

All Forward Strategic Pathways Action Plan Template

Big Idea:

We will transform our approach to professional learning from a top-down model to one that honors and harnesses our educators' collective wisdom. We will provide venues across disciplines and buildings for professionals to collaborate, explore and innovate in order to sustain their continual growth and support the intended outcomes of this plan.

Related District Strength(s) and Challenge(s) to the Big Idea (please refer to page 9 of the plan):

Strategy:

Build the capacity of educator-leaders

Action Steps	Start Date	End Date	Person(s) Responsible	Source(s) of Data to Measure Effectiveness	Anticipated Costs	Anticipated Benefits/ Indicators of Success
Collaboratively identify "non-negotiable" effective instructional practices						
Engage key stakeholders (e.g., LMEA and School Board) in discussions about educator-leaders						
Research effective practices for establishing and supporting educator-leaders; Learning journey to districts with established, effective educator-leaders						
Evaluate our current approach to supporting informal and formal educator-leaders (e.g., PLC leaders, grade-level/content area/ department leaders, tech tutors, mentors, and peer coaches) to identify effective practices						
Identify educator-leaders (formal) and "go-to's" (informal) with strengths in identified instructional practices						
Train/Develop the leadership capacity of						

identified teachers						

Strategy:						
Develop K-12 Professional Learning Community (PLC) structure and processes						
Action Steps	Start Date	End Date	Person(s) Responsible	Source(s) of Data to Measure Effectiveness	Anticipated Costs	Anticipated Benefits/Indicators of Success
Define/Clarify PLC process (e.g., the “why”, the “what”, and the “how) in LMSD						
Provide professional learning (e.g., from consultant and in-district leaders; conduct immersion experiences and learning journeys) about the PLC process to administrators and educators						
Engage key stakeholders (e.g., LMEA and School Board) in discussions about PLCs						
Examine elementary schedule to identify designated time (i.e., structure) for PLCs						
Create a K-12 PLC network so support in on-going (e.g., regular meetings, immersion experiences and learning journeys)						
Create a technology infrastructure to support PLC collaboration						

Strategy:

Embed professional learning opportunities during the school day

Action Steps	Start Date	End Date	Person(s) Responsible	Source(s) of Data to Measure Effectiveness	Anticipated Costs	Anticipated Benefits/Indicators of Success
Revise the professional learning calendar and its scheduling						

Strategy:

Develop a coordinated professional learning plan that includes more collaboration (e.g. to reflect, to inquire, to research, to implement, to evaluate, to determine implications for future practice) and is more educator-directed

Action Steps	Start Date	End Date	Person(s) Responsible	Source(s) of Data to Measure Effectiveness	Anticipated Costs	Anticipated Benefits/Indicators of Success
Provide opportunities for educators and parents and guardians to learn together to ensure positive outcomes for each student						