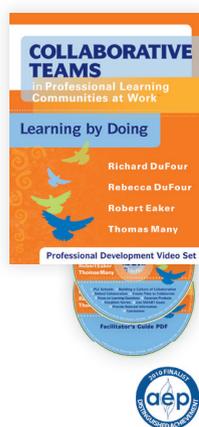
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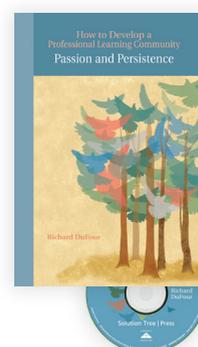
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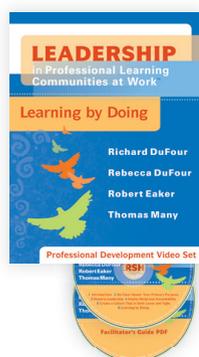
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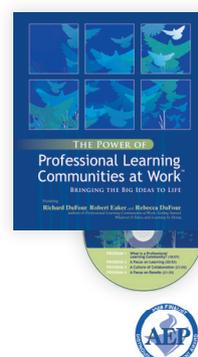
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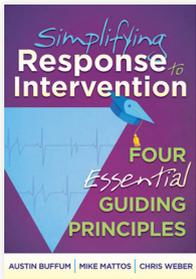
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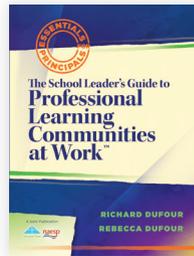
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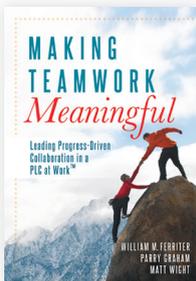
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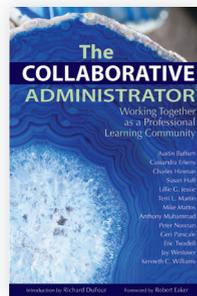
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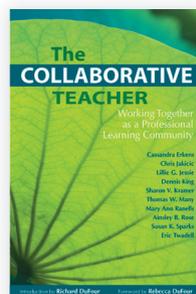
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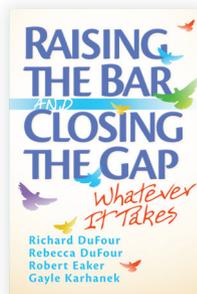
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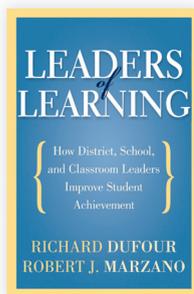
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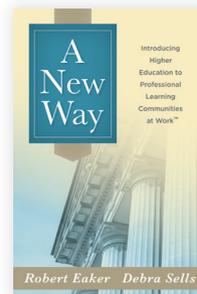
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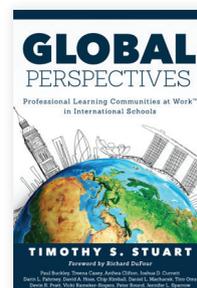
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Professional Learning Communities at Work™ in International Schools

Edited by Timothy S. Stuart

Foreword by Richard DuFour
Contributors: Paul Buckley, Trenea Casey, Anthea Clifton, Joshua D. Curnett, Darin L. Fahrney, David A. Hoss, Chip Kimball, Daniel L. Machacek, Tico Oms, Devin R. Pratt, Vicki Rameker-Rogers, Peter Round, Jennifer L. Sparrow, Timothy S. Stuart
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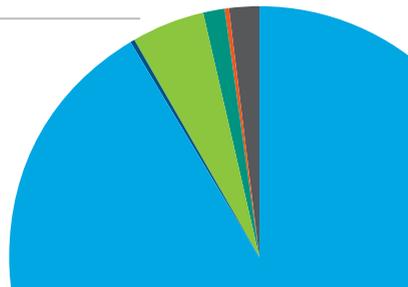
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- 14% Free and reduced lunch
- 12.4% Special education
- 2% Limited English proficient
- Caucasian: 91.6%
- African American: 0.3%
- Hispanic: 4.7%
- Asian: 1.3%
- American Indian or Alaska Native: 0.3%
- Multiracial: 1.8%



