



LRSP Status Report – June 2012

1.05 CI Professional Development SR 2012

Strategic Objective (SO):

1.05 Utilize meaningful, job-embedded professional development to support student achievement.

Topic of Strategic Objective (SO):

General C&I

Department/School: Curriculum & Instruction

Leader: Assistant Superintendent of Curriculum & Instruction

Team Members:

Curriculum Director, Instructional Coach Team

In a year, we hope to see the following progress on this strategic objective:

Continued implementation of instructional coaching.

Increased teacher participation in each school.

Continually updated Professional Development Moodle site.

Survey will be completed by April 2012.

A school calendar for future years that provides additional time for PLCs to meet.

All staff members participating on at least one PLC.

Building action plans incorporate the PLC concept in every building.

PROGRESS SUMMARY

Instructional Coaches were trained and our expanded team functioned successfully during the 2011-12 school year. Training and Implementation included the following:

1. attended opening day school staff meetings to learn about LRSP and personalized learning/P+ concept
2. assisted in planning and participate in Student Achievement Day meeting
3. participated in an expanded Instructional Cabinet to discuss and work on curriculum/instruction/assessment/professional development issues
4. regularly convened to discuss pertinent issues related to curriculum and instruction
5. planned and delivered professional develop for grade level meetings and at buildings
6. attended pertinent training from experts in the field of the Common Core and Quadrant D instruction

We conducted an Instructional Coach survey and the results were shared with coaches and building principals.

The professional development Moodle site was managed and updated.

Instructional Cabinet operated as a PLC. We continued to research how to build in PLC to school calendar. The PLC concept was reflected in most building action plans, and teachers used individualized professional development plans to meet state requirement of 12 professional development hours. The instructional coaches developed additional opportunities for teacher 12-hour requirements. Additionally, coaches offered lunch time seminars and book studies to further professional development.

The number of early release days was changed from four to six to allow teachers more building and district time to work together and collaborate on key instructional issues.

Work on the school calendar began with a School Calendar Task Force, but with the busy spring, work was deferred until next fall.