Elements	Learning (1)	Literal (2)	Refinement (3)	Internalized (4)
A. Collaborative Culture Educators work together in collaborative teams to achieve student learning.	Teams meet regularly (weekly/biweekly/monthly) during the school day.	Collaborative teams develop written norms and establish learning goals that clarify expectations and commitments.	Teams focus on pre-arranged topics that impact student learning, and make revisions to goals to improve team effectiveness.	Teams honor their collective commitments to each other and our students in order to maximize learning.
A: As Evidenced By...	Master schedule, agendas, minutes, calendars	Teamwork products, norms, agendas, and team postings (on a wall or shared drive).	Agendas and minutes addressing the four critical questions and instructional process	Shared knowledge of explicitly published collective commitments (mission, vision, values and goals), high levels of student learning
B. Guaranteed Curriculum Educators establish what we want our students to learn.	Educators use district developed curriculum guide resources.	Educators work together to define the essential learning and establish pacing.	Educators build shared knowledge of current content standards, unpack high stakes assessments to clarify essential learning, and adjust instruction based on formative assessments.	Educators continually refine essential learning and guarantee a viable instructional program for all students.
B: As Evidenced By...	Unit/Lesson plans, agendas, and minutes	Calendars,unit/ lesson plans, CFA calendar	Unpacked standards, formulation of learning targets, CFAs, Unit/lesson plans, reteach & enrichment plans based on student learning data	Reteach and enrichment plans based on student learning data reflects full inclusion of all special programs and student groups, evidence of progress monitoring and differentiated planning
C. Common Assessment Educators determine if each student has learned what we want them to learn.	Educators use common assessments several times throughout the year.	Educators analyze student work and assessments and discuss common criteria.	Educators consistently apply common criteria to assess student work and discuss formative instructional practices.	Educators consistently utilize formative instructional practices, including common assessments, to gather evidence of student learning.

C: As Evidenced By...	CFA, student learning data, instructional cycle	Collaboratively completed data protocols, agendas, minutes	Collaboratively completed data protocols, common grading practices, common rubrics, minutes, documents tracking high yield strategies	Student learning after reteach assessment, unit/lesson plans, relevant student work products show evidence of reteach or enrichment
D. Ensuring Learning Educators respond when some students have not learned it.	Educators use school/district classes, established 'pull out' or after-school programs and curriculum resources when students are identified for intervention.	Educators provide students with additional time and support that does not remove the student from new direct instruction, when they experience difficulty.	Educators develop and utilize a timely, directive, and systemic plan for students when they experience difficulty.	Educators coordinate a flexible, supportive, and proactive system of intervention for students who experience difficulty.
D: As Evidenced By...	Master schedule, intervention strategies are voluntary (before or after school or at lunch)	Master schedule, teacher schedule, intervention plan	Implementation of a schoolwide Response to Intervention (RTI) plan during the school day including flexible grouping	Implementation of a comprehensive schoolwide RTI plan that includes fluid entry and exit criteria coordinated by an oversight team with flexible grouping
E. Enriching Learning Educators extend and enrich the learning for students who have demonstrated mastery	Educators use school/district classes, established 'pull out' or after-school programs and curriculum resources for identified students.	Educators provide time and support for enrichment during the school day for those who have moved beyond the essential learning.	Educators develop and utilize a timely, directive, and systemic plan for students who have moved beyond the essential learning.	Educators coordinate a flexible, supportive, and proactive system for students who have moved beyond the essential learning.
E: As Evidenced By...	Master schedule, unit/lesson plans, enrichment before or after school or at lunch, student learning data	Master schedule, teacher schedule, unit/lesson plans, student learning data	Implementation of a schoolwide enrichment plan based on timely student data including student rosters and flexible student grouping	Student learning data is used to identify and enrich students resulting in exemplary student work products

Constraint Progress Measure

In all five elements of the PLC Implementation Rubric, at least 80 percent of teams at each campus will achieve or maintain "refinement" or "internalized" and remaining teams will show annual growth by the end of school year 2020.

Annual Targets
- School Year 2016–17 9 campuses
- School Year 2017–18 18 campuses
- School Year 2018–19 27 campuses
- School Year 2019–20 35 campuses