BOOKS STUDIED

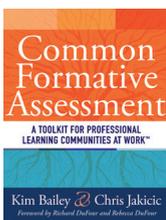


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BOOK STUDY #1 2012–2013

Revisiting Professional Learning Communities at Work: New Insights for Improving Schools

By Richard DuFour, Rebecca DuFour, and Robert Eaker

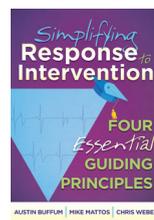


Page 8

BOOK STUDY #2 2013–2014

Common Formative Assessment: A Toolkit for Professional Learning Communities at Work™

By Kim Bailey and Chris Jakicic



Page 10

BOOK STUDY #3 2014–2015

Simplifying Response to Intervention: Four Essential Guiding Principles

By Austin Buffum, Mike Mattos, and Chris Weber

DESIGNING AN EFFECTIVE BOOK STUDY PROGRAM

Hortonville Area School District (HASD) established a clear set of goals it wanted to achieve, including:

- Designing a guaranteed and viable curriculum.
- Building and sustaining professional learning communities (PLCs).
- Developing a system of interventions that support children with diverse learning needs.
- Implementing effective grading practices and providing meaningful feedback to students.

In order to reach these goals, leadership began a districtwide book study program that involved administrators, principals, teachers, speech and language pathologists, and school psychologists.

“I cannot imagine not having literature to support the important work we are doing as a staff,” said Todd Timm, principal of Hortonville High School. “I believe professional knowledge and development is a necessity for continued growth, and a book study is an important component of that work.”

When selecting books, HASD researched their options and chose strategically based on their priorities. District leaders decided to first have staff learn about professional learning communities (PLCs), and then explore how to create and use formative assessments within the PLC process. Next, they focused on how to use formative assessment data to intervene with students needing greater intervention and supports.

Shawn Gartzke, a second-grade teacher at North Greenville Elementary School, called the order in which the book studies took place “vitaly important” to HASD’s success at implementing change. “Each book built logically and methodically on the previous books,” he explained. “It is the combination of the ideas and themes that helped to make gains and improvements in our district.”

In order to ensure teams thoroughly studied the book content, HASD required staff members to take a midyear formative assessment on their learning. “It made the book study a true reality and emphasized the importance of team learning and reflection,” shared Lisa Borowski, an elementary math coach/math interventionist.

“I would most definitely recommend a book study to other schools and districts!”

—Shawn Gartzke, second-grade teacher

“The book studies provided the necessary professional knowledge for staff members to engage in a cultural shift from a focus on teaching to a focus on learning...that is powerful!”

—Todd Timm, principal

IMPROVING TEACHING & LEARNING TOGETHER

HASD's book studies played an integral role in the successful creation of a districtwide common language. Developing this language gave teams the ability to engage in difficult, important conversations that ultimately led to significant improvements.

“Our book studies have allowed for meaningful and focused conversations among all stakeholders—teachers and administration, across buildings and grade levels,” said Gartzke.

David Harris, principal of Greenville Elementary, agreed, sharing that team meetings, building staff meetings, and district-level meetings have become more effective. “We now share the same language and understanding of the collaborative process of identifying what children need to know, identifying how we will assess the standards, how we will address struggling learners, and how we will extend lessons for those that already know the material,” he explained.

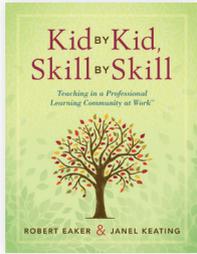
HASD relied on book studies to not only help get teams on the same page and make initial improvements, but also to empower them to be innovative and strive to continually advance processes going forward.

“Many changes occurred in our structure—some were more painful than others,” Borowski revealed. “But our students started receiving systematic opportunities to learn what they didn’t know, and they had time built into their day to make this needed understanding of concepts become a reality.”

