

## Title IIA PLC Funding Request

School: \_\_\_\_\_

Requestor: **Principal/ Title IIA Director Name**

E-mail:

Phone

### Teacher / Staff Member Information

List names of all staff members participating in the PLC here.

Name(s): \_\_\_\_\_

Subject Area(s)/ List information about teachers participating in the PLC here.

Grade Level(s): \_\_\_\_\_

E-mail(s): \_\_\_\_\_

### Training Information

Name of PLC:	This will be dependent upon the determined focus of your PLC- Math, Differentiating Instruction, Literacy in the Content Areas, etc. Remember that Title IIA funds can only be used for efforts in the core content areas. Religion, the arts, and PE are not allowable content areas. Teachers from these subject areas may participate, but the focus of the PLC should not be in these areas.
Location:	

**PLC Schedule** Complete this chart to document the time your teacher leaders will spend working on PLCs. Add rows as necessary.

[illegible]

## PLC Costs

Item	Cost	Quantity	Total
Ex: Book- If you would like to purchase a particular book for your PLC work, you may include the book here.			
Ex: Teacher leader stipend- This will depend on the hourly rate your district pays public school teachers for similar work and your overall Title IIA allocation. My recommendation would be to consider the number of hours teacher leaders will spend preparing for and facilitating PLC meetings and work out an hourly rate with your district. Districts will likely provide the teachers with one stipend at the end of the school year. However, you may work out a different payment arrangement with your district.			
You may wish to include additional supplies here. This could include the cost to print any articles or other relevant materials.			
GRAND TOTAL			

This training will support staff in the following area(s): **Check off the areas that apply to your PLC content focus. You may check more than one area.**

- ☐ Teaching to different learning styles, particularly for students with special learning needs (including gifted and talented) in the core curriculum areas,
- ☐ Improving student behavior in the classroom and identify interventions to help students at risk,
- ☐ Understanding and using data and assessment to improve classroom practice and inform student learning,
- ☐ Leadership development and management training to improve classroom instruction through differentiation, using data and assessments, and technology integration,
- ☐ Integrating technology effectively into curricula and instruction, and/or
- ☐ Improving knowledge of teachers, principals and other educational personnel in one of more of the core academic subjects and effective instructional teaching strategies, methods and skills.

Please list subject area(s): \_\_\_\_\_

Explain how this training, in the areas indicated above, will support staff in meeting the needs of learning outcomes for students or how it will further develop leadership skills of administrators (this must be tied to your school's Title IIA needs assessment).

In our PLC work, we will examine the four critical questions that drive professional learning communities:

- What do we want students to learn?
- How will we know if they have learned it?
- What will we do if they have not learned it?
- How will we provide extended learning opportunities for students who have mastered the content?

In examining these questions, we will develop school-wide student learning goals and grade-level specific SMART goals in **(indicate the core subject area here)**. We will collaborate to develop a common schedule of formative assessments of core learning standards. We will also develop common assessment criteria and

rubrics. We will examine the results of NWEA MAP assessments and our team-developed common formative assessments to determine areas in which students need extra support. We will also use these results to identify high-yield teaching strategies and collectively improve our teaching practice in (indicate the PLC core focus area here). We will develop intervention strategies and techniques for helping students who are not meeting our student learning goals.

By engaging in these practices as a collective team, we will develop a keener sense of student learning needs and respond to these needs more quickly and effectively. All of our work will be grounded in the research of experts in the field of Professional Learning Communities. Most notably, we will model our work off of the work of Aaron Hansen, Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Nay, Mike Mattos, and Richard Fullan.