Transformational Collaboration: Systemic Commitment to Professional Learning Communities
Success

what people think it looks like

Success

what it really looks like
The mission of the Webster Central School District is to provide an excellent educational environment in which all students can achieve success and become productive citizens.

The Vision of the Webster Central School District is to develop a nationally recognized school system focused on:
- Maximizing achievement for all students,
- Enhancing the well being of all students,
- Building dynamic partnerships with all members of our community.

CORE BELIEFS
The Webster school community has an unwavering commitment to student learning. Each member of our schools and community contributes to an environment of achievement and personal growth. Therefore all of our actions are guided by these core beliefs:

- **Students First**: Each student is invaluable.
- **Continuous Improvement**: Growth is a process that involves risk-taking, making mistakes, and perseverance.
- **Exploration & Innovation**: Creativity and discovery are inspired by asking questions where answers are uncertain.
- **Collaboration**: We are smarter and stronger together.
- **Communication**: Open exchange of ideas builds trust and confidence.
- **Accountability**: Attaining excellence is a shared responsibility.
- **Fiscal Responsibility**: Students are worthy of our wise investments.
Collaboration

We are smarter and stronger together.
Growth is a process that involves risk-taking, making mistakes, and perseverance.

Evidence

Action

Interpretation
Outcomes for our Session:

● Define the Big Ideas and Essential Characteristics of a Professional Learning Community.

● Cultivate the voices and expertise of teaching faculty in implementing, leading, and sustaining systemic work of Professional Learning Communities.

● Develop a K-12 shared learning plan and goal setting structure that targets and focuses district resources towards prioritized learning outcomes.
High Impact Strategy Journal
Harnessing the Potential of PLCs to Transform Learning Systems

Webster Central School District
Adele Brand, Superintendent
Kate Heela, Instructional Specialist
Terry McCarthy, Director of Social Studies & LGTE
1. **Focus on Learning**

We accept **learning** as the fundamental purpose for our schools and therefore are willing to examine all practices in light of their impact on learning.

2. **Build a Collaborative Culture**

We are committed to working together to achieve our collective purpose. We cultivate a **collaborative culture** through development of high-performing teams.

3. **Focus on Results**

We assess our effectiveness on the basis of **results** rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement.
Big Idea #1: Focus on Learning
Research indicates that students learn more when...

Those who teach them are very clear and very committed to ensuring each student acquires the intended knowledge, skills, and dispositions of each course, grade level and unit of instruction.
Research indicates that students learn more when...

Their teachers check for understanding on an ongoing basis and use frequent team-developed common formative assessments.
Research indicates that students learn more when...

Their school has timely, directive and systematic interventions that guarantee them additional time and support for learning when they experience difficulty.
4 Essential Questions

1) What do we want students to learn & why?

2) How will we know if each student has learned it?

3) How & when will we respond when students don't learn?

4) How will we extend and enrich learning?
From a Focus on Teaching... to a Focus on Learning
Big Idea #2:
Build a Collaborative Culture
Research indicates that students learn more when...

Their teachers work in interdependent collaborative teams rather than in isolation.
“...teachers should be organized into structures that allow them to engage in meaningful collaboration that is beneficial to them and their students. The fundamental question in organizing teams is this: Do the people on this team have shared responsibility for responding to the critical questions in ways that enhance the learning of their students? The effectiveness of any particular team structure will depend on the extent to which it supports teacher dialogue and action aligned with those questions.”
“A collaborative systematic process in which educators work together interdependently to analyze and to impact their professional practice in order to achieve better results for their students, their team, and their school.”
4 Levels of Collaboration

Judith Warren Little

- Storytelling & Scanning for Ideas
- Aid & Assistance
- Sharing
- Joint Work
Professional Capital

Social Capital

Decisional Capital
Joint Work \[\downarrow\] Interdependence
Autonomy is not the same thing as independence or “rugged, go-it-alone” individualism.

- We can be *autonomous* through working *interdependently* with others.