Deirdre Floros, a speech-language pathologist at North Greenville Elementary School, added, “In order to be a community of professional learners, there must be a dedication to continual study and improvement. These book studies helped to provide the framework from which our team relentlessly engages in reexamining and enhancing our practices.”



COMPANION RESOURCES



★ Foreword Reviews' 2015 INDIEFAB Book of the Year Finalist

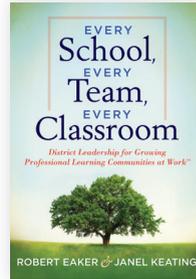
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Teaching in a Professional Learning Community at Work™

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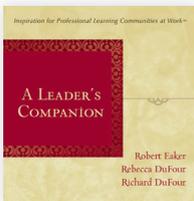
Every School, Every Team, Every Classroom

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By Robert Eaker and Janel Keating

The PLC journey begins with a dedication to ensuring the learning of every student. Using many examples and reproducible tools, the authors explain the need to focus on creating simultaneous top-down and bottom-up leadership. Learn how to grow PLCs by encouraging innovation at every level. 240 pages

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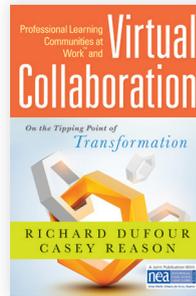
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On the Tipping Point of Transformation

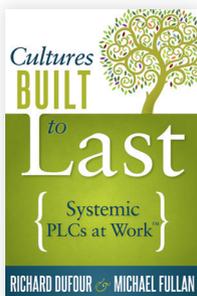
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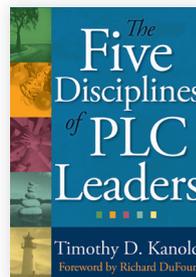
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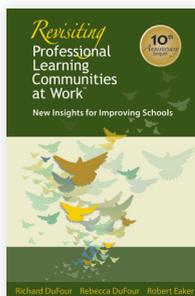
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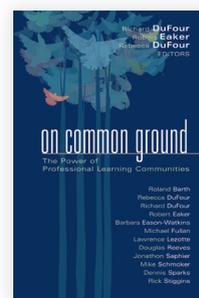
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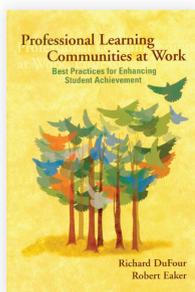
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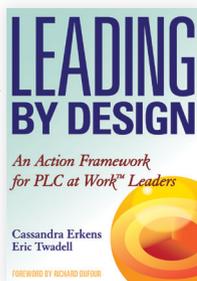
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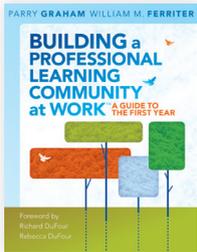
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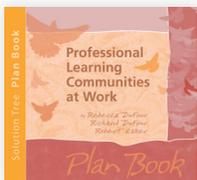
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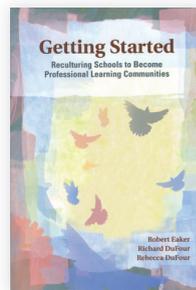
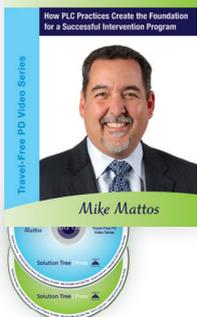
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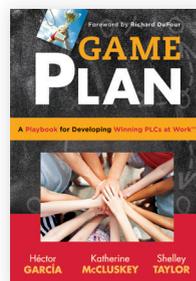
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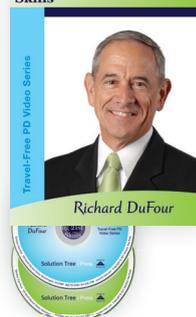
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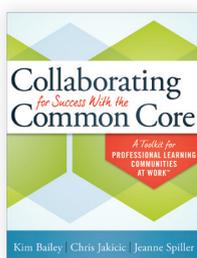
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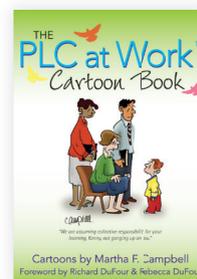
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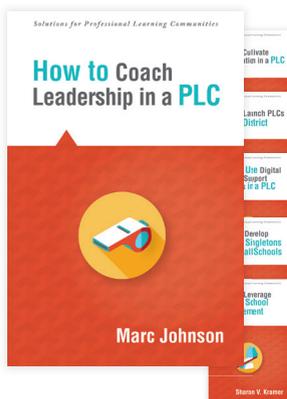
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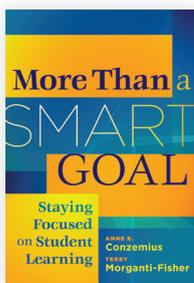
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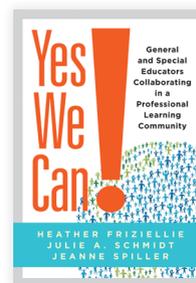
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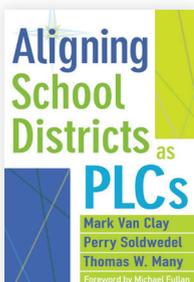
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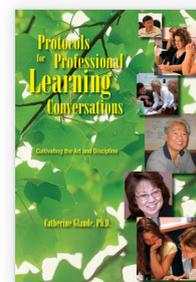
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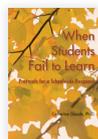
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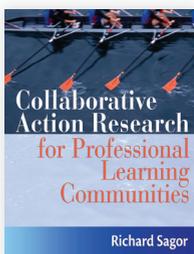
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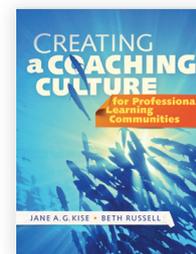


