Action Plan for Commitment to Professional Learning

Big Idea (as cited on page 17)
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.

*This Big Idea is based on Bold Statement of Strategic Intent 3: LMSD is a community that values educators and the critical role they play in ensuring our students' success. We trust our professionals and seek to support their perpetual growth and development through collaborative professional learning opportunities rooted in self-reflection and inquiry. We believe in providing resources to staff that encourage a culture of engagement, innovation, and exploration. |
| **What strengths do we build upon? What challenges do we confront? (as cited on page 9)** |
| Strengths
   • Attract top talent in all levels and positions; faculty excellence
   • Able to collaborate among and between schools
Challenges
   • Adapting to educational trends
   • Being strategic with our resources |

Strategic Priority	Outcome	Action Steps	Team Members	Potential Resources	Interdependencies	Start Date-End Date
Deconstruct the Strategic Plan's Big Idea	*List the anticipated outcomes for each strategic priority*	*Define major actions necessary for shifts to occur (May be multiple for each strategic priority)*	*People responsible for driving the work forward*	*Briefly explain financial and other resources needed*	*Explain dependencies between and among various parts of the strategic plan*	*Estimate general timeline for the work*
Create opportunities for professionals to collaborate in order to support the plan's intended outcomes (e.g., a shifted learning culture that ensures a transformative learning experience that is self-driven, facilitates creative productivity and develops global citizens) and to sustain continual growth	1. Educator-leadership capacity and network (Strategy- Build the capacity of educator-leaders)	1a. Collaboratively identify "non-negotiable" effective instructional practices 1b. Engage key stakeholders (e.g., LMEA and School Board) in discussions about educator-leaders 1c. Research effective practices for establishing and supporting educator-leaders; Learning journey to districts with established, effective educator-leaders 1d. Evaluate our current approach to supporting informal and formal educator-leaders (e.g., PLC leaders, grade-level/content area/ department leaders, specialists, tech tutors, mentors, and peer coaches) to identify effective practices 1e. Identify educator-leaders (formal) and "go-to's" (informal) with strengths in identified instructional practices 1f. Train/Develop the leadership capacity of identified educators				
	2. K-12 PLC structure and process (Strategy- Develop K-12 Professional	2a. Define/Clarify PLC process (e.g., the "why", the "what", and the "how") in LMSD 2b. 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				

	Learning Community [PLC] structure and processes)	2c. Engage key stakeholders (e.g., LMEA and School Board) in discussions about PLCs 2d. Examine elementary schedule to identify designated time (i.e., structure) for PLCs 2e. Create a K-12 PLC network so support in on-going (e.g., regular meetings, immersion experiences and learning journeys) 2f. Create a technology infrastructure to support PLC collaboration			

	3. Embedded professional learning driven by the instructional cycle
	
	(Strategy- Embed professional learning opportunities during the school day)
		3a. Build capacity of educator-leaders
		3b. Create time and structure for horizontal and vertical grade level/course collaboration; provide predictable and consistent time for collaboration
		    i. Need to conduct needs assessment to determine time for collaborative professional learning (How much time do we need?)
		    ii. Need to gather research about effective models to schedule time for professional learning
		3c. Create process for collaborative professional learning (i.e., PLCs)
		3d. Create digital professional learning content that can be accessed on-demand ("classic" and "contemporary" instruction practices)
		3e. Revise the professional learning calendar (2018-2019) and its scheduling so that form serves function of the instructional cycle (e.g., more frequent blocks of time [weekly or monthly?]; late openings or early dismissals; school business; PLC proposal for how to use the 14 hours; Do elementary and secondary have to have the same calendar?)			

	4. A coordinated collaborative professional learning plan
	
	(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
		4a. Identify prioritized topic areas for professional learning
		    i. New professionals to the district
		    ii. Content-specific
		4b. Map out what increased skill in a topic area "looks" like
		4c. Create a system to determine needs (e.g., digital badge system based on pre-assessment, performance-based demonstrations) and match need to content
		4d. Create "archiveable" library of (e.g., digital) professional learning content that can be accessed on-demand; blend professional learning opportunities
		4e. Make use of an "EdCamp" or "Unconference" model to create forums for colleagues to share their learning and learn from others
		4f. Provide opportunities for educators and parents and guardians to learn together to ensure positive outcomes for each student			

	is more educator-directed)				