- Autonomy must be balanced by accountability.
“If we know anything about change, it is that ordering people to change doesn’t work, nor does leaving them alone. Effective change involves developing an engaging process that draws people into something that the vast majority of the people find worthwhile while the number of skeptics becomes smaller and smaller.”

(Chapter Three, “The Loose-Tight Dilemma”)
“A serious problem that large systems face, one that becomes more perplexing in an ever more complex, diverse world, is how to achieve a degree of cohesion and focus in an otherwise fragmented environment… I’ve referred to this as the too tight - too loose dilemma. Focus the organization with sharp goals and tight accountability, and you get passive or alienated workers. Go for decentralized creativity, and you get drift and inertia. The key to achieving a simultaneously tight-loose organization lies in more purposeful peer interaction than in top-down direction from the hierarchy… The nuance is that connecting peers with purpose does not require less leadership at the top, but rather more - more of a different kind.”
Tight & Loose
<table>
<thead>
<tr>
<th>Tight</th>
<th>Loose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop an established meeting schedule for each collaborative team</td>
<td>Varies by Building &amp; content area</td>
</tr>
<tr>
<td>Collaborative teams will develop norms and agendas</td>
<td>Each team develops based on team needs</td>
</tr>
<tr>
<td>Collaborative teams share products of their collaboration with</td>
<td>Teams determine appropriate vehicle of communication that are</td>
</tr>
<tr>
<td>Webster’s professional learning community</td>
<td>accessible to district colleagues</td>
</tr>
<tr>
<td>Use student data and best practices to ask and answer the Four</td>
<td>Determine when to use the most appropriate assessment type</td>
</tr>
<tr>
<td>Essential Questions</td>
<td></td>
</tr>
<tr>
<td>Data includes: Student work, Common pre-assessments, formative</td>
<td></td>
</tr>
<tr>
<td>assessments, summative assessments</td>
<td></td>
</tr>
<tr>
<td>Members are active participants who recognize and accept responsibility for student learning outcomes.</td>
<td>Collaborative teams will identify needed professional development</td>
</tr>
<tr>
<td>Collaborative teams will develop, monitor, and assess SMART goals</td>
<td>Collaborative teams determine the contents of the</td>
</tr>
<tr>
<td>linked to Board of Education and Building and Department goals</td>
<td>SMART Goal dependent on data</td>
</tr>
<tr>
<td>relative to student growth and achievement; and report outcomes</td>
<td></td>
</tr>
<tr>
<td>Focus on instruction grounded in the GVC (Q1) and State and National standards</td>
<td>Based on established curriculum documents</td>
</tr>
<tr>
<td>Implement timely, systematic researched based interventions for all</td>
<td>Based on student needs</td>
</tr>
<tr>
<td>students when students do not learn and enrichment when students</td>
<td></td>
</tr>
<tr>
<td>achieve mastery</td>
<td></td>
</tr>
</tbody>
</table>
From teacher isolation to a collaborative culture: Tight-loose leadership that connects peers with purpose.
Big Idea #3: Focus on Results
Research indicates that students learn more when...

Their teacher collaborative teams work interdependently to achieve results-oriented goals linked to student learning, goals for which they are mutually accountable.
Research indicates that students learn more when…

Professional learning in the school is job-embedded and structures are in place to help teachers effectively learn from one another as a part of their routine work practice.
Goals that garner growth start with strength.
Measurable
Attainable
Timebound
In striving for excellence in education, each school and
content area will demonstrate improved student
achievement toward excellence as evidenced by multiple
measures focused on individual student growth and
maximizing potential. A challenging academic
environment will be sustained for all students.
In order to assure achievement of the Goal #1:

- The work of Professional Learning Communities (PLC) is to ask and answer the four essential questions of learning within the framework of the PLC cycle.

1. What do we want students to learn & why?
2. How will we know if each student has learned it?
3. How & when will we respond when students don’t learn?
4. How will we extend and enrich learning when students demonstrate proficiency?

-District and Building leadership teams will model the use of the PLC cycle with student achievement data.