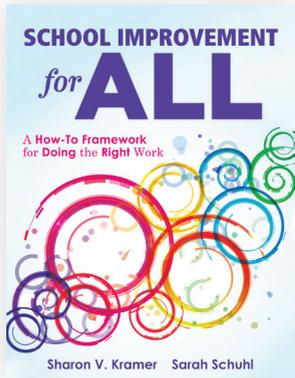
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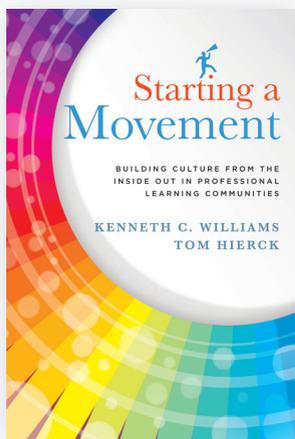
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Expert Spotlight

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Why did you write *School Improvement for All*?

We have been working with schools that (1) show poor student academic performance or (2) previously showed growth and have since plateaued. Through focused long-term work addressing leadership, culture, collaborative teams, assessment, instruction, data analysis with a targeted team response, and a relentless focus on student learning, we have seen dramatic improvements in student achievement. From those experiences, we decided it would be helpful to have a resource with a framework for school improvement that guides the changes required on the school improvement journey.

What will educators find most valuable in this resource?

Throughout the book, there are many examples, templates, and protocols for teams to review and use as they chart a course for school improvement. Each chapter shares one aspect of

the school improvement process and ends with a rubric for teams to use to assess their current reality and next steps as they work to improve student learning. This is a how-to framework that guides the improvement process and addresses targeted needs.

What challenges will it help them overcome?

We know educators are working hard to improve student learning because we have been honored to experience it time and time again

challenge, educators themselves will be challenged to shift practices and structures, which will be addressed in a supporting manner throughout the text. This book helps schools harness the power within to improve learning for all students.

What do you feel is the next step in your work to support teachers?