-Each member of our instructional staff, through collaborative teams, will actively contribute to the improvement of student achievement through the use of data and research-based best practices.
Elementary Schools Goal #1

**11-12 SMART Academic Goal**

<table>
<thead>
<tr>
<th><strong>School</strong></th>
<th><strong>Team Name</strong></th>
<th><strong>Team Leader</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Plank Road North</td>
<td>Building Instructional Team</td>
<td>David Peter</td>
</tr>
</tbody>
</table>

**Team Members:** Sandy Clement, Laurie Fuss, Patti Pawluk, Sue Hooper, Heidi Stauber, Christine Murphy, David Peter, Heather Balsamo

The Board of Education is committed to excellence in education for all students. The District’s Strategic Planning Process and our Core Beliefs are the framework through which we make and evaluate decisions.

- Students First
- Continuous Improvement
- Exploration & Innovation
- Collaboration
- Communication
- Accountability
- Fiscal Responsibility

**District Goal:**
In striving for excellence in education, each school and content area will demonstrate improved student achievement toward excellence as evidenced by multiple measures focused on individual student growth and maximizing potential. A challenging academic environment will be sustained for all students.

In order to assure achievement of the above goal:
- The work of Professional Learning Communities (PLC) is to ask and answer the four essential questions of learning within the framework of the PLC cycle. A dedicated focus will remain on extending and enriching learning (question #4).

**School Goals:**
The goal for all Webster Elementary students is to meet or exceed designated growth and proficiency on multiples measures of New York State Common Core Standards for Mathematics and English Language Arts & Literacy. As we move toward this goal during the 2011-2012 school year, each school/grade level will designate their specific levels of improvement over their growth and proficiency outcomes of the 2010-2011 school year. We will utilize both cohort and year-to-year grade level comparisons when analyzing data.
# Middle Schools Goal #1

## Willink SMART Goal #1 2011-2012

<table>
<thead>
<tr>
<th>School</th>
<th>Building Leadership Team</th>
<th>Team Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willink Middle School</td>
<td></td>
<td>Brian Neenan</td>
</tr>
</tbody>
</table>

**Team Members:** Lead Teachers (Marsha Barber, Lisa Ciccolino, Cheryl Concorcia, Neil Cook, John Hoffman, Diane Klaehehn, Andy Mitchell, Todd Mitchell, Barb Morrisey-Hamilton, Brian Powers, Todd Putnam, Andrea Rudolph, Michael Roller, Renee Wahl, and Jen Wilson) and Building Administrators (Brian Neenan, Annette McCabe, Jim Gilding, and Brian Zimmer).

**District Goals:** #1 – In striving for excellence in education, each school and content area will demonstrate improved student achievement toward excellence as evidenced by multiple measures focused on individual student growth and maximizing potential. A challenging academic environment will be sustained for all students.

**School Goals:** #1 – Willink Middle School will strive for excellence in education by demonstrating improved student achievement as evidenced by multiple measures focused on individual student growth and maximizing potential. Specifically, excellence in student learning as measured by an increase of 6% of students meeting mastery (Level 4) on our NYS ELA and Math Grades 6-8 assessments and an increase of 6% of students meeting proficiency (Level 3 and Level 4 combined) on the aforementioned assessments.

### Current Reality:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Proficiency Data</th>
<th>Mastery Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010-2011</td>
<td></td>
</tr>
<tr>
<td>ELA 10-11 total</td>
<td>973</td>
<td>69%</td>
</tr>
<tr>
<td>ELA 11-12 total</td>
<td>968</td>
<td>726</td>
</tr>
<tr>
<td>Math 10-11 total</td>
<td>979</td>
<td>781</td>
</tr>
<tr>
<td>Math 11-12 total</td>
<td>968</td>
<td>832</td>
</tr>
</tbody>
</table>

### Core Beliefs:
Continuous Improvement, Students First, Communication, Collaboration, Accountability, and Exploration and Innovation.

### Team SMART Goal

<table>
<thead>
<tr>
<th>Team SMART Goal</th>
<th>Strategies and Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence in student learning as measured by an increase of 6% of students meeting mastery (Level 4) on our NYS ELA and Math Grades 6-8 assessments and an increase of 6% of students meeting proficiency (Level 3 and Level 4 combined) on the aforementioned assessments.</td>
<td>- All staff members will be immersed in the shift to the Common Core Standards in ELA and Mathematics and adjust curriculum and instruction accordingly.</td>
</tr>
<tr>
<td></td>
<td>- Utilize multiple measures to monitor growth and identify individual opportunities for enrichment/interventions.</td>
</tr>
<tr>
<td></td>
<td>1. MAP (Measures of Academic Progress), Assessments/NWEA Quarterly Evidence</td>
</tr>
<tr>
<td></td>
<td>2. Faculty meetings, Collaborative meetings (Department/PLC/Team)</td>
</tr>
</tbody>
</table>

**Responsibility:** Principal, Academic Principals, Lead Teachers, All collaborative teams, all staff

**Timeline:** September 2011 – June 2012

**Evidence of Effectiveness:**
1. Excellence in student growth will be measured by 100% of students showing academic growth over the course of the 2011-2012 school year.
2. Classroom instruction reflects the use of the Collaborative Inquiry Process.
3. PLC’s will create measure of growth reporting system.

**Building Professional Capacity Development Needed:**
- NWEA streamlining of process to share results with teachers
- Train staff to use NWEA’s MAP Assessment’s results through faculty meetings and collaborative teams.
- Small group meetings with PLC’s to review with staff the use of our building’s RTI/IST.
**High Schools Goal #1**

**Webster Thomas SMART Goal #1: 2011-2012**

<table>
<thead>
<tr>
<th>School: Webster Thomas High School</th>
<th>Team Name: Building Leadership Team</th>
<th>Team Leader: Gilbert Widor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Team Members:</strong> Sue Toomey, Ida Maria, Brian Bond, Jodie Dowlous, Susan Stacy, Laurine Haefner, Kurt Mangos, Brenda Nibch, Jason Clark, Jeneiffer Vosco, Greg Alliquist, Joan Blandina, Michael Tusteflo, Brian Weiler, Cynthia Chandler, Mary Kidd, Susan Clark</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>District Goals:</strong> Webster Schools strive for excellence in education. Each school and content area will demonstrate improved student achievement toward excellence as evidenced by multiple measures focused on individual student growth and maximizing potential. A challenging academic environment will be sustained for all students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School Goal:</strong> By 2012-13, Webster Thomas High School will have 65% enrollment in AP courses. Webster Thomas will improve student learning in their senior year by reducing the number of unassigned time in student schedules. Webster Thomas will continue to exceed the state standard in regards to graduation of students with disabilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Current State:</strong> Previous history of unique student enrollment in Advanced Placement courses: 2006-26%, 2007-29%, 2008-29%, 2009-27%, 2010-29%, 2011-52%. This year brings a 45% increase in enrollment from last year. Currently Seniors on average have 7 blocks of unassigned time (including lunch, study hall, early release and late arrival.) Webster Thomas historically has not met annual yearly progress of 80% graduation rate for this subgroup. In June of 2011, Webster Thomas realized a 15% increase with 52% of this subgroup graduating on time. We will continue to meet or exceed this target!</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Core Belief Reflected:</strong> Continuous Improvement, Students First</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies and Action Steps</th>
<th>Responsibility</th>
<th>Timeline</th>
<th>Evidence of Effectiveness</th>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial steps to work with all AP teachers to set goals around electives.</td>
<td>Brian Weiler and AP Level 5 teachers</td>
<td>1. August 2011</td>
<td>Course registration process at Thomas and Willink</td>
<td>1. More teachers trained as AP teachers.</td>
</tr>
<tr>
<td>Be immersed in the shift to core curriculum as subject area.</td>
<td>Administration</td>
<td>2. Ongoing</td>
<td>Individual AP Teachers annual goals being met and students being enrolled</td>
<td>2. Explore need for Professional Development around differentiation at the AP level</td>
</tr>
<tr>
<td>1. A Lead Teacher to facilitate AP Growth.</td>
<td>Admin team and AP Level 5 teachers</td>
<td>2. Ongoing</td>
<td>Exam enrolment forms as compared to class rosters.</td>
<td>3. Continued training in use of collaborative inquiry process to review data.</td>
</tr>
<tr>
<td>2. Bootcamp for the fall of 2011 to support AP courses.</td>
<td>Susan Clark</td>
<td>Fall 2011</td>
<td></td>
<td>4. Continued training in use of NWEA to assess ELA and Mathematics and training to develop strategies to address these deficiencies.</td>
</tr>
<tr>
<td>For AP ambassadors to work with counselors &amp; classroom teachers to explain and encourage AP participation and explain new graduation honors requirements.</td>
<td>Administrative team/ School Counselors</td>
<td>November-December 2011</td>
<td></td>
<td>5. Staff Development in Common Core.</td>
</tr>
<tr>
<td>6. AP Teachers will visit and promote</td>
<td>AP Level 5</td>
<td>August 2011</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