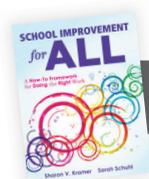
School improvement is not a quick fix. It requires deep second-order change and a critical analysis of

current and historical practices, coupled with the drive and willingness to make those changes. We problem-solve with schools to see what is already being done to make a difference in learning and what needs to be addressed as a catalyst for greater changes in that learning. Once needs are identified, we work with teachers and administrators

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in multiple schools and districts. This book will channel those efforts as schools face the challenge of preparing each student to learn grade-level standards. To meet that



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School Improvement for All, page 20



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*based on *Common Formative Assessment* by Kim Bailey and Chris Jakicic page 8

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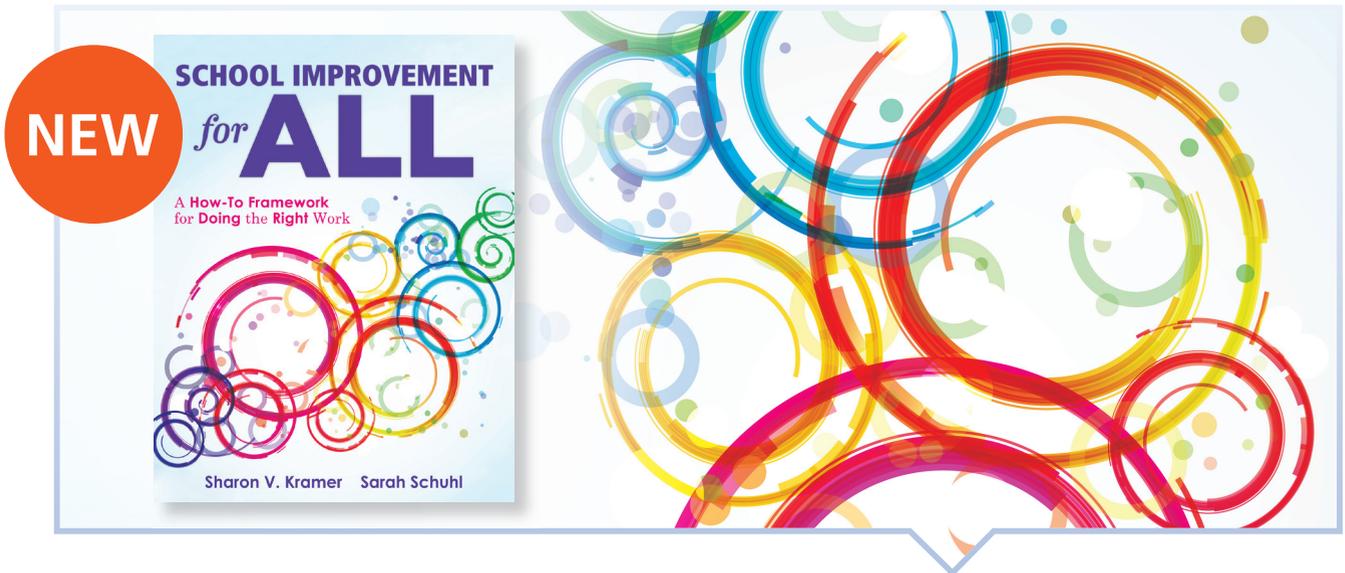
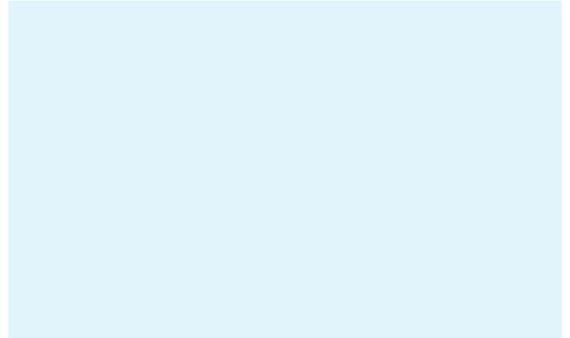
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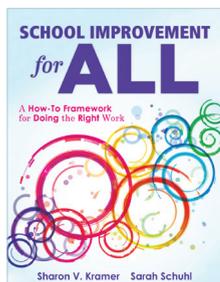
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