By Spring 2012, 65% of Webster Thomas students will be enrolled in at least one AP course for the 2012-2013 school year.
Webster High School will show an increase in student enrollment in senior elective courses.

Thomas High School needs identified by perceptual data.

1. BLT subgroup.
2. Increase in student attendance.
3. Curriculum夜.
4. Elective courses.
5. AP teachers.
6. AP course.
7. Continue practice of test enrollment.
8. Decrease in student enrollment.
9. Curriculum night.
10. Teacher and parent orientation.

Webster Thomas SMART Goal #1: 2011-2012

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsibility</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BLT subgroup</td>
<td>Fall 2011 - January 2012</td>
<td>Ongoing</td>
</tr>
<tr>
<td>2. Increase in student attendance</td>
<td>Fall 2011 - January 2012</td>
<td>Ongoing</td>
</tr>
<tr>
<td>3. Curriculum night</td>
<td>Fall 2011 - January 2012</td>
<td>Ongoing</td>
</tr>
<tr>
<td>4. Elective courses</td>
<td>Fall 2011 - January 2012</td>
<td>Ongoing</td>
</tr>
<tr>
<td>5. AP teachers</td>
<td>Fall 2011 - January 2012</td>
<td>Ongoing</td>
</tr>
<tr>
<td>6. AP course</td>
<td>Fall 2011 - January 2012</td>
<td>Ongoing</td>
</tr>
<tr>
<td>7. Continue practice of test enrollment</td>
<td>Fall 2011 - January 2012</td>
<td>Ongoing</td>
</tr>
<tr>
<td>8. Decrease in student enrollment</td>
<td>Fall 2011 - January 2012</td>
<td>Ongoing</td>
</tr>
<tr>
<td>9. Curriculum night</td>
<td>Fall 2011 - January 2012</td>
<td>Ongoing</td>
</tr>
<tr>
<td>10. Teacher and parent orientation</td>
<td>Fall 2011 - January 2012</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
Results-oriented Goal-setting Process
### Development of a K-12 Learning Plan

**2013-2014 Professional Learning Focus Areas for Webster’s Schools K-12**

1. Data Driven Instruction – Using Data to Guide Instruction
2. Common Core Curriculum and Assessments - Practice Standards for Math and Anchor Standards for ELA
3. APPR/Teacher and Leader Effectiveness – Framework for Teaching
4. PBIS and DASA – Promoting our Webster C.A.R.E.’s Culture

#### Using PLC’s to guide our work in

<table>
<thead>
<tr>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
</table>
| **Admin Retreat Learning:** | **Wednesday Learning:** (8/28)  
  * The Big Rocks #1 - #4  
  * PLC’s Recommitment Part 1  
  * #2 Common Core | **Faculty Meeting Learning:** (9/4)  
  * #4 PBIS and DASA | **Faculty Meeting Learning:** (10/2)  
  * #2 Common Core | **Faculty Meeting Learning:** (11/6)  
  * #1 Data to Guide Instruction  
  * Literacy (MG, Terry, Kate)| **Faculty Meeting Learning:** (12/4)  
  * #4 PBIS and DASA |
| **Lead Teachers Learning:** | **Thursday:** (8/29)  
  Opening Day Meetings (District & School)  
  * PLC’s Recommitment Part 2  
  * Safety and Security | **Curriculum Meeting:** (9/11)  
  * #3 Framework for Teaching  
  * 3D Using Assessment in Instruction | **Curriculum Meeting:** (10/9)  
  * #2 Common Core  
  * SMART goals (Building Admin) | **Curriculum Meeting:** (11/13)  
  * #2 Common Core - Literacy (MG, Terry, Kate) | **Curriculum Meeting:** (12/11)  
  * #2 Common Core - Math (Enc, Kate) |
| **Curriculum Meeting:** (10/17)  
  #3 Framework for Teaching | **Lead Teacher Learning:** (9/19)  
  * #2 Common Core | **Superintendent Conference Day:** (10/11)  
  * #2 Common Core | **Lead Teacher Learning:** (12/19)  
  * #3 Framework For Teaching | **Lead Teacher Learning:** (12/19)  
  * #3 Framework For Teaching |

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**Table Notes:**
- PLC’s: Professional Learning Communities
- APPR: Annual Professional Performance Review
- PBIS: Positive Behavioral Interventions and Supports
- DASA: Development and Assessment System for Administration
- ELA: English Language Arts
Maximize Student Learning Through Effective Collaboration

Teacher Leadership
Curriculum Directors

Principals & Assistant Superintendent
Superintendent & Deputy Superintendent
Principal & Assistant Superintendent

Maximize Student Learning

Curriculum Directors
Teacher Leadership

Maximize Student Learning Through Effective Collaboration
Results-oriented, job-embedded professional learning
My PLC is a collaborative and interdependent team that focuses on student learning.

93.2 %

My input and ideas are welcomed by my PLC.

97.6 %

My work in my collaborative team has had a positive impact on student learning.

96.7 %
what people think it looks like

what it really looks like
<table>
<thead>
<tr>
<th>Vision</th>
<th>Skills</th>
<th>Incentives</th>
<th>Resources</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Success</td>
</tr>
<tr>
<td>Vision</td>
<td></td>
<td></td>
<td></td>
<td>False Starts</td>
</tr>
<tr>
<td>Vision</td>
<td>Skills</td>
<td></td>
<td></td>
<td>Frustration</td>
</tr>
<tr>
<td>Vision</td>
<td></td>
<td>Incentives</td>
<td></td>
<td>Resistance</td>
</tr>
<tr>
<td>Vision</td>
<td></td>
<td></td>
<td>Resources</td>
<td>Anxiety</td>
</tr>
<tr>
<td>Vision</td>
<td></td>
<td></td>
<td></td>
<td>Confusion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Misconceptions</th>
<th>Reality</th>
</tr>
</thead>
<tbody>
<tr>
<td>I could make everyone happy.</td>
<td>There will be conflict.</td>
</tr>
<tr>
<td>People like change if it’s done properly.</td>
<td>People resist change regardless.</td>
</tr>
<tr>
<td>It is enough that the leader takes care of the people.</td>
<td>People must build capacity to be effective.</td>
</tr>
<tr>
<td>Good leadership makes tough calls unnecessary.</td>
<td>Tough calls must always be made.</td>
</tr>
</tbody>
</table>
Leading Change from the Heart

- Convictions that are stronger than my fears.
- Vision that is clearer than my doubts.
- Self-esteem that is deeper than self-protection.
- Dissatisfaction that is more forceful than the status quo.
- Poise that is more unshakeable than panic.
- Risk taking that is stronger than safety seeking.
- A desire to see potential reached more than to see people appeased.
Where the magic happens

Your Comfort Zone
There is frequently a gap between what we know to be the best action and what we do.

How will you find the courage to persevere and grow?
I Used to Think...
Now